

ASCA National Model Guide Book

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ASCA Model Themes

Leadership

Image: Hudson's Leadership Model



VISION

Creating a compelling vision for the future, combining the gathering of complex information from different sources with out-of-the-box thinking

ACTION

Managing uncertainty and change effectively, while showing courage; resilience and the ability to make sound decisions

IMPACT

Inspiring others to unleash their potential and talent by creating a shared sense of purpose and a learning culture

CONNECTION

Embracing and leveraging diversity across perspectives and cultures while fostering positive emotions in others

DRIVE

Confidently pursuing challenging career goals with a thirst for learning and appetite for feedback

“Leadership is a process whereby an individual influences a group of individuals to achieve a common goal(Northouse, 2007)”.

Concept from Text: Developmental Power

-Developmental power is used when one develops standards for students to build off of to become successful and in designing strategies for students

Real Life Example: Coaching students

Advocacy

Image: Mrs. Nona Laminack- School Counselor

When **advocating** as a school counselor, one must act with the students and on behalf of the students



2 levels

- Micro
 1. Student advocacy
 2. School/community collaboration
 3. System advocacy
- Macro
 1. Public information
 2. Social and political advocacy

Concept from text: Kitchener's five moral principles allow for advocacy to be seen as an ethical principle

1. Beneficence- do good for the students
2. Nonmalificence- do no harm to students
3. Loyalty- trying to make an impact on all students and not a specific group
4. Justice- look at each individual and their unique needs. Not one size fits all
5. Autonomy- facilitate the growth of independence

CoLaboration

Image: Collaboration Model by Rabia Elif Aksoy



“**Collaboration** is to work jointly with others or together especially in an intellectual endeavor (Merriam-Webster, n.d.)”

Concept from Chapter: Linkages

-Linkages in and among administrators, teachers, businesses, and community agencies, properly initiated and carefully nurtured, will improve school counseling programs and promote student success

Real Life Example:

-A student run club has many networks it depends on including a club advisor and the work of its members

Systemic Change

Systemic Change refers to the change that affects the entity as a whole.

“Leadership, advocacy, and collaboration are key strategies that are needed to create systemic change” (ASCA NM, 9)

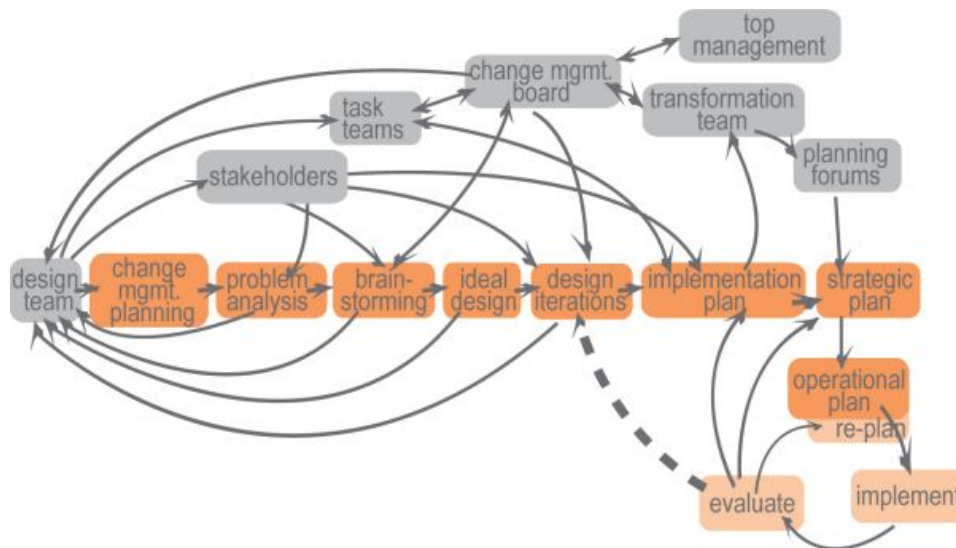


Image: Dr. Elisabeth Dostal's phases in change management process

Six-Step Accountability Process: MEASURE

- M: Mission
- E: Elements
- A: Analyze
- S: Stakeholders-Unite
- R: Results
- E: Educate

Concept from text: Systemic Barriers

- The children who have less to begin with, are systemically given less in schools
- Low-income children are in schools that offer the poorest quality of teaching from the least experienced teachers.

ASCA Model Elements

Foundation

Image: Setting SMART Goals and Objectives to Help Learn Web Development



“The School Counseling Program’s **foundation** serves as the solid ground upon which the rest of the comprehensive school counseling program is built.”(American School Counselor Association, 2012)

Real Life Example:

-“By the end of the year, all of our students will have the highest test scores in the district”

Management

Assessments

- *School Counselor Competencies*
- *School Counselor Program Assessments*
- *Use-of-Time Assessment*

Concept from text:

To what degree has this objective been met?

1 (not at all) to 5 (Fully Implemented)

Objective	1	2	3	4	5
2. Building the Foundation					
2.1 The program has a mission statement that is aligned with the school mission statement.					
2.2 The belief statement indicates that all students can achieve and find success.					
2.3 The program uses the ASCA national standards, CDOS, Common Core Standards, and/or the National Career Development Guidelines as the basis for the content of the school counseling standards-based curriculum.					
2.4 The identified competencies and implementation strategies are organized developmentally and sequentially by school level and/or grade level.					
2.5 Student progression towards achieving the program's stated targets and competencies is reviewed annually.					

Tools

- *Annual Agreement*
- *Advisory Council*
- *Use of Data*
- *School Data Profile*
- *Program Results Data*
- *Action Plans*
- *Lesson Plans*
- *Calendars*

Image: Stone, Dahir *The Transformed School Counselor* page 205

Delivery

This section shows how to **deliver** a successful school counseling program

- Direct Services
 - Individual Student Planning
 - Responsive Services
 - School Counseling Core Curriculum

- Indirect Services
 - Referrals
 - Consultations
 - Collaborations
 - Teaming and Partnering
 - School/District Committees Participation

Real Life Example: College Kick Start Program

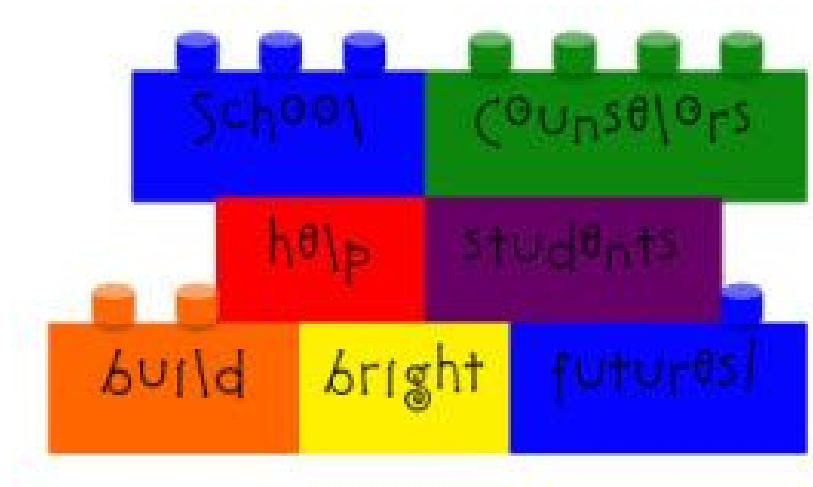
- Three day workshop
- Students worked on college common application, worked on their resume, practiced interviewing skills, and learned how to write college essays

Image: www.college-kickstart.com



Accountability

Image: Jefferson County Schools



Accountability in School Counseling Programs: Achieving the best results for students requires school counselors to regularly evaluate their program to determine its effectiveness.

Concept from Text:

- Data-driven school counseling programs which focus on process, perception, and outcome

Real Life Example:

- Reporting results of school's goals at the end of the year

MA Model 2.0

Unique

Elements

Tiers of Delivery

Tier 1: Proactive Prevention to All Students

- Where school counselors time should mostly be spent
- Goal: present high quality research based instruction in a prevention orientated way
- Curriculum is based on 3 domains
 1. Scheduling
 2. Guidance
 3. Annual calendars

Tier 2: Strategic Intervention to Students Targeted by Data

- Designed for individual students who need target response services that meet individual needs
- Both direct and indirect services
- direct =individually or small groups
- Focus on competency development and areas identified through data analysis
- Tier will focus on the 3 developmental domains
 1. Academic/technical
 2. Workplace readiness
 3. Personal social

Tier 3: Intensive Intervention

- Acting on immediate crisis involved with students
- School counselors are not trained to provide clinical mental health interventions
- Should be referred out

Massachusetts Career Development Education Benchmarks

Academic-Technical Development

Examples: Flexible higher order thinking skills, technical and technological skills, communication and literacy skills for self-advocacy, mathematical life skills for time and money management, etc..

Workplace Readiness Development

Examples: Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests, skills to plan and navigate career transitions, knowledge of risks and rewards of various careers, knowledge and skills necessary for employment, retention, and advancement, etc..

Personal/Social Development

Examples: Skills in developing and maintaining a clear and positive self concept, skills in applying personal ethics in all settings, knowledge of and respect for individual differences, knowledge of how positive behaviors and attitudes contribute to educational achievement and workplace success, etc..

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