


The image shows the cover of the 'ASCA National Model' book. The cover is red with a teal circle on the left side. Inside the circle is a stack of three cubes with black and white arrows pointing in various directions. The text on the cover reads 'ASCA National Model', 'A Framework for School Counseling Programs', and 'FIFTH EDITION'. The ASCA logo is visible at the bottom of the cover.

# ASCA National Model Templates

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AMERICAN SCHOOL COUNSELOR ASSOCIATION

1

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2

# Agenda

- **Understand Purpose for Templates**
- **Review 5th Edition Templates**
  - Data Priorities
  - Achievement Gap Plan
  - Use-of-Time
  - Classroom Lesson Plans
  - Small Group Lesson Plan
  - Administrative Conference
  - Advisory Council



3

# Objectives

1

Understand the purpose of using the ASCA National Model templates

2

Identify the 5<sup>th</sup> Edition Templates and how they support the School Counseling Program

3

Define the information required in each template



4

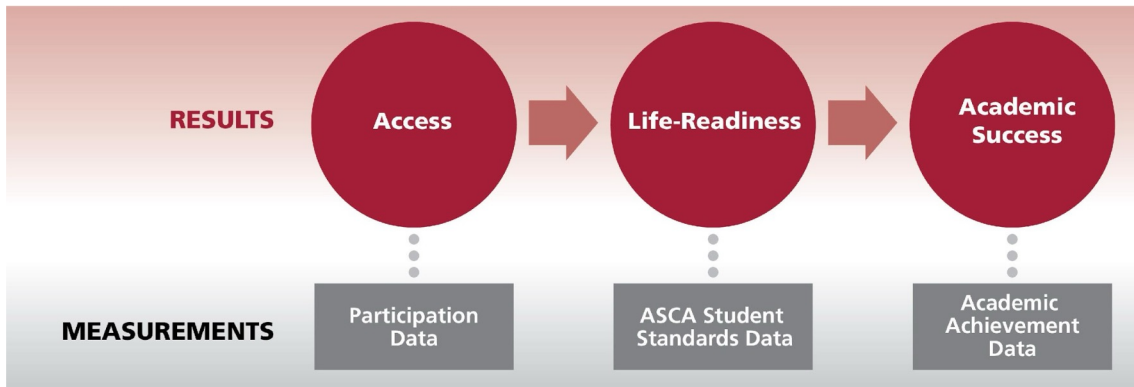
# Templates – Why?



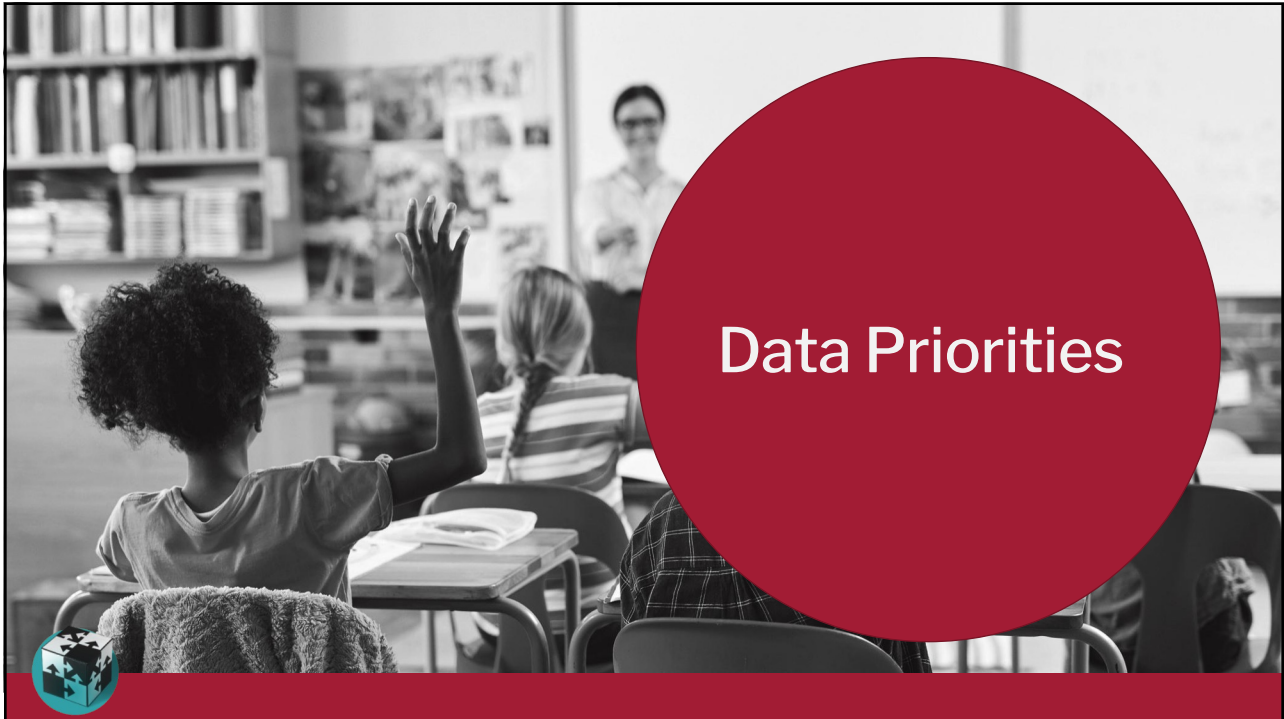
- Consistency
- Plan how students will learn skills for student success
- Plan and monitor our time
- Identify & address achievement gaps
- Educate about & Advocate

5


# Results of a School Counseling Program



6



7




### School Counseling Program Data Priorities


**Purpose**  
This template will establish annual school counseling program priorities and inform your achievement gap goal(s). The template guides schools counselors' review of school data to identify achievement issues.

**Key Considerations**


- Analyze achievement data to identify specific students with achievement issues.
- Create achievement data points for each issue the school counseling program could address.
- Identify which data points the school counseling program will address.
- **This replaces the School Data Summary**



8



# Data Priorities



## School Counseling Program Data Priorities

School Name: \_\_\_\_\_ School Year: \_\_\_\_\_

### Achievement Priorities and Data Points

Goals/priorities found in the school improvement plan, strategic plan, district and state initiatives.


A. All student achievement goals/priorities in school/district/state plan(s).	B. Achievement Data Point(s)	C. Will Address
1. _____	1. _____	<input type="checkbox"/>
2. _____	2. _____	<input type="checkbox"/>
3. _____	3. _____	<input type="checkbox"/>
4. _____	4. _____	<input type="checkbox"/>

Next: Develop an achievement gap plan for each data point the school counseling program will address.

9



# Achievement Gap Plan & Data Report



## Achievement Gap Plan and Data Report

School Name \_\_\_\_\_

School Counselor Name \_\_\_\_\_

### School Counseling Data Priority

\_\_\_\_\_

### Achievement Gap Goal

1. End date \_\_\_\_\_
2. Descriptors  
Descriptor 1: \_\_\_\_\_  
Descriptor 2: \_\_\_\_\_  
Descriptor 3: (if needed) \_\_\_\_\_
3. Achievement metric to decrease/increase \_\_\_\_\_
4. Baseline to projected final data \_\_\_\_\_
5. Achievement Goal \_\_\_\_\_

ASCA National Model® Fifth Edition 1 6/25

10



## Achievement Gap Plan and Data Report

### Purpose

This template serves as a guide to address the needs of students who are not reaching achievement goals or benchmarks. Illustrates achievement gap data prior as well as contributing factor(s) data before and after intervention(s).

### Key Considerations

- This document is all encompassing and can be shared with stakeholders
- Previously it included separate templates and is now one template
- Baseline attendance and discipline data may be tracked and shared when appropriate.
- Includes summary of all types of data (participation, standards and achievement data).



# Achievement Gap Plan & Data Report

## School Counseling Data Priority

### Achievement Gap Goal



School Name \_\_\_\_\_

School Counselor Name \_\_\_\_\_

**School Counseling Data Priority**

**Achievement Gap Goal**

1. End date \_\_\_\_\_

2. Descriptors

Descriptor 1: \_\_\_\_\_

Descriptor 2: \_\_\_\_\_

Descriptor 3: (if needed) \_\_\_\_\_

3. Achievement metric to decrease/increase \_\_\_\_\_

4. Baseline to projected final data \_\_\_\_\_

5. Achievement Goal \_\_\_\_\_



# Achievement Gap Plan Contributing Factors

**AMERICAN SCHOOL COUNSELOR ASSOCIATION** Achievement Gap Plan and Data Report

**What Contributing-Factors Data May Impact the Strategies to Reach this Goal?**

**Attendance Data** (Use "NA" if no data applies.)

**Discipline Data** (Use "NA" if no data applies.)

**Student Perspectives**

Students

Family

Teacher(s)

School counselor(s)

Administrator

Other insights

**Systemic Barriers**  
(Use "NA" if no data applies.)

Which contributing factors will you address? (Use "NA" if not applicable.)



13

# Achievement Gap Plan & Data Report

## ASCA Student Standards Objectives & Assessments

Behavior Standard(s)  
from  
ASCA Student Standards

**AMERICAN SCHOOL COUNSELOR ASSOCIATION** Achievement Gap Plan and Data Report

**ASCA Student Standards, Objectives and Assessments**

Behavior Standard(s) from ASCA Student Standards	Learning Objective(s)	Pre-/Post Assessment Statements
	1.	1.
	2.	2.
	1.	1.
	2.	2.
	1.	1.
	2.	2.
	1.	1.
	2.	2.



14

# Achievement Gap Plan & Data Report

## ASCA Student Standards, Objectives & Assessments



Learning Objective(s)

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### Achievement Gap Plan and Data Report

#### ASCA Student Standards, Objectives and Assessments

Behavior Standard(s) from ASCA Student Standards	Learning Objective(s)	Pre-/Post Assessment Statements
	1.	1.
	2.	2.
	1.	1.
	2.	2.
	1.	1.
	2.	2.
	1.	1.
	2.	2.

15

# Achievement Gap Plan & Data Report

## ASCA Student Standards, Objectives & Assessments



Pre/Post Assessment Statements

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### Achievement Gap Plan and Data Report

#### ASCA Student Standards, Objectives and Assessments

Consider the goal, contributing factors (if applicable) and student/partner perspectives when selecting behavior standards.

Behavior Standard(s) from ASCA Student Standards	Learning Objective(s)	Pre-/Post-Assessment Statements
<p>Identify behavior standard(s) that will address the achievement goal.</p> <p><b>B-SMS 1. Responsibility for self and actions</b></p>	<p>Include one or two objectives per standard that align with the selected behavior standard(s) from the ASCA Student Standards.</p> <p>1. Students will write an academic goal and plan with observable action steps to achieve it.</p> <p>2. Students will utilize tools and resources to improve attendance.</p>	<p><b>1 or 2 per learning objective</b></p> <ul style="list-style-type: none"> <li>The attainment of each learning objective is measured by a pre-/post-assessment statement</li> <li>Administer pre-assessment before any strategies are delivered.</li> <li>Likert-scale or knowledge-based items recommended.</li> </ul> <p>1. I have a specific goal with a plan to achieve it.</p> <p>2.</p> <p>1. List three tools you can use to improve your attendance.</p> <p>2.</p>
<p><b>B-SMS 6. Ability to identify and overcome barriers.</b></p>	<p>1. Students will name personal barriers to learning.</p> <p>2. Students will maintain on-task behaviors in the classroom.</p>	<p>1. Describe what makes it hard for you to learn in math.</p> <p>2.</p> <p>1. I recognize when I am off-task and correct it.</p> <p>2.</p>
	1.	1.
	2.	2.
	1.	1.
	2.	2.

16



# Achievement Gap Plan & Data Report Strategies


**Achievement Gap Plan and Data Report**

Strategies That Support Achieving the Goal

Direct Student Service	Setting	Describe the strategy.
1. <input type="checkbox"/> Instruction <input type="checkbox"/> Appraisal & Adv <input type="checkbox"/> Counseling	<input type="checkbox"/> SG <input type="checkbox"/> Ind	
2. <input type="checkbox"/> Instruction <input type="checkbox"/> Appraisal & Adv <input type="checkbox"/> Counseling	<input type="checkbox"/> SG <input type="checkbox"/> Ind	
3. <input type="checkbox"/> Instruction <input type="checkbox"/> Appraisal & Adv <input type="checkbox"/> Counseling	<input type="checkbox"/> SG <input type="checkbox"/> Ind	
4. <input type="checkbox"/> Instruction <input type="checkbox"/> Appraisal & Adv <input type="checkbox"/> Counseling	<input type="checkbox"/> SG <input type="checkbox"/> Ind	

Indirect Student Service	Describe the strategy.
1. <input type="checkbox"/> Referral <input type="checkbox"/> Consultation <input type="checkbox"/> Collaboration	
2. <input type="checkbox"/> Referral <input type="checkbox"/> Consultation <input type="checkbox"/> Collaboration	
3. <input type="checkbox"/> Referral <input type="checkbox"/> Consultation <input type="checkbox"/> Collaboration	
4. <input type="checkbox"/> Referral <input type="checkbox"/> Consultation <input type="checkbox"/> Collaboration	


Reminder: Administer pre-assessment before delivering strategies.


END OF PLAN

17

## Achievement Gap & Data Report


### Achievement Gap Data Report: Access & Life Readiness Graph




**Achievement Gap Plan and Data Report**

ASCA Student Standards, Objectives and Assessments

Behavior Standard(s) from ASCA Student Standards	Learning Objective(s)	Pre-/Post Assessment Statements
	1.	1.
		2.
	2.	1.
		2.
	1.	1.
		2.
	2.	1.
		2.
	1.	1.
		2.
	2.	1.
		2.


**Achievement Gap Plan and Data Report**

Achievement Gap Data Report

ACCESS

**Participation Data Results**  
Number of students at beginning of plan: \_\_\_\_\_  
Number of students at end of plan: \_\_\_\_\_  
If number of students changes from beginning to ending of plan, provide an explanation for the change.

**Graphs**  
*If needed, use organizer on the final page to organize the data.*

**LIFE-READINESS GRAPH**

**ASCA Students Standards Data Results**

**Behaviors Standards Addressed:**

1. \_\_\_\_\_
2. \_\_\_\_\_

Insert graph for data from the ASCA Student Standards pre- and post-assessment results for this plan.

18

# Achievement Gap & Data Report Academic Success Graph



# Achievement Gap Plan & Data Reports Academic Success Graph



# Achievement Gap Plan & Data Report

## Optional Data Organizer



**Achievement Gap Plan and Data Report**

Optional Data Organizer

**ACCESS**

<b>Baseline Participation Data</b> Number of students expected to participate in the lesson:	<b>Final Participation Data</b> Number of students who <i>actually participated</i> in the lesson:
<input type="text"/>	<input type="text"/>

**LIFE-READINESS**

<b>Baseline Data</b> ASCA Student Standard Pre-Assessment Results	<b>Final Data</b> ASCA Student Standard Post-Assessment Results
1. <input type="text"/>	1. <input type="text"/>
2. <input type="text"/>	2. <input type="text"/>
3. <input type="text"/>	3. <input type="text"/>
4. <input type="text"/>	4. <input type="text"/>

**ACADEMIC SUCCESS**

<b>Achievement Data</b> This data matches baseline achievement data in goal statement.	<b>Final Achievement Data</b> Report actual final achievement data (may be different from projected final data)
<input type="text"/>	<input type="text"/>
Percent Change from Baseline to Final Data:	
<input type="text"/>	

21

# Achievement Gap Plan & Data Report

## Optional Data Organizer



**Achievement Gap Plan and Data Report**

**Contributing-Factors Data – What other data has been impacted through this plan?**


<b>Baseline Attendance Data</b> <i>(when applicable)</i>	<b>Final Attendance Data</b> <i>(when applicable)</i>
<input type="text"/>	<input type="text"/>
<b>Baseline Discipline Data</b> <i>(when applicable)</i>	<b>Final Discipline Data</b> <i>(when applicable)</i>
<input type="text"/>	<input type="text"/>



22



23




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### **ASCA Student Standards Delivery Plan**

**Purpose**  
This template serves as an overview of how the behavior standards from the ASCA Student Standards are delivered directly to students to enhance life-readiness.

**Key Considerations**

- Each lesson will show one standard addressed (Selecting only one from the learning strategy, self management or social skills categories).
- Each standard will show the title (description if that doesn't explain what it is), delivery tier, participants and start.
- Add Programs offered for families/partners and families that support your tier 1 programming if applicable



24





27

**Annual Calendar**  
(necessary but use your own)

- Informs all educational partners of what, when and where
- Communicates school counseling program priorities
- Includes important school counseling events
- Details dates, times and places
- Stays current with updates
- Utilizes individual school design/format

28



29

**Advisory Council Purpose**

- Provide feedback
- Make recommendations
- Advocate

30



### School Counseling Advisory Council

**Purpose**

The templates serve as a guide to address the areas of discussion and feedback for the school counseling program.

**Key Considerations**

- Separate templates during the meetings will help facilitate the discussion points.
- School Counseling Advisory Planning Tool helps plan a prepare a variety of stakeholders
- **Mission and Vision Alignment on the template illustrates how the counseling program supports the schools vision and mission. COUNSELORS NO LONGER HAVE TO CREATE THEIR OWN.**



31

## School Counseling Advisory Council

### Mission & Vision Alignment




### School Counseling Advisory Council First-Semester Agenda



School: \_\_\_\_\_

Meeting Date/Time: \_\_\_\_\_

School/District  
Vision Statement:

Every student from Greenville High School achieves personal success and is a responsible and productive citizen.

School/District  
Mission Statement:

The mission of Greenville High School is to develop academically prepared students who are responsible and productive citizens.

*Describe how the school counseling program aligns with the school/district vision and mission statements.*

Greenville High School counselors strive to ensure 100% of students have a productive plan in place for postsecondary success.

Greenville HS school counselors:

- Provide systems of support for all levels of students
- Teach responsibility and social emotional skills via classroom lessons
- Model lifelong learning

32

# Second Semester Advisory Council Meeting

Agenda Items (at minimum)	School Counselor Facilitating Discussion
1. Welcome & Introduction	
2. Achievement Gap Plan and Data Report Update	
3. Lesson Plan and Data Report Update	
4. Small Group Plan and Data Report Update	
5. <i>(add item if applicable)</i>	
6. <i>(add item if applicable)</i>	
7. Closing	

Next Meeting Date/Time:



33

# School Counseling Advisory Council

## Second Semester Minutes

Discussion →



**School Counseling Advisory Council**  
**Second-Semester Agenda**



**School Counseling Advisory Council**  
**Second-Semester Minutes**

School	<input type="text"/>	Meeting Date/Time	<input type="text"/>
Members Present	Name	Position	
	<input type="text"/>	<input type="text"/>	
	<input type="text"/>	<input type="text"/>	
	<input type="text"/>	<input type="text"/>	
	<input type="text"/>	<input type="text"/>	
	<input type="text"/>	<input type="text"/>	
	<input type="text"/>	<input type="text"/>	

Topics (as listed in agenda)	Action Needed & Person Responsible (if applicable)
1. Welcome and Introductions	
2. Summary of Achievement Gap Plan(s) and Data Report (presented by the school counselor)	
Discussion and feedback on Achievement Gap Plan(s) and Data Report	
3. Summary of Lesson Plan and Data Report (presented by the school counselor)	

34

# Planning Tool

## School Counseling Advisory Council Planning Tool

**Members**

	Name	Contact Information	Term
Administrator(s)			
School Counselor(s)			
Teacher(s)			
Parent/Guardian(s)			
Community member(s)			
Student(s) (if appropriate)			
Other Roles			

Membership Terms	
Chairperson	
Minutes Recorder	

35



# Annual Administrator Conference



36



## Annual Administrator Conference

### Purpose

This template serves as a document which guides the discussions for the yearly conference with the counselor(s) and administrator(s).

### Key Considerations

- Each counselor is responsible to fill out a Annual Administrator Conference form.
- Counselors will meet and go over the form with their administrator.
- Each part will be filled out prior and there will be a discussion which helps advocacy and ensure that the counselor is supporting the schools priorities
- **Achievement Gap Plan replaced Annual Student Outcome Goal. Minutes included in document. Presentations separate section**



37

## Annual Administrative Conference



**Annual Administrator Conference**

**Signatures of School Counselor and Principal**

*must be within the first two months of school.*

**Printed Name**                      **Signature** (in blue or black ink)

School Counselor: \_\_\_\_\_

Principal: \_\_\_\_\_

Administrator in charge of the school counseling program: (if different from principal) \_\_\_\_\_

**First Day of School** \_\_\_\_\_

**Date of Conference** \_\_\_\_\_

**Minutes from Administrative Conference**

Summary of discussion and decisions from the administrator conference

38



39




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SCHOOL  
COUNSELOR  
ASSOCIATION**

### Use of Time

**Purpose**  
This template provides a daily snapshot for a week of each counselors activities.

**Key Considerations**

- Calculates totals for each daily on time spent in each category (direct, indirect, program planning and school support and non-counseling).
- Allows the counselor to reflect on where time is spent
- Provides a tool to advocate for use of time spent in a given week.




40

# Use-of-Time Overview

- ASCA Use-of-Time 5-Day Calculator template used
- Completed by each school counselor:
  - one week from first semester
  - one week from second semester
- Reflect on what you learn and how you can improve



 <b>Use-of-Time 5-Day Calculator</b>		School Counselor Name: _____ Date (M/D/Y): _____ Contract start/end time: _____				
Time frame	Activity or Task <small>ex. Teaching 8th grade classroom lesson Conducting parent conference Data collection for small group Supervising carpool pick up</small>	Student Services	Indirect Student Services	Program Planning	School Support	Non-School-Counseling Tasks
		Instruction, Appraisal & Advisement, Counseling	Referrals, Consultation, Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School-Counseling Tasks
7:31-7:45 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:46-8 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:01-8:15 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:16-8:30 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:31-8:45 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:46-9 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:01-9:15 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:16-9:30 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:31-9:45 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:46-10 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:01-10:15 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:16-10:30 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:31-10:45 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:46-11 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:01-11:15 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:16-11:30 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:31-11:45 a.m.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41



42



## Lesson Plan and Results Report

### Purpose

This template helps school counselors plan how each and every student will learn strategies and skills for student success. It provides details of specific lessons that enhance life-readiness skills for each and every student.

Defines:

1. **What** will be delivered to every student in a grade level (for Tier 1 lessons).
2. **To whom** it will be delivered.
3. **How** it will be delivered.
4. **How** students' attainment of the lesson's learning objective will be assessed.

### Key Considerations

- Template is **used for all tiered systems or support** (individual, small group, large group & classroom)
- Template is **all encompassing** from the plan to the results for each
- Lessons are based on developmental needs or informed by data and are connected to the ASCA Student Standards.



43

## Lesson Plans & Data Report

### Lesson Plan and Data Report

School Counselor/  
School Name

Lesson Title/Topic

Participants

Setting  
 Classroom    Large Group    Small group    Individual

Reason for this lesson:  
How will this lesson help students improve achievement and/or contributing factors?

Single Lesson    Unit of Lessons: Lesson \_\_\_\_\_ of \_\_\_\_\_



44

# Lesson Plan & Data Report

## Lesson Plan Steps

### ASCA Student Standards, Objectives and Assessment Items for Lesson

Behavior Standard from ASCA Student Standards	Student Learning Objectives	Pre-/Post Assessment Statements
	Student(s) will:	1. _____ 2. _____
	Student(s) will:	1. _____ 2. _____

### Materials:



# Lesson Plan & Data Report

## Lesson Plan Steps



### Lesson Plan and Data Report

#### Steps

Describe how you will:

1. Introduce lesson and objective: \_\_\_\_\_
2. Teach content: \_\_\_\_\_
3. Practice content: \_\_\_\_\_
4. Summarize: \_\_\_\_\_

**END OF PLAN**



# Lesson Plan & Data Report

## Access-Participation Data Results



### Lesson Plan and Data Report

#### Lesson Data Report

#### ACCESS

**Participation Data Results**

Number of students at beginning of plan: \_\_\_\_\_

Number of students at end of plan: \_\_\_\_\_

If number of students changes from beginning to ending of plan, provide an explanation for the change. \_\_\_\_\_



47

# Lesson Plan & Data Report

## Life Readiness Graphs

**Graphs**  
*If needed, use organizer on the final page to organize the data.*

### LIFE-READINESS GRAPH

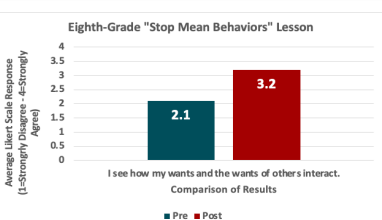
**ASCA Students Standards Data Results**

**Behaviors Standards Addressed:**

1. B-SS 2: Create positive and supportive relationships with other students
2. B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary

*Insert graph for data from the ASCA Student Standards pre-/post-assessment results for this plan.*

**Eighth-Grade "Stop Mean Behaviors" Lesson**



Assessment Point	Average Likert Scale Response
Pre	2.1
Post	3.2


I see how my wants and the wants of others interact.  
Comparison of Results

■ Pre ■ Post



48

# Lesson Plan & Data Report Reflection



**Lesson Plan and Data Report**

**Reflection**

What strategies facilitated inclusion and supported diverse learners?

What components of the lesson could be improved?



49

# Lesson Plan & Data Report Optional Data Organizer



**Lesson Plan and Data Report**

**Optional Data Organizer**

**ACCESS**

Baseline Participation Data <i>Number of students expected to participate in the lesson:</i>	Final Participation Data <i>Number of students who actually participated in the lesson:</i>
<input type="text"/>	<input type="text"/>

**LIFE-READINESS**

Baseline Data ASCA Student Standard Pre-Assessment Results	Final Data ASCA Student Standard Post-Assessment Results
1. <input type="text"/>	1. <input type="text"/>
2. <input type="text"/>	2. <input type="text"/>
3. <input type="text"/>	3. <input type="text"/>
4. <input type="text"/>	4. <input type="text"/>

**Contributing-Factors Data – What other data has been impacted through this plan?**

Baseline Attendance Data <i>(when applicable)</i>	Final Attendance Data <i>(when applicable)</i>
<input type="text"/>	<input type="text"/>

Baseline Discipline Data <i>(when applicable)</i>	Final Discipline Data <i>(when applicable)</i>
<input type="text"/>	<input type="text"/>



50



51

## Small Group Plan & Data Report

Session	Behavior Standard from the ASCA Student Standards	Student Learning Objective	Pre-/Post Assessment Statements
1	B#	Students will	1. _____ 2. _____
2	B#	Students will	1. _____ 2. _____
3	B#	Students will	1. _____

52

# Small Group Plan & Data Report

**Small-Group Plan and Data Report**

4	B#	Students will	1.	2.
5	B#	Students will	1.	2.
6	B#	Students will	1.	2.

**Session 1 Focus:**  
Describe the teaching content for this session.  
Describe how students will practice the content.

**Session 2 Focus:**  
Describe the teaching content for this session.  
Describe how students will practice the content.

**Session 3 Focus:**  
Describe the teaching content for this session.  
Describe how students will practice the content.

**Session 4 Focus:**  
Describe the teaching content for this session.  
Describe how students will practice the content.

**Session 5 Focus:**  
Describe the teaching content for this session.  
Describe how students will practice the content.

**Session 6 Focus:**  
Describe the teaching content for this session.  
Describe how students will practice the content.

**END OF PLAN**

53

# Small Group Plan & Data Report

**Small-Group Data Report**

**ACCESS**

**Participation Data Results**  
Number of students at beginning of plan: \_\_\_\_\_  
Number of students at end of plan: \_\_\_\_\_  
If number of students changes from beginning to ending of plan, provide an explanation for the change: \_\_\_\_\_

**Graphs**  
*If needed, use organizer on the final page to organize the data.*

**LIFE-READINESS GRAPH**

**ASCA Students Standards Data Results**

**Behaviors Standards Addressed:**

1. \_\_\_\_\_  
2. \_\_\_\_\_

*Insert graph for data from the ASCA Student Standards pre- and post-assessment results for this plan.*

**ACADEMIC SUCCESS GRAPH**

**Achievement Data Results**  
*Insert graph for data reported in the baseline and final achievement data results for this plan.*

**Reflection**

**Contributing-Factors Results Graphs (if applicable)**  
*When appropriate, insert graph(s) of baseline and final data such as attendance and discipline*

**How can you improve your small group?**

\_\_\_\_\_

**How do the results inform future small groups or the school counseling program?**

\_\_\_\_\_

54

# Small Group Plan & Data Report

## Optional Data Organizer



**AMERICAN SCHOOL COUNSELOR ASSOCIATION**

### Small-Group Plan and Data Report

#### Optional Data Organizer

**ACCESS**

<p><b>Baseline Participation Data</b> <i>Number of students expected to participate in the small group:</i></p> <input style="width: 90%;" type="text"/>	<p><b>Final Participation Data</b> <i>Number of students who actually participated in the small group:</i></p> <input style="width: 90%;" type="text"/>
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**LIFE-READINESS**

<p><b>Baseline Data</b></p> <p><b>ASCA Student Standard Pre-Assessment Results</b></p> <p>1. <input style="width: 90%;" type="text"/></p> <p>2. <input style="width: 90%;" type="text"/></p> <p>3. <input style="width: 90%;" type="text"/></p> <p>4. <input style="width: 90%;" type="text"/></p>	<p><b>Final Data</b></p> <p><b>ASCA Student Standard Post-Assessment Results</b></p> <p>1. <input style="width: 90%;" type="text"/></p> <p>2. <input style="width: 90%;" type="text"/></p> <p>3. <input style="width: 90%;" type="text"/></p> <p>4. <input style="width: 90%;" type="text"/></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**ACADEMIC SUCCESS**

<p><b>Achievement Data</b> <i>This data matches baseline achievement data in small group.</i></p> <input style="width: 90%;" type="text"/>	<p><b>Final Achievement Data</b> <i>Report actual final achievement data (may be different from projected final data)</i></p> <input style="width: 90%;" type="text"/>  <p>Percent Change from Baseline to Final Data:</p> <input style="width: 90%;" type="text"/>
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55

# Small Group Plan & Data Report

## Contributing Factors Data



**AMERICAN SCHOOL COUNSELOR ASSOCIATION**

### Small-Group Plan and Data Report

**Contributing-Factors Data – What other data has been impacted through this plan?**

<p><b>Baseline Attendance Data</b> <i>(when applicable)</i></p> <input style="width: 90%;" type="text"/>	<p><b>Final Attendance Data</b> <i>(when applicable)</i></p> <input style="width: 90%;" type="text"/>
<p><b>Baseline Discipline Data</b> <i>(when applicable)</i></p> <input style="width: 90%;" type="text"/>	<p><b>Final Discipline Data</b> <i>(when applicable)</i></p> <input style="width: 90%;" type="text"/>

56

# Templates

SHARE

## ASCA National Model<sup>®</sup>

School counselors design and deliver school counseling programs. The ASCA National Model: A Framework for School Counseling Programs (PDF download) outlines the components of a school counseling program that is integral to the school's academic mission and is created to have a significant positive impact on student achievement, attendance and discipline. Although downloads are free, **hard copies may be purchased.**

The ASCA National Model<sup>®</sup> guides school counselors in the development of school counseling programs that:

- are based on data-informed decision making
- are delivered to all students systematically
- include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- close achievement and opportunity gaps
- result in improved student achievement, attendance and discipline

A number of research-based manuscripts support the efficacy of the ASCA National Model<sup>®</sup> and its positive effects on student outcomes. [Download the ASCA National Model<sup>®</sup>: What the Research Says.](#)

The resources found here were developed by the American School Counselor Association and are the only ASCA-affiliated and -endorsed ASCA National Model<sup>®</sup> materials.

**DOWNLOADS**

- [The ASCA National Model Fifth Edition](#)
- [Changes in the Fifth Edition](#)
- [The ASCA National Model: What the Research Says](#)

**IN THIS SECTION**

**ASCA NATIONAL MODEL**

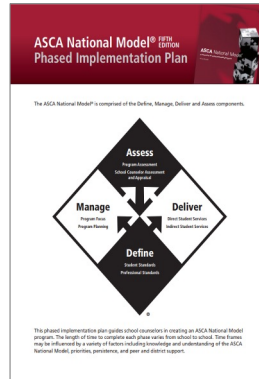
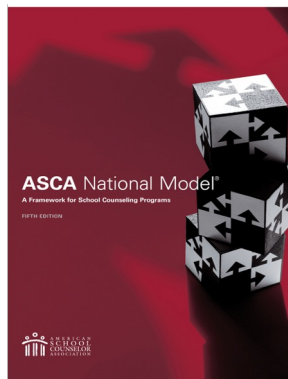
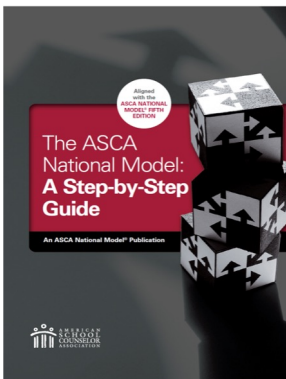
- [Templates & Tools](#)
- [Purchase the Books](#)
- [ASCA National Model & RAMP Training](#)
- [ASCA National Model Portal](#)
- [Recognized ASCA Model Program \(RAMP\)](#)

[Schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs](https://schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs)



57

# Resources



58

# Key Takeaways



Templates are a tool to support implementation

The templates provide structure, efficiency in the process and saves time

Best practice in using the templates

59

# What Questions do you have?



Please share in the Q & A

60