


ASCA National Model 4th Edition Manage



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
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2

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Learning outcomes: Review **Manage** component of ASCA National Model

Program Focus: Beliefs, Vision, Mission

Program Planning

- Data
- Annual School Data Summary
- Annual Student Outcome Goals
- Action Plans
- Lesson Plans
- Annual Administrative Conference
- Calendars
- School Counseling Advisory Committee

3

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The diagram is a diamond shape divided into four quadrants by a central cross. The quadrants are labeled as follows:

- Top (Assess):** Program Assessment, School Counselor Assessment and Appraisal
- Right (Deliver):** Direct Student Services, Indirect Student Services
- Bottom (Define):** Student Standards, Professional Standards
- Left (Manage):** Program Focus, Program Planning

A red arrow points to the **Manage** quadrant.

4



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MANAGE

Effective & efficient management = effective delivery of services

- Provides organizational tools & assessments to:
 - guide, target, structure, construct a school counseling program to get results
 - help school counselors develop, implement and assess the school counseling program based on clearly defined priorities reflecting student needs

5



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Program Focus: Beliefs

- Beliefs are personal & individual and are derived from our backgrounds, culture, experiences
- Beliefs drive behaviors
- Unexamined beliefs can lead to inequities and limited access for some students
- Understanding personal limitations and biases and articulating how they may affect the school counselor's work are critical steps in determining the program focus, ensuring equity and access for all.
- ASCA's Ethical Standards for School Counselors call for the examination of one's own beliefs.
- Requires some nonnegotiable principles upon which school counselors must reflect and incorporate into personal beliefs

6



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School counselors believe:

These 7 mindsets are school counselors' nonnegotiable principles

- M 1. Every student can learn, and every student can succeed.
- M 2. Every student should have access to and opportunity for a high-quality education.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators and education stakeholders.
- M 6. School counselors are leaders in the school, district, state and nation.
- M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

7



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Program Focus: Vision Statement

- Creates clear picture of success for all students
- Describes future world where student outcomes are successfully achieved
- States best possible outcomes desired for all students that are 5 - 15 years away
- Aligns with the school and district vision statement

8



Program Focus: Mission Statement

- Creates clear focus for the school counseling program to reach the vision
- Describes school counseling program's overarching focus or purpose
- Aligns with school's mission statement and may show linkages to district/state department of education mission statements
- Emphasizes equity, access and success for every student
- Indicates the long-range results desired for all students

9



Program Planning: use of **data** helps school counselors:

- Monitor student progress
- Identify students having difficulties or discipline problems
- Identify barriers to learning
- Understand factors affecting student behavior
- Identify access and equity issues
- Close achievement, opportunity and attainment gaps
- Assess and evaluate the effectiveness of school counseling program activities
- Improve, modify or change services provided to students
- Educate stakeholders about the power of a school counseling program

10

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Program Planning: School Data Summary



School Data Summary

Create your school's data story by reviewing the school improvement plan, school data reports, other data resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.).

1. Identify who in the building can help you. Who is your data expert; who can help you interpret the data?
2. Identify the school improvement plan goals.
 - In which areas can the school counseling program support the work?
 - List those goals:
3. Review available school data reports for previous years to identify trends.

For example:

Is there a subgroup that historically underperforms on standardized achievement benchmarks?

Is there a grade level that historically has the most absences?

Is there a subgroup that historically receives the majority of discipline referrals?

 - What is working well according to your school data reports?
 - Achievement
 - Attendance
 - Discipline

4. Compare your school's data with district and state data or other comparable data points.
5. Identify what else you need to know.
6. Identify and prioritize data points you will address through your school counseling program.

Data Points	How Addressed Through the School Counseling Program
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

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School Data Summary

Create your school's data story by reviewing the school improvement plan, school data reports, other data resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.).

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For example:

Is there a subgroup that historically underperforms on standardized achievement benchmarks?

Is there a grade level that historically has the most absences?

Is there a subgroup that historically receives the majority of discipline referrals?

 - What is working well according to your school data reports?
 - Achievement
 - Attendance
 - Discipline
 - Highlight possible areas of need according to your school data reports.
 - Achievement
 - Attendance
 - Discipline



School Data Summary

4. Compare your school's data with district and state data or other comparable data points.
5. Identify what else you need to know.
6. Identify and prioritize data points you will address through your school counseling program.

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Program Focus: **Annual Data Review** (*systematic examination of current school achievement, attendance and discipline data*)

Knowledgeable and skilled school counselors

- contribute to data discussions
- guide school priorities
- align the school counseling program with the identified priorities

Based on data analysis, the school counselor determines

- what gaps exist
- which students need more support
- which goals the school counseling program is willing to devote resources

13



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Program Focus: **Annual Student Outcome Goals** (*identify measurable impact the school counseling program will have on student achievement, attendance or discipline*)

Annual Student Outcome Goals:

- Are based on school outcome data
- Give focus to the school counseling program
- Are written to be implemented over the course of one school year
- Are written using the ASCA SMART goal template

14

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Annual Student Outcome Goal Plan

Academic Year _____ to _____

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

By ,

End Date Targeted Group

will

(increase/decrease something related to achievement, attendance or behavior)

by from to

Measure of change Baseline data Target data

Supplemental Data:
Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Mindsets & Behavior Data:
Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

M&B#	Statement

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Student will

Student will

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Annual Student Outcome Goal Plan

Academic Year _____ to _____

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

By ,

End Date Targeted Group

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Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Student will

Student will

Possible Activities/Strategies/Interventions by School Counselors

Pre-/Post-Assessment:
Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

	1	2	3	4
	<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>
Statement	Scale			
	1	2	3	4
	1	2	3	4
	1	2	3	4

Brief answer question:

Brief answer question:



Program Focus: **Action Plans** (used to design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in classroom, large- and small-group and individual settings)

Classroom and Group Mindsets & Behaviors Action Plan contains the following information:

- Participants selected for each activity based on school data
- Specific setting for each activity
- Selected ASCA Mindsets & Behaviors for each activity



Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Mindsets & Behaviors guide the planning and delivery of all student activities and interventions. The purpose of the classroom and group Mindsets & Behaviors action plan is to provide an overview of the delivery of direct services to large group (LG), classroom (CL) and small group (SG) settings. This plan presents the topics addressed, and the annual calendar presents a schedule of all classroom and group activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Mindsets & Behaviors addressed through classroom and group activities. While some activities address multiple ASCA Mindsets & Behaviors, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all ASCA Mindsets & Behaviors addressed through that activity.

School Name:

Mindsets	Activity	Participants	Class	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social, emotional and physical well-being				
M 2. Self-confidence in ability to succeed				
M 3. Sense of belonging in the school environment				
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				
Behavior Learning Strategies	Activity	Participants	Class	SG
BLS 1. Demonstrate critical-thinking skills to make informed decisions				
BLS 2. Demonstrate creativity				
BLS 3. Use time-management, organizational and study skills				
BLS 4. Apply self-motivation and self-direction to learning				
BLS 5. Apply media and technology skills				
BLS 6. Set high standards of quality				
BLS 7. Identify long- and short-term academic, career and sociofunctional goals				
BLS 8. Actively engage in challenging coursework				
BLS 9. Gather evidence and consider multiple perspectives to make informed decisions				

Behavior Self-Management Skills	Activity	Participants	Class	SG
BMS 1. Demonstrate ability to assume responsibility				
BMS 2. Demonstrate self-discipline and self-control				
BMS 3. Demonstrate ability to work independently				
BMS 4. Demonstrate ability to delay immediate gratification for long-term rewards				
BMS 5. Demonstrate perseverance to achieve long- and short-term goals				
BMS 6. Demonstrate ability to overcome barriers to learning				
BMS 7. Demonstrate effective coping skills when faced with a problem				
BMS 8. Demonstrate the ability to balance school, home and community activities				
BMS 9. Demonstrate personal safety skills				
BMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities				
Behavior Social Skills	Activity	Participants	Class	SG
BSS 1. Use effective oral and written communication skills and listening skills				
BSS 2. Create positive and supportive relationships with other students				
BSS 3. Create relationships with adults that support success				
BSS 4. Demonstrate empathy				
BSS 5. Demonstrate ethical decision-making and social responsibility				
BSS 6. Use effective collaboration and cooperation skills				
BSS 7. Use leadership and teamwork skills to work effectively in diverse teams				
BSS 8. Demonstrate advanced skills and ability to assist self, when necessary				
BSS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment				



Closing-the-Gap Action Plan/Results Report identifies:

- Specific goal to be addressed
- Intended methods of evaluating school success using participation, Mindsets & Behaviors and outcome data
- Intended impact on measurable student outcome data (achievement, attendance, discipline)



AMERICAN SCHOOL COUNSELOR ASSOCIATION
Closing-the-Gap Action Plan/Results Report

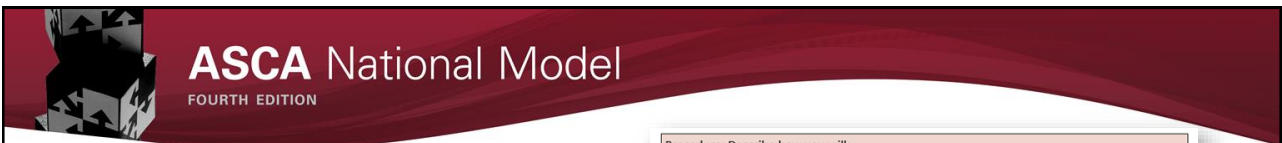
School Name	
Annual Student Outcome Goal	
Mindsets & Behaviors (Limit of three)	
1.	
2.	
3.	
Mindsets & Behaviors Survey Items	
1.	
2.	
3.	
4.	
Interventions	
Direct Student Services	Indirect Student Services
1.	1.
2.	2.
3.	3.

Data Collection Plan	Results Data
Participation Data Plan	Participation Results Data
<i>Anticipated</i>	<i>Actual</i>
Mindsets & Behaviors Data Plan	Mindsets & Behaviors Data Results
<i>Pre-Intervention Data Average:</i>	<i>Post-Intervention Data Average:</i>
1.	1.
2.	2.
3.	3.
4.	4.
Outcome Data Plan	Outcome Data Results
<i>Baseline Data:</i>	<i>Final Data:</i>
	<i>Percent Change:</i>
Implications <i>Analyze your data. How with data inform future practice?</i>	



Program Focus: **Lessons Plans** ensure

- **what** will be delivered
- **to whom** it will be delivered
- **how** it will be delivered
- how student attainment of the lesson’s plans goals will be **evaluated**



Lesson Plan

Lesson Plan for (lesson title)

School Counselor:

Target Audience:

Mindsets & Behaviors:
(limit of three)

Lesson Of

Learning Objective(s)/Competency

Students will:

Students will:

Materials:

Procedure: Describe how you will:

Introduce:

Communicate Lesson Objective:

Teach Content:

Practice Content:

Summarize:

Close:

Data Collection Plan – For multiple lessons in a unit, this section only need be completed once

Participation Data:

Anticipated number of students:

Planned length of lesson(s):

Mindsets & Behaviors Data:

- Pre-test administered before first lesson
- Post-test administered after lesson (if standalone) or after last lesson of unit/group session
- Pre-/post-assessment attached

Outcome Data: (choose one)

Achievement (describe):

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Lesson Plan	
Lesson Plan for _____	(lesson title)
School Counselor:	_____
Target Audience:	_____
Mindsets & Behaviors: (limit of three)	_____
Lesson _____ of _____	_____
Learning Objectives/Competency	
Students will:	_____
Students will:	_____
Materials:	
_____	_____
Evidence Base:	
<input type="checkbox"/> Best Practice	
<input type="checkbox"/> Action Research	
<input type="checkbox"/> Research-Informed	
<input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	_____
Communicate Lesson Objective:	_____
Teach Content:	_____
Practice Content:	_____
Summarize:	_____
Close:	_____
Data Collection Plan	
Participation Data:	
Anticipated number of students:	_____
Planned length of lesson(s):	_____
Mindsets & Behaviors Data:	
<input type="checkbox"/> Pre-test administered before first lesson	
<input type="checkbox"/> Post-test administered after lesson (if standalone) or after last lesson of unit/group session	
<input type="checkbox"/> Pre-/post-assessment attached	
Outcome Data: (choose one)	
<input type="checkbox"/> Achievement (describe):	_____

<input type="checkbox"/> Attendance (describe):	_____

<input type="checkbox"/> Discipline (describe):	_____

23

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Program Focus: **Annual Administrative Conference** (formal discussion between school counselors and the administrator)

Discussion includes:

- School counseling program priorities
- Ratios and caseload
- How school counseling goals align with school's goals
- Direct and indirect services to be delivered
- How school counselors currently use time and how they would like to use time in the future
- Advisory council dates and members
- Plans for professional development
- The school counselor's role on committees or other professional work

24



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Annual Administrative Conference

School Counselor _____ Year _____

After a review of the school data, the following priorities were identified:

Based on these priorities, the following goals were identified:

School Counseling Program Annual Goals	
1	
2	

School Counselor Use of Time

A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.

Use of Time from Previous School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%


Use-of-Time Plan for Current School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

Ratio and Caseload

The recommended ratio is one school counselor per 250 students.

Ratio One School Counselor Per _____ Students

Alpha Assigned: Last names beginning with: _____ to _____



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Annual Administrative Conference

School Counselor _____ Year _____

After a review of the school data, the following priorities were identified:

Based on these priorities, the following goals were identified:

School Counseling Program Annual Goals	
1	
2	

Ratio and Caseload

The recommended ratio is one school counselor per 250 students.

Ratio One School Counselor Per _____ Students

Alpha Assigned: Last names beginning with: _____ to _____

Caseload defined by:

Grade Level: _____ Students in grades: _____

All Students in Building: _____

Other: _____

Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

- Classroom and Group Minutes & Behaviors Action Plan
- Closing-the-Gap Action Plan
- Annual Calendar

Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting
Date: _____

Spring Meeting
Date: _____

Proposed Members:

Date(s)	Topic	Cost

Professional Development

(plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.)

Date(s)	Topic	Cost

School and District Committees and Professional Work

Group	Time Commitment	School Counselor's Role

Budget Materials and Supplies

Annual budget: \$ _____

Materials and supplies needed: _____

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____

My hours will be from _____ to _____ (if flexible scheduling is used).

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

School Counseling Department Assistant	
Attendance Assistant/Clerk	
Data Manager/Registrar	
College and Career Center Assistant	
Other Staff	
Volunteers	

School Counselor Signature _____
Administrative Signature _____
Date Signed _____

26

13



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Program Focus: **Calendars** of school counseling events are published and inform stakeholders of school counseling activities (*what, when and where*)

- Format for ease of understanding
- Consistency in timing and distribution methods
- Attractiveness of the design, color and detail
- Identification of grade levels, dates and activities
- Distribution to stakeholders (*students, staff, parents or guardians and community*)
- Comparison with established goals for time spent



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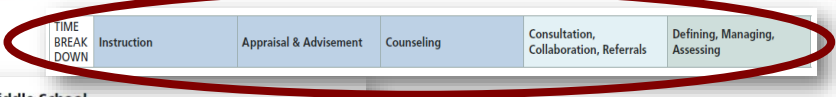
EXAMPLE

Annual Calendar

Month	Delivering				Program Planning and School Support
	Instruction	Direct Student Services	Counseling	Indirect Student Services	
Ongoing Services		<ul style="list-style-type: none"> ■ New student transition – transition planning and academic advising upon enrollment ■ Assist students with academic planning 	<ul style="list-style-type: none"> ■ Individual counseling (as needed) 	<ul style="list-style-type: none"> ■ SST/RTI meetings (weekly) ■ IEP meetings ■ Teacher/admin consultation ■ Parent meetings ■ Grade-level meetings (once per month) ■ Peer tutoring groups ■ Student Stars recognition Program 	<ul style="list-style-type: none"> ■ School counseling department Meetings (every Tuesday) ■ Faculty meetings ■ Review grade reports (weekly) ■ Review discipline reports (weekly) ■ Review attendance reports (weekly) ■ District Lead School Counselor Meeting (monthly)
Aug.	<ul style="list-style-type: none"> ■ Making the Most of Your Year! (6/7/8) 		<ul style="list-style-type: none"> ■ Attendance is Essential small group 	<ul style="list-style-type: none"> ■ Meet the School Counselor Day ■ School counselor/ teacher information session ■ Meet the Teacher/ Curriculum Night for parents 	<ul style="list-style-type: none"> ■ District school counseling meeting
Sept.	<ul style="list-style-type: none"> ■ Making New Friends (6) ■ Being a Leader (8) 		<ul style="list-style-type: none"> ■ Study and Organizational Skills small group 	<ul style="list-style-type: none"> ■ Parent conference (early release) 	

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EXAMPLE Weekly Calendar, Sept. 22–26, Madison Middle School

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30	Make morning announcement/ check email	Make morning announcement/ check email	Make morning announcement/ check email	Make morning announcement/ check email	Make morning announcement/ check email
8:00	Consultation with principal (homebound student concerns) 8-8:55 a.m.	Small Group Appraisal & Advisement Goal Work Grade 6 8-8:30 a.m.	Individual Appraisal & Advisement Grades 7th/F 8-8:30 a.m.	Individual Counseling Anxiety 7th/M 8:10-8:25 a.m.	Scholar's Club (College and Career Club Grades 6-8) 8-8:30 a.m.
8:30		Teacher consultation, W. Perry (help with upcoming parent conference) 8:35-8:50 a.m.	Classroom Instruction Anger Management, Grades 7-8 (4 Classes) 8:30-9:15 a.m. 7/Jones	Individual Counseling (guardian with illness – coping) 6th/F 8:30-8:45 a.m.	Classroom Instruction Angry Birds, Grade 6 (3 classes) 8:30 a.m. - Marshal
9:00		Consultation with principal, parent, director of student support 9-10:50 a.m.	9:20-10:05 a.m. 7/Jones	Consultation with student and parent about issues in a class, discuss class change 9:30-10 a.m.	9:15 a.m. - Williams
9:30	Phone conference, district SPED director, homebound services 9:30-9:55 a.m.		10:20-11:10 8/Wilson		10 a.m. - Saavedra
10:00	Classroom Instruction Grade 6 (Demonstrate advocacy skills and ability to assert self) 1 class 10-10:45 a.m.		11:15 a.m.-12 p.m. 8/Mathis	Consultation with principal and assistant principal about sixth-grade student 10:05-10:25 a.m.	Individual Counseling (safety/disclosure) 8th/M 10-12:30 a.m.
10:30	Individual Counseling Behavior 8th/M			Counseling Small Groups (Academic Support) 40 minutes/each 10:30-11:10 a.m.	
11:00	LUNCH	LUNCH		11:10-11:50 a.m.	
11:30	LUNCH	Planning/records		11:50 a.m.-12:30 p.m.	
12:00	Classroom Instruction Grade 6 Self-advocacy 1 class	Small-Group Counseling Resiliency 6th 12-12:30 p.m.	LUNCH		
12:30	12:10-12:50 p.m.	Individual Counseling	Individual Counseling	LUNCH	LUNCH

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Program Focus: Advisory Council *(representative group of stakeholders selected to review and advise the school counseling program)*

Advisory councils assist school counselors by:

- Advising on school counseling program goals
- Reviewing school counseling program results
- Making recommendations about the school counseling program
- Advocating and engaging in public relations for the school counseling program
- Advocating for funding and resources

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School Counseling Advisory Council Agenda Template

School:	Meeting Date/Time:
School Counseling Vision Statement:	
Annual Student Outcome Goals:	
1.	
2.	
Agenda Item	School Counselor
<i>Note:</i> Fall requirement: Identify and explain annual student outcome goals. Spring requirement: Update annual student outcome goals results and implications	
Intro/Welcome	
1	
2	
3	
4	
5	
6	
Conclusion/Thank you	
Next Meeting Date:	

School Counseling Advisory Council Minutes Template

School:	Meeting Date:		
Start Time:	End Time:		
Members Present:			
School Counseling Vision Statement:			
Annual Student Outcome Goals:			
1.			
2.			
Agenda Item	Discussion/ Feedback Summary	Action Needed	Person Responsible
1			
2			
3			
4			
5			
6			
Next Meeting Date:			

31

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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).

JIM BOEN, Executive Director, Bend-La Pine Schools

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.

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.

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 at Charlotte. He is the author of several books on school counseling, including *Handbook of School Counseling*, *Handbook of School Counseling: A Practical Approach*, and *Handbook of School Counseling: A Practical Approach*. He is also a frequent speaker at national and international conferences.

Joni Shook
Joni Shook is a retired school counselor and currently works for the ASCA National Model as a trainer. She has been a member of the ASCA National Model at conferences, and has been a member of the ASCA National Model at conferences, and has been a member of the ASCA National Model at conferences.

Carolyn Stone, Ed.D.
Carolyn Stone, Ed.D. is a professor of school counseling at the University of North Carolina at Charlotte. She has been a member of the ASCA National Model at conferences, and has been a member of the ASCA National Model at conferences.


Debra Williams
Debra Williams has been a school counselor for over 30 years. She has been a school counselor for over 30 years. She has been a school counselor for over 30 years. She has been a school counselor for over 30 years.

Anita Young, Ph.D.
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33



Thank You

34