

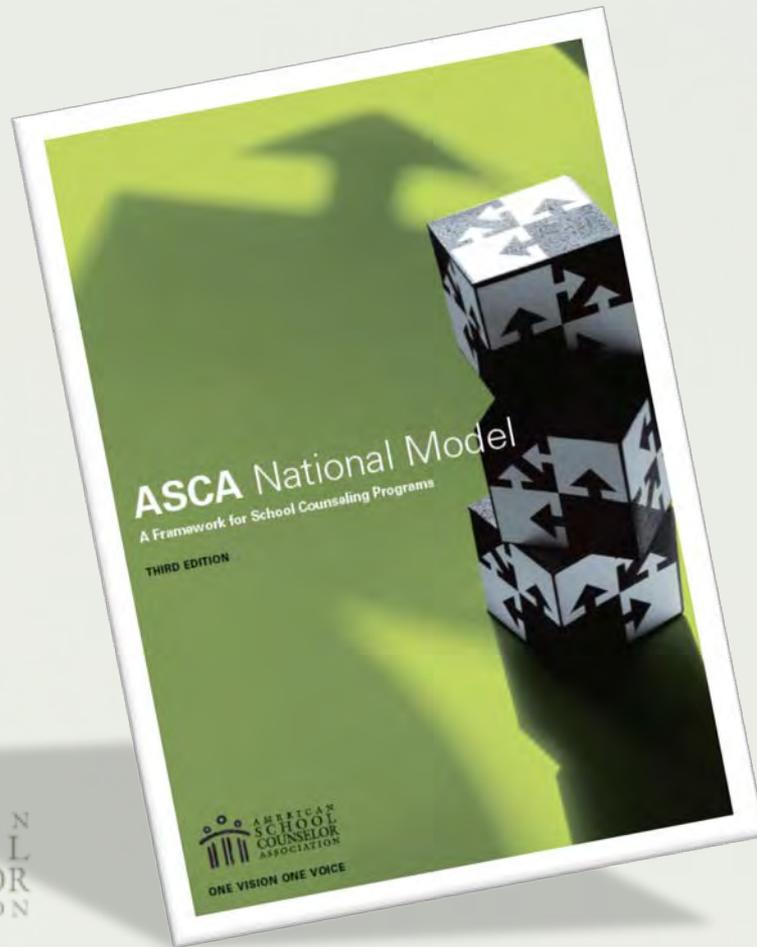
IOWA Department of Education Work Session  
June 21, 2012

# ASCA National Model, Third Edition The Revisions

Dr. Carol J. Kaffenberger  
Counselor Educator & Consultant

# The ASCA National Model

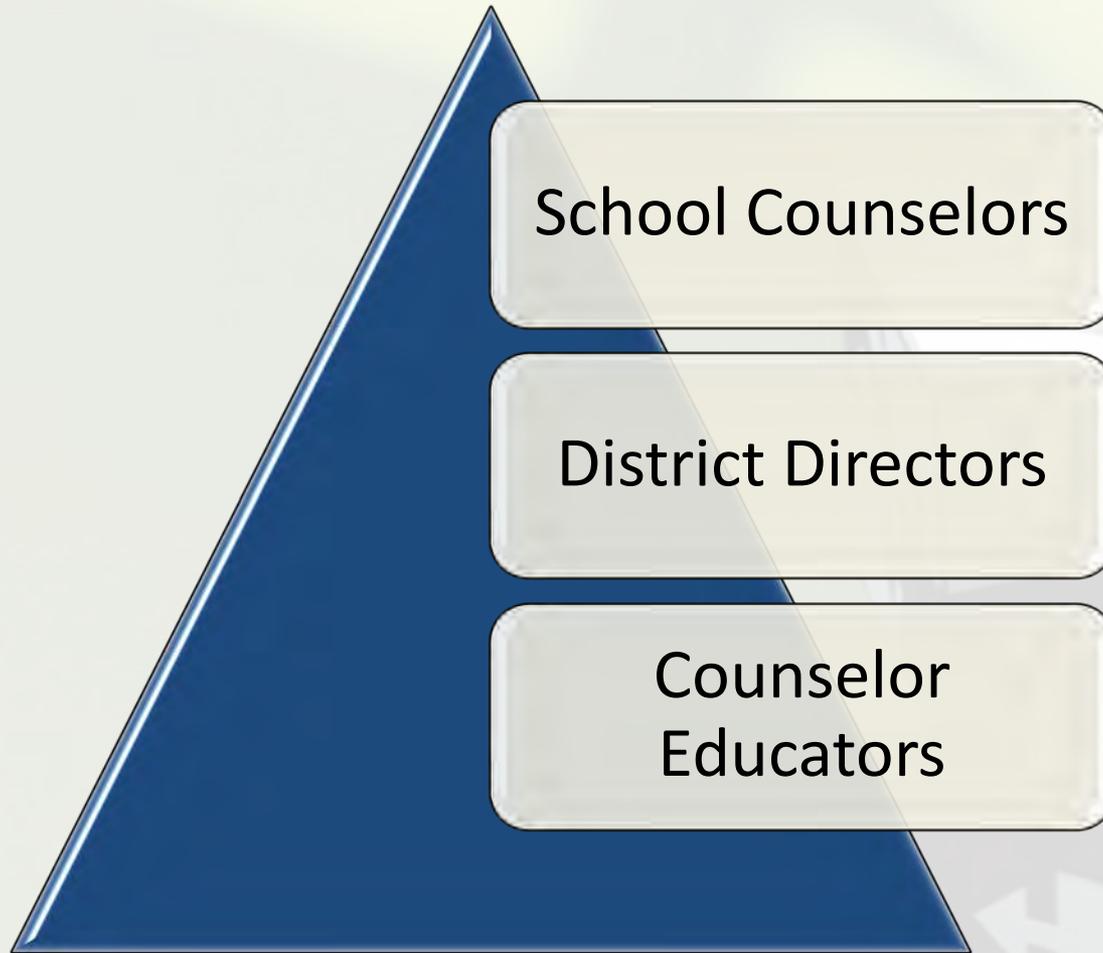
## *3<sup>rd</sup> Edition*



# Timeline



# Revision Committee





# Themes

Advocacy

Leadership

Collaboration

Systemic Change

# Advocacy

(p.14)

Advocating for the academic achievement of every student is a key role of school counselors and place them at the forefront of efforts to promote school reform (p. 4).

School counselors are advocates when they:

- Expand their cultural competence and commitment to social justice advocacy
- Analyze data with a special focus on underserved populations
- Address inequitable policies, procedures, or conditions
- Contribute to creating systemic change and educational reform (p. 14).

# Leadership

(p. 11)

School counselor leaders are culturally responsive change agents who integrate instructional and school counseling best practices to initiate, develop and implement equitable services and interventions for all students.

School counseling leadership requires:

- Visionary thinking
- Challenging inequities
- Shared decision making
- Collaborative processing
- Modeling excellence
- Taking courageous stances

# Collaboration

(pp. 7 – 8)

- Inter-professional collaboration: teachers, administrators, social workers, psychologists, nurses and other helping professionals
- Youth-centered collaboration: view youth as experts and partners
- Parent-centered collaboration: view parents as experts and partners
- Family-centered collaboration: view family systems as partners
- Intra-organizational collaboration: secretaries, custodians, cafeteria workers, bus drivers and community leaders
- Inter-organizational collaboration: community agencies, faith-based organizations, social service agencies and health clinics
- Community collaboration: engage all legitimate stakeholders in a workable geographic area.

# Systemic Change

## **School counselors:**

Use data to support leadership, advocacy and collaboration designed to create systemic change.

Work proactively to remove systemic barriers to learning

Promote systemic change that will create a learning environment where all students succeed.

# You need to collect and examine data Advocacy, Leadership, Collaboration, & Systemic Change

# DATA



# Foundation

## 2<sup>nd</sup> Edition



## 3<sup>rd</sup> Edition



# Foundation

1. Program Focus

2. Student Competencies

3. Professional Competencies

# 1. Program Focus

Foundation



# 2. Student Competencies

Foundation

ASCA Student  
Standards

Other Student  
Standards

New

# 3. Professional Competencies

Foundation

New

ASCA SC  
Competencies

New

ASCA Ethical  
Standards

# Management

## Management

Agreements  
Advisory Council  
Use of Data  
Action Plans  
Use of Time  
Calendars

## Management

Assessments  
Tools

# Management

Assessments

Templates

# Assessments

## Management

### School Counselor Competencies



New

#### I. SCHOOL COUNSELING PROGRAMS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

##### I-A: Knowledge

*ASCA's position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:*

- I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- I-A-2. The organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model
- I-A-3. Impediments to student learning and use of advocacy and data-driven school counseling practices to act effectively in closing the achievement/opportunity gap
- I-A-4. Leadership principles and theories
- I-A-5. Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student
- I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- I-A-7. Legal, ethical and professional issues in pre-K-12 schools
- I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories

# Assessments

## Management

### SCHOOL COUNSELING PROGRAM ASSESSMENT

FOUNDATION			
CRITERIA	No	In Progress	Yes
<b>Beliefs</b>			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
<b>Vision Statement</b>			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
<b>Mission Statement</b>			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
<b>Program Goals</b>			
a. Promote achievement, attendance, behavior and/or school safety			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			

# Assessments

## Management



### USE-OF-TIME ASSESSMENT

	Direct Student Services			Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks
	School Counseling Core Curriculum	Individual Student Planning	Responsive Services	Referrals/ Consultation/ Collaboration	Program Foundation Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks
7-7:15 a.m.							
7:16-7:30 a.m.							
7:31-7:45 a.m.							
7:46-8 a.m.							
8:01-8:15 a.m.							
8:16-8:30 a.m.							
8:31-8:45 a.m.							
8:46-9 a.m.							
9:01-9:15 a.m.							
9:16-9:30 a.m.							
9:31-9:45 a.m.							
9:46-10 a.m.							
10:01-10:15 a.m.							
10:16-10:30 a.m.							
10:31-10:45							
10:46-11 a.m.							
11:01-11:15 a.m.							
11:16-11:30 a.m.							
11:31-11:45 a.m.							
11:46 a.m.-12 p.m.							
12:01-12:15 p.m.							
12:16-12:30 p.m.							
12:31-12:45							
12:46-1 p.m.							
1:01-1:15 p.m.							
1:16-1:30 p.m.							
1:31-1:45 p.m.							
1:46-2 p.m.							
2:01-2:15 p.m.							
2:16-2:30 p.m.							
2:31-2:45 p.m.							
2:46-3 p.m.							
3:01-3:15 p.m.							
3:16-3:30 p.m.							
3:31-3:45 p.m.							
3:46-4 p.m.							
<b>TOTALS</b>							
<b>% per topic</b>							
<b>% per category</b>							

12:46-1 p.m.							
1:01-1:15 p.m.							
1:16-1:30 p.m.							
1:31-1:45 p.m.							
1:46-2 p.m.							
2:01-2:15 p.m.							
2:16-2:30 p.m.							
2:31-2:45 p.m.							
2:46-3 p.m.							
3:01-3:15 p.m.							
3:16-3:30 p.m.							
3:31-3:45 p.m.							
3:46-4 p.m.							
<b>TOTALS</b>							
<b>% per topic</b>							
<b>% per category</b>							



# Templates

## Management

Annual  
Agreement

Advisory  
Council

Calendars

Curriculum  
Lesson Plan

New

# School Data Profile Template

Management



SCHOOL DATA PROFILE TEMPLATE							
School Data Profile							
School Year		#	%	#	%	#	%
<b>Enrollment</b>							
Total enrollment							
Gifted (school-based)							
ESOL							
Special education services							
School Year		#	%	#	%	#	%
<b>Dropout Rate</b>							
All students							
Asian or Pacific Islander							
Black							
Hispanic/Latino							
White							
Students with disabilities							
Students Identified as disadvantaged							
Limited-English-proficiency students							
School Year		#	%	#	%	#	%
<b>Graduation Rate</b>							
All students							
Asian or Pacific Islander							
Black							
Hispanic/Latino							
White							
Students with disabilities							
Students Identified as disadvantaged							
Limited-English-proficiency students							
School Year		#	%	#	%	#	%
<b>Attendance</b>							
All Students							
Asian or Pacific Islander							
Black							
Hispanic/Latino							
White							
Students with disabilities							
Students Identified as disadvantaged							
Limited-English-proficiency students							

# Action Plan Templates

Management



Curriculum

Small  
Group

Closing the  
Gap

# Delivery

## 2<sup>nd</sup> Edition

## 3<sup>rd</sup> Edition



# Delivery

80%



# Delivery

Direct  
Student  
Services

- In-person interactions with students

Indirect  
Student  
Services

- Interactions with others

# Delivery

Direct  
Student  
Services

- **WITH**  
students

Indirect  
Student  
Services

- **FOR**  
students

**Figure 4.1 Delivery Component**

Item	Elements and Strategies	Recipient	Method
<b>Direct Student Services</b>	School Counseling Core Curriculum <ul style="list-style-type: none"> <li>■ Instruction</li> <li>■ Group Activities</li> </ul> Individual Student Planning <ul style="list-style-type: none"> <li>■ Appraisal</li> <li>■ Advisement</li> </ul> Responsive Services <ul style="list-style-type: none"> <li>■ Counseling</li> <li>■ Crisis Response</li> </ul>	All Students	Interactions with Students In:
		Identified Students	Large Group Classroom Small Group Individual
<b>Indirect Student Services</b>	<ul style="list-style-type: none"> <li>■ Referrals</li> <li>■ Consultation</li> <li>■ Collaboration</li> </ul>	All Students	Interactions with Others
		Identified Students	

# Direct Student Services

Delivery

SC Core  
Curriculum

Individual  
Student  
Planning

Responsive  
Services

# Indirect Student Services

Delivery

Referrals

Consultation

Collaboration

# Accountability

2<sup>nd</sup> Edition

3<sup>rd</sup> Edition



# Accountability

1. Data  
Analysis

2. Program  
Results

3. Evaluation  
&  
Improvement

# 1. Data Analysis

Accountability

New

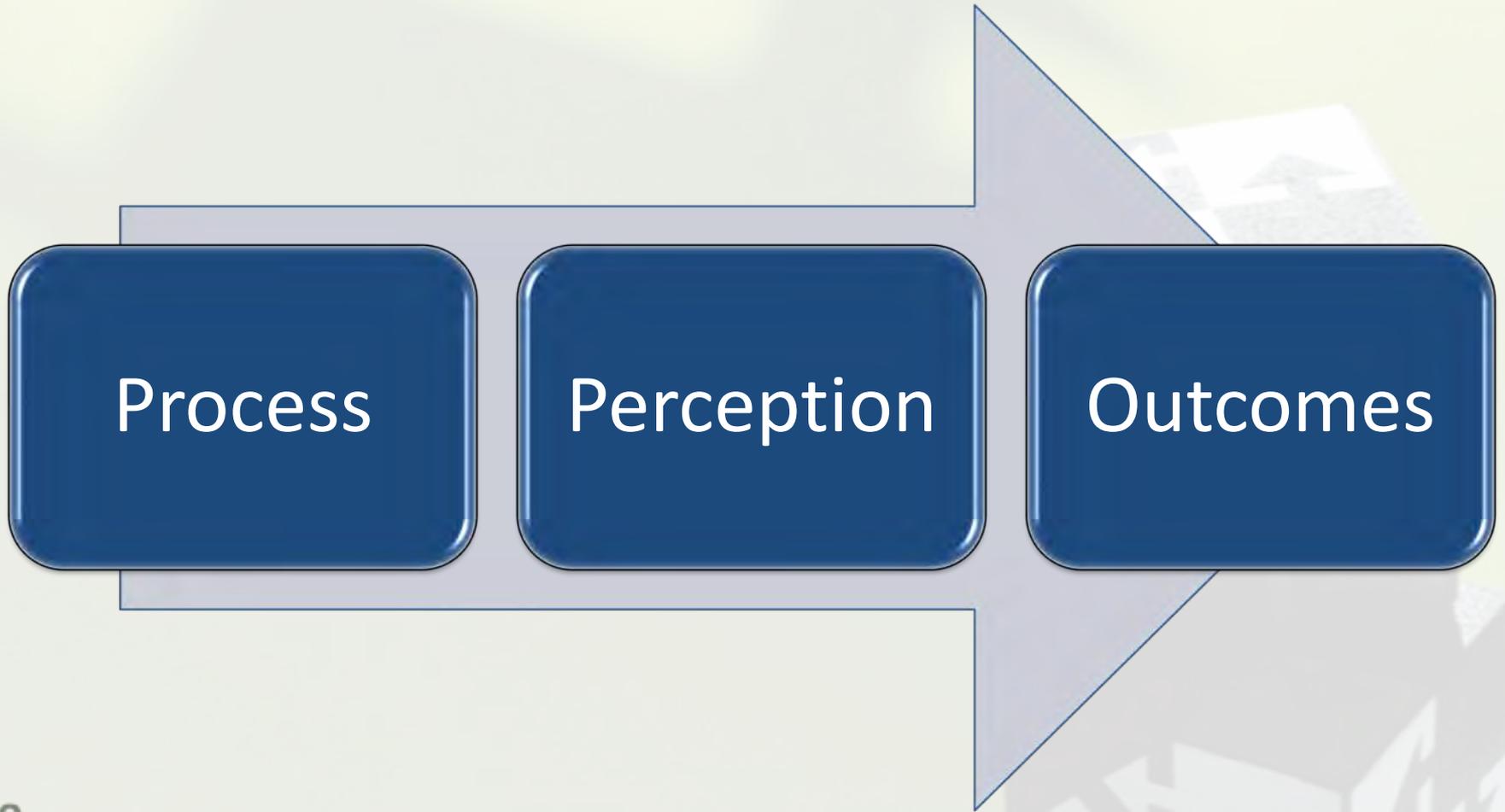
School Data  
Profile  
Analysis

New

Use of Time  
Analysis

# 2. Program Results

*Accountability*



# Program Results

Accountability



Curriculum  
Results Report  
Analysis

Small Group  
Results Report  
Analysis

Closing the Gap  
Results Report  
Analysis

# 3. Evaluation & Improvement

Accountability

SC  
Competencies  
Assessment



Program  
Assessment  
Analysis

SC Performance  
Appraisal  
Template



# Next Steps

Review  
Public  
Comment

Revise

Release in  
June



# Contact Information

Carol Kaffenberger, Ph.D.

Faculty Associate, Johns Hopkins University  
Associate Professor Emerita, George Mason  
University

ASCA Third Edition Advisory Board

[ckaffenb@gmail.com](mailto:ckaffenb@gmail.com)