

ASCA National Model
FOURTH EDITION

Framing this Webinar

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

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Learning Outcomes

Review the Deliver component of the ASCA National Model:

- Direct Student Services
 - Instruction
 - Appraisal and Advisement
 - Counseling
- Indirect Student Services
 - Consultation
 - Collaboration
 - Referrals

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The diagram is a diamond shape with four quadrants, each representing a component of the ASCA National Model. The quadrants are:

- Assess** (top): Program Assessment, School Counselor Assessment and Appraisal
- Define** (bottom): Student Standards, Professional Standards
- Manage** (left): Program Focus, Program Planning
- Deliver** (right): Direct Student Services, Indirect Student Services

A red arrow points to the Deliver quadrant.

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Direct Student Services

- Activities that help students attain the ASCA Mindsets & Behaviors for Student Success
- Data (student achievement, attendance and discipline) inform the decisions about what activities to deliver to create the most significant impact

Direct Student Service	Setting
Instruction	1. Classroom 2. Small group 3. Individual
Appraisal and Advisement	1. Classroom 2. Small group 3. Individual
Counseling	1. Small group 2. Individual

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Instruction

- Teaching the school counseling curriculum to students
 - Helps all students maximize their potential
 - Enhances academic, career, and social/emotional development
- Focused through ASCA Mindsets & Behaviors
 - Intentionally selected to improve academics, attendance & discipline
- Curriculum is planned, written instructional program:
 - Comprehensive in scope
 - Preventive in nature
 - Developmental in design
- Occurs in classrooms, large and small groups, or individually

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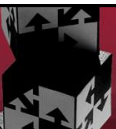


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Appraisal and Advisement

- Two-part process in which school counselors help students understand their abilities, values and career interests
- Focus is attainment of applicable ASCA Mindsets & Behaviors
- Often results in students creating personal goals and future plans
- Occurs with individuals, in small groups, & in classroom setting

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Appraisal: school counselors work with students to analyze and assess their abilities, interests, skills and achievement

- focus is on a student test, inventory or other data
- school counselor provides interpretation, evaluation, and feedback
- leads to development of academic, career and/or social/emotional plans


Example: analysis of completed interest inventory to inform student's selection of a career pathway.

Advisement: school counselors make recommendations based on appraisal of tests, inventories and other data

- helps students makes decisions for their future
- inspires students to realize full potential

Example: school counselor makes recommendations for appropriate course selection or program of study.

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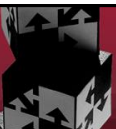


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Counseling

- Professional assistance and support provided to a student or small group of students
 - Transition
 - Heightened stress
 - Critical change
 - Other situations impeding student success
- Short-term
- Based on counseling theories and techniques effective in school setting
- Focused on promoting academic, career and social/emotional development
- ASCA Mindsets & Behaviors focus the counseling process

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Counseling is used to support students during and after a **crisis**.

- Crisis ...
 - Significant time of intense difficulty, distress or danger
 - Requires an immediate response
- School counselors
 - Collaborate with families and other professionals
 - Make referrals when students require long-term support after a crisis

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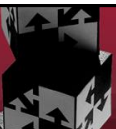


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Indirect Student Services

- Services that support student success and promote equity & access for all students
- Typically involve interactions with parents, teachers, administrators, school staff and community stakeholders
 - On behalf of an individual student, *or*
 - To promote systemic change to address the needs of groups of students

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Consultation


Providing information, opinions & recommendations to individuals who can support a student's need, such as:

- Sharing strategies that support student success
- Advocating for students to promote academic, career and social/emotional development

Seeking information from an expert about student needs, such as:

- Educational experts
- Legal experts
- Mental health experts

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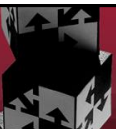
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Collaboration

Process in which multiple individuals work toward a common goal and share responsibility for the associated tasks.

- Teaming and partnering
- School/district committees
- Parent workshops
- Community partnerships
- Crisis response

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Referrals

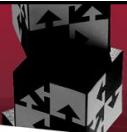
When student needs support beyond short-term services or counseling

- School counselor's ethical duty to refer
- Links students and parents to school or community resources for additional assistance or information

Examples may include referrals to:

- Tutoring
- College planning websites
- Employment training
- Community mental health agencies

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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).

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 Jen Walsh (jwalsh@schoolcounselor.org) for details.

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.

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.


ASCA-Certified Trainers




Russell A. Sabella, Ph.D.
Assistant Professor of Leadership & Organization, he is currently a faculty member of several schools on cultural education, general management. Sabella has trained and mentored numerous students and leaders in the area of digital operations/technology, ethics and leadership of both ASCA and the Florida School Counselor Association.




Joni Shook
Joni Shook is a retired school counselor and state school in her district to establish the first ASCA National Model at middle schools. She is a former ASCA president and member of the National Association of School Administrators & Supervisors for Student Services.



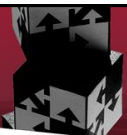
Carolyn Stone, Ed.D.
Carolyn Stone, Ed.D., is a professor of school counseling and has been ASCA's Ethics Council member and author of numerous articles and books on school issues. She is a former ASCA president and recipient of the National Achievement Award.



Debra Williams
Debra Williams has been a school counselor for 10 years. She has led her respective schools in their RAMP program in the school and district level, including K-12 school counselors, supervisor roles and focuses. Her ability to partner with stakeholders. She also leads in providing relationships for district achievement.




Anita Young, Ph.D.
Currently an assistant professor at Johns Hopkins University in the school counseling program, she has led her respective schools in their RAMP program for all students and leading school counselors in training (DATA Work) and "School Climate."



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