

ASCA National Model
FOURTH EDITION

Framing this Webinar

<p>What <u>it is</u>...</p> <ul style="list-style-type: none">• Initial step into 4th edition• Overview of the changes• Exposure to new templates	<p>What it <u>is not</u>...</p> <ul style="list-style-type: none">• Replacement for reading the book• Detailed explanations
---	---



ASCA National Model

FOURTH EDITION

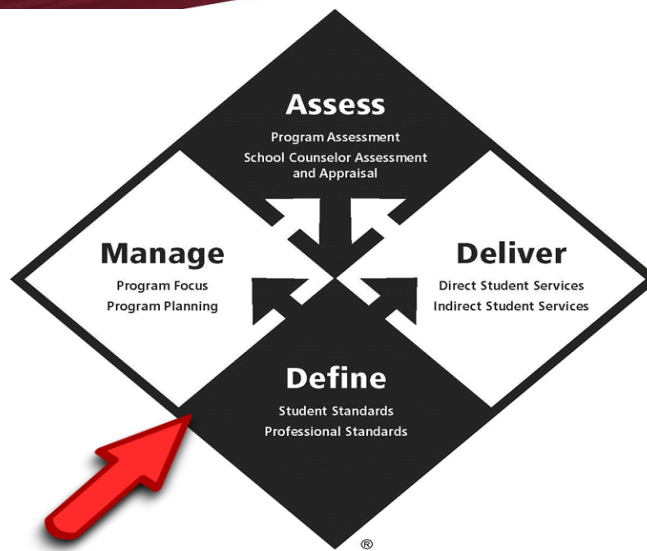
Learning outcomes: Review **Define** component of the ASCA National Model

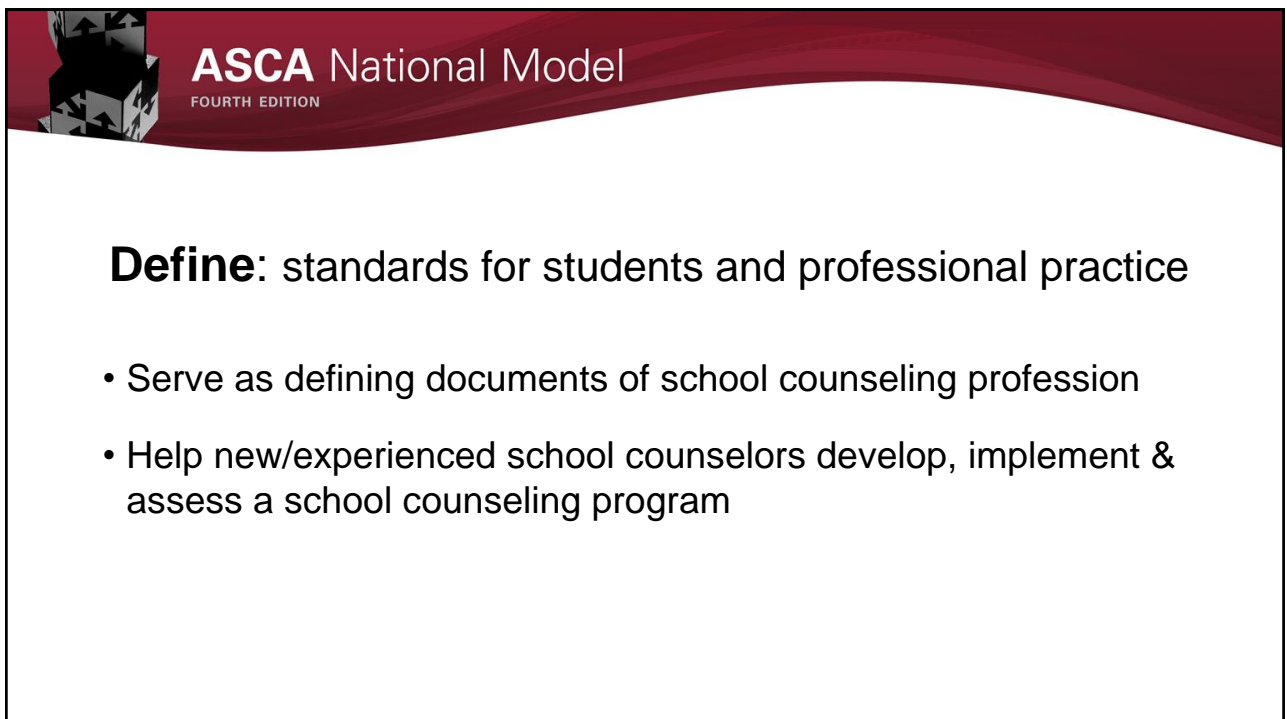
1. ASCA Mindsets & Behaviors for Student Success
2. The ASCA School Counselor Professional Standards & Competencies
3. ASCA Ethical Standards for School Counselors



ASCA National Model

FOURTH EDITION





ASCA National Model

FOURTH EDITION

DEFINE

Student Standards



ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a variety of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 30 standard and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create programs that help students achieve their high or potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the nation's best practices.

In implementing the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student development needs. The competencies directly reflect the vision, mission and goals of the campus, become a school counseling program and align with the school's academic mission.

Research-Based Standards
The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of competencies. Below presented is the critical framework.

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below:

Domains
The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains present students and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development - Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development - Standards guiding school counseling programs to help students: 1) understand the connection between school and the world of work; and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and then plan to job across the life span.

Social/Emotional Development - Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards
All 30 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on the broad categories of competencies. Below presented is the critical framework.

Professional Standards



ASCA Ethical Standards for School Counselors

Updated 1994, revised 1995, 1998, 2005 and 2010, 2015

Purpose
The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling interventions, school counseling programs, and school counselors and school counseling educators. School counselors have unique qualifications and skills to address pre-K-12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting the school counseling program to the district's mission and improvement plans. School counselors demonstrate that belief that all students have the ability to thrive by advocating for an education system that provides optimal learning environments for all students. All students have the right to:

- Be respected, be treated with dignity and have access to a core professional school counseling program that advocates for and affords all students from diverse populations including but not limited to: ethnic/racial diversity, nationality, age, social class, economic status, ability/disability, language, immigration status, sexual orientation, gender and identity expression, family type, religious/spiritual beliefs, unaccompanied immigrant youth, and other underserved groups.
- School counselors are social justice advocates: support students from all backgrounds and circumstances and ensure that their comprehensive needs are addressed equitably.

- Receive the information and support needed to meet personal self-development and self-advocacy and affirmation within one's group identities. Special care is given to ensure overall educational services for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary systems and understand the full range of available options for higher education and career and training pathways.

Purpose
In this document, ASCA specifies the ethical obligations of school counselors necessary to maintain the integrity, leadership and professionalism. Standards for School Counselors were developed with state school counseling associations, school counseling state and district associations across the nation to clarify the beliefs of the profession.

The purpose of this document is to:

- Serve as a guide for the ethical practices of school counseling professionals.
- Provide support and direction for self-tuition and evaluation regarding school beliefs to students, postsecondary, in-school associates, school districts employ the school counseling profession.
- Inform all stakeholders, including students, teachers, administrators, community and justice of best ethical practices, values and the school counseling profession.

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

- a) Have a primary obligation to the student served with dignity and respect as unique individuals.
- b) Use the research, counseling to students to support students and families/partners in service of the student needs long-term and

ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K-12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic, achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

- School counselors**
 - Self-assess their own mindsets and behaviors.
 - Transition an appropriate professional development plan.
- School administrators**
 - Guide the recruitment and selection of competent school counselors.
 - Develop or inform successful school counselor performance systems.
- School counseling education programs**
 - Establish benchmarks for entering school counseling students/practitioners with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies
The ASCA School Counselor Professional Standards & Competencies

Standards: The standards standards include beliefs, attitudes and behaviors that school counselors should demonstrate through the implementation of a comprehensive school counseling program including:

1. Professional foundation - the essential skills that are the basis of a school counselor's professional expertise.
2. Theory and evidence-based practice - connections that are grounded directly in research or indirectly by research in collaboration with families, teachers, administrators, other school staff and education stakeholders.
3. Planning and evaluation - activities necessary for the design, implementation and evaluation of the comprehensive school counseling program.

ASCA National Model

FOURTH EDITION

Student Standards ASCA Mindsets & Behaviors for Student Success

K-12 College and Career Readiness Standards for Every Student

Behaviors
Attitudes
Skills



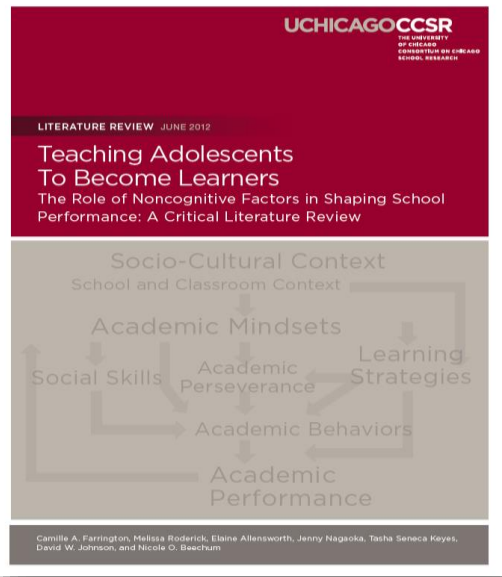
ASCA National Model
FOURTH EDITION

Noncognitive Skills Research



ASCA National Model
FOURTH EDITION

Key Research Define



ASCA National Model

FOURTH EDITION

Define

Summary of Research on Learning Strategies

```

graph TD
    A[ACADEMIC MINDSETS] --> B[ACADEMIC PERSEVERANCE]
    B --> C[ACADEMIC BEHAVIORS]
    C --> D[ACADEMIC PERFORMANCE]
    E[LEARNING STRATEGIES  
Study Skills  
Metacognitive Strategies  
Self-Regulated Learning  
Time Management  
Goal-Setting] --> B
    E --> C
    E --> D
    
```

ASCA National Model

FOURTH EDITION

Define

Summary of Research on Social Skills

SOCIAL SKILLS

Interpersonal Skills,
Empathy, Cooperation,
Assertion, and
Responsibility

→

ACADEMIC BEHAVIORS

↓

ACADEMIC PERFORMANCE



ASCA National Model

FOURTH EDITION

It works & it lasts!

“...educational interventions and initiatives that target these psychological factors can have **transformative effects** on students’ experience and achievement in school, improving core academic outcomes such as GPA and test scores **months and even years later.**”

(Dweck et al, 2011)



ASCA National Model

FOURTH EDITION

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

ASCA National Model

FOURTH EDITION

M&B Define the work of the school counselor

EXAMPLE

Classroom and Group Mindsets & Behaviors Action Plan Example

Mindsets	Activity	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being	Moving to MS Unit (3 lessons + field trip)	5th grade	X	
M 2. Self-confidence in ability to succeed	Writing, Planning, & Tracking Goals Unit	3rd – 5th	X	X
M 3. Sense of belonging in the school environment	New student Group	3rd – 5th		X
M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success				
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				
M 6. Positive attitude toward work and learning	Building Resiliency	3 – 5th		X

Behavior: Learning Strategies	Activity	Participants	Class/LG	SG
B-LS 1. Demonstrate critical-thinking skills to make informed decisions				
B-LS 2. Demonstrate creativity				
B-LS 3. Use time-management, organizational and study skills	Academic Support Groups	3rd – 5th		X
B-LS 4. Apply self-motivation and self-direction to learning	Building Resiliency	3 – 5th		X
B-LS 5. Apply media and technology skills				
B-LS 6. Set high standards of quality				
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	Career Unit (3 – 5 lessons)	K – 5th	X	
B-LS 8. Actively engage in challenging coursework				
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions				
B-LS 10. Participate in enrichment and extracurricular activities				


Full Example in ASCA National Model Implementation Guide, 2nd ed., pages 80 - 82

ASCA National Model

FOURTH EDITION

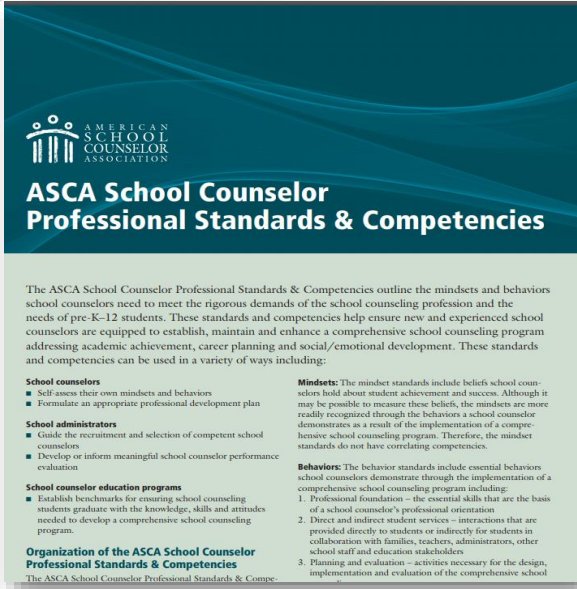
The ASCA School Counselor Professional Standards & Competencies

- Outline the rigorous demands of the school counseling
- Ensure all school counselors are equipped to establish, maintain and enhance a school counseling program

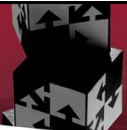


ASCA National Model

FOURTH EDITION



ASCA National Model, 4th, ed.
Pages 6 - 15



ASCA National Model

FOURTH EDITION

The ASCA School Counselor Professional Standards & Competencies

School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan



ASCA National Model

FOURTH EDITION

Organization of

The ASCA School Counselor Professional Standards & Competencies

Mindsets:

- Are **beliefs** school counselors hold about student achievement & success
- Are recognized through **behaviors** school counselor demonstrates as a result of implementation of school counseling program
- Do not have correlating competencies



ASCA National Model

FOURTH EDITION

Organization of

The ASCA School Counselor Professional Standards & Competencies

Behaviors: demonstrated through the implementation of school counseling program including:

- **Professional Foundation** – the essential skills that are basis of a school counselor's professional orientation
- **Direct and Indirect Student Services**
- **Planning and Evaluation** – activities necessary for design, implementation and evaluation of the school counseling program



ASCA National Model

FOURTH EDITION

ASCA Ethical Standards for School Counselors

- Specify **principles of ethical behavior** necessary to maintain the highest standard of integrity, leadership and professionalism
- Guide school counselors' **decision-making**
- Standardize professional practice to **protect** both students and school counselors.

ASCA National Model, 4th, ed.
Pages 15 - 28



ASCA National Model

FOURTH EDITION



ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016)

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address pre-K-12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and importance of how college and career readiness can have an

PURPOSE

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values and beliefs of the profession.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools, district employers, communities and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.

ASCA National Model, 4th, ed.
Pages 15 - 28

ASCA National Model

FOURTH EDITION

ASCA Ethical Standards for School Counselors

- **Guide ethical practices** of all school counselors, supervisors/directors of school counseling programs and school counselor educators
- **Provide support and direction** for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to all
- **Inform all stakeholders** of best ethical practices, values and expected behaviors of the school counseling professional.

ASCA National Model

FOURTH EDITION

ASCA Resources

ON-SITE TRAINING

Is your school or district looking to bring specialized training to your school counselors? ASCA can help in your quest to offer them school counseling-specific professional development opportunities with an ASCA-certified trainer. Daylong on-site trainings are available for:

- ▶ ASCA National Model and RAMP
- ▶ ASCA Mindsets & Behaviors for Student Success
- ▶ Legal and Ethical Issues in School Counseling
- ▶ School Counseling Data Use
- ▶ Bullying Prevention
- ▶ Solution-Focused Brief Counseling
- ▶ And much more

On-site training is \$3,000/day (additional fees may apply for extensive travel).

JIM BOEN, Executive Director, Bend-La Pine Schools



We wrote the book on school counseling. Get your training from the experts. Learn more at www.schoolcounselor.org/professionaldevelopment.

COACHING

Get individualized coaching to help your school work toward a comprehensive school counseling program aligned with the ASCA National Model with an ASCA National Model coach. Already have a comprehensive program and want to apply for RAMP? Our RAMP coaches can walk you through the RAMP framework and application process. Regardless of where your school or district is in the implementation process, an ASCA coach can help. You'll meet with your ASCA National Model or RAMP coach virtually for one hour each month, for either 10 or 12 months.

DISTRICTWIDE TRAINING

ASCA offers a districtwide ASCA National Model training and implementation program for all district school counselors to include consultation, professional development, program implementation and districtwide program evaluation and improvement of a comprehensive school counseling program.

The training consists of six full-day workshops presented over the course of two school years and is designed to specifically meet the district's unique needs based on school-specific data. All school counselors in the districtwide training receive a copy of "The ASCA National Model," "The ASCA National Model Implementation Guide" and "Making DATA Work" as part of the training.

Additionally, ASCA provides the district with its own version of the ASCA National Model portal, where individual schools upload assignments for review. Each school will receive feedback on submitted items, including strengths and areas for improvement, before the next training session. District-level staff will have the capability to access all school documents.

Expected outcomes:

- 100 percent of the district's schools will document a fully implemented school counseling program at the end of the two-year period.
- 100 percent of the district's school counselors will demonstrate results of the school counseling program on student achievement, attendance and/or discipline.
- District administrators will be able to articulate results of the school counseling program for all students.
- 25% of the district's schools will submit a RAMP application within three years.

Fees vary based on district needs. Email Jim Walsh (jwalsh@schoolcounselor.org) for details.



ASCA-Certified Trainers



Russell A. Seballe, Ph.D.
Russell A. Seballe, Ph.D. is currently a professor of Social & Behavioral Sciences at the University of North Carolina. He is the author of several books on school counseling, including "The ASCA National Model: Effective Practices for School Counselors, Educators and Leaders in the 21st Century" and "The ASCA National Model: Effective Practices for School Counselors, Educators and Leaders in the 21st Century".



Jon Shook
Jon Shook is a retired school counselor and currently works for the ASCA National Model as a national trainer. Shook specializes in data, assessment and solutions for student success.



Carolyn Stone, Ed.D.
Carolyn Stone, Ed.D. is a professor of school counseling at the University of North Carolina. She is the author of numerous articles and books on school counseling, including "The ASCA National Model: Effective Practices for School Counselors, Educators and Leaders in the 21st Century".



Dendra Williams
Dendra Williams has been a school counseling coach for over 10 years. She has led two separate school counseling programs and is currently working on a third. She has been an ASCA National Model trainer for several years and has been instrumental in helping schools implement the ASCA National Model.



Anita Young, Ph.D.
Anita Young is an associate professor at the University of North Carolina. She has been a school counseling coach for over 10 years and has been instrumental in helping schools implement the ASCA National Model.



ASCA National Model
FOURTH EDITION

Thank You