



One-Year ASCA National Model Implementation Plan

Use the following as a guide to implementing the ASCA National Model in a school year

Month	Component	Person Responsible	Description	Done
July, August or September	Annual Agreement		1. Signed within first two months of school	
			2. One per school counselor	
			3. Provides rationale for school counselor's use of time	
			4. List school counselor's specific responsibilities	
			5. Reflects mission and goals	
			6. Identifies areas for professional development	
July, August or September	School Counseling Program Goals		1. Promote achievement, attendance, behavior and/or school safety	
			2. Are based on school data	
			3. Address schoolwide data, policies and practices to address closing-the-gap issues	
			4. Address academic, career and/or social/emotional development	
July, August or September	Calendars (annual & weekly)		<u>Annual (one per program)</u>	
			1. Indicate activities of a comprehensive school counseling program	
			2. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans	
			3. Are published and distributed to appropriate persons	
			4. Indicate fair-share responsibilities	
			<u>Weekly (one per school counselor)</u>	
5. Weekly calendar aligns with planned use of time in the annual agreement				

July, August or September	Action Plans (Curriculum, Small Group and Closing the Gap)		1. Data are used to develop curriculum, small group and closing the gap action plans using action plan templates	
			2. Action plans are consistent with the program goals and competencies	
			3. Projected results (process, perception and outcome) data are identified	
			4. Projected outcome data are stated in terms of what the student will demonstrate	
October	Advisory Council (Meeting 1)		1. Membership includes administrator and representatives of school and community stakeholders	
			2. Meets at least twice a year and maintains agenda and minutes	
			3. Advises on school counseling program goals, reviews program results and makes recommendations	
			4. Advocates and engages in public relations for the school counseling program	
			5. Advocates for school counseling program funding and resources	
October	Use-of-Time Assessment		1. Use-of-time assessment completed twice a year	
			2. Direct and indirect services account for 80 percent of time or more	
			3. Program management and school support activities account for 20 percent of time or less	

November	Beliefs		1. Indicate an agreed-upon belief system about the ability of all students to achieve	
			2. Address how the school counseling program meets student developmental needs	
			3. Address the school counselor's role as an advocate for every students	
			4. Identifies persons to be involved in the planning, managing, delivering and evaluating of school counseling program activities	
			5. Includes how data inform program decisions	
			6. Include how ethical standards guide the work of school counselors	
November	Vision		1. Describes a future where school counseling goals and strategies are being successfully achieved	
			2. Outlines a rich and textual picture of what success looks and feels like	
			3. Is bold and inspiring	
			4. States best possible student outcomes	
			5. Is believable and achievable	
December	Mission		1. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements	
			2. Written with students as the primary focus	
			3. Advocates for equity, access and success of every student	
			4. Indicates the long-range results desired for all students	
December	Professional Competencies		a. ASCA School Counselor Competencies Assessment completed	
			b. ASCA Ethical Standards for School Counselors have been reviewed	
January	School Counseling Program Assessment		School counseling program assessment has been completed	

January	ASCA Mindsets & Behaviors		1. Standards are identified and align with program mission and goals	
			2. Competencies selected align with learning objectives for lesson plans and provide focus for individual and small group counseling.	
February	Use-of-Time Assessment		1. Use-of-time assessment completed twice a year	
			2. Direct and indirect services account for 80 percent of time or more	
			3. Program management and school support activities account for 20 percent of time or less	
February	Calendars (master & weekly)		<u>Calendars Reviewed</u>	
			1. Indicate activities of a comprehensive school counseling program	
			2. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans	
			3. Are published and distributed to appropriate persons	
			4. Indicate fair-share responsibilities	
5. Weekly calendar aligns with planned use of time in the annual agreement (one per school counselor)				
March	Advisory Council (Meeting 2)		1. Membership includes administrator and representatives of school and community stakeholders	
			2. Meets at least twice a year and maintains agenda and minutes	
			3. Advises on school counseling program goals, reviews program results and makes recommendations	
			4. Advocates and engages in public relations for the school counseling program	
			5. Advocates for school counseling program funding and resources	

June, July or August	Program Results: Curriculum, Small-Group and Closing-the-Gap Results Reports		1. Curriculum results report is analyzed and implications are considered	
			2. Small-group results reports are analyzed, and implications are considered	
			3. Closing-the-gap results reports are analyzed, and implications are considered	
			4. Program results are shared with stakeholders	

Annual Calendar

Month	Direct Student Services			Indirect Student Services	Program Planning and School Support
	School Counseling Core Curriculum	Individual Planning	Responsive Services		
Ongoing Services					
Aug.					
Sept.					
Oct.					
Nov.					
Dec.					
Jan.					
Feb.					
March					
April					
May					
June					
July					



School Counseling Program Assessment

FOUNDATION			
CRITERIA	No	In Progress	Yes
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance and/or behavior			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			



School Counseling Program Assessment

ASCA Mindsets & Behaviors			
a. Standards are identified and align with program mission and goals			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Mindsets & Behaviors, program mission and goals as appropriate			
School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			
PROGRAM MANAGEMENT			
CRITERIA	No	In Progress	Yes
School Counselor Competencies Assessment			
School counselor competencies assessment has been completed			
School Counseling Program Assessment			
School counseling program assessment has been completed			
Use-of-Time Assessment			
a. Use-of-time assessment completed twice a year			
b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			
Annual Agreement			
a. Created and signed by the school counselor and supervising administrator within first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			
e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			
Advisory Council			
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			
Use of Data			



School Counseling Program Assessment

CRITERIA	No	In Progress	Yes
Data Tracking			
a. School data profile is analyzed, and implications for results over time are considered			
b. Use-of-time assessment is analyzed and implications are considered			
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
Evaluation and Improvement			
a. School counselor competencies assessment informs self-improvement and professional development			
b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			



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GROUP BELIEFS

Belief	This belief is important for students because...	What this belief means for the program	What this belief means the school counselor will do

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Template for Developing a School Counseling Program Goal in SMART-Goal Format

By ,
End Date Targeted Group

will
Increase/decrease something related to achievement, attendance or behavior

by percent from to
Measure of change Baseline data Target data

Data Source:

Identify outcome data (achievement, attendance or behavior) supporting need for this goal:

Identify supporting contextual (perception) data (from relevant stakeholders) to further understand this goal:

Identify any possible systemic issues (policies, procedures, school- or districtwide) related to this goal:

Identify school programs/activities currently employed to address this goal:

Identify possible school counselor interventions/strategies to address this goal:



ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level in which you plan to address any standard in the cells below as well as how the standard is addressed (core curriculum-CC, small group-SG, closing-the-gap-CTG). It isn't necessary to address each standard each year.

	Grade Level/Delivery		
	Academic	Career	Social/ Emotional
	<i>Indicate grade level and how addressed (core curriculum-CC, small group-SG, closing the gap-CTG)</i>		
Mindsets			
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			
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			
B-LS 4: Apply self-motivation and self-direction to learning			
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			
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			
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility			
B-SMS 2: Demonstrate self-discipline and self-control			
B-SMS 3: Demonstrate ability to work independently			
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards			
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals			
B-SMS 6: Demonstrate ability to overcome barriers to learning			
B-SMS 7: Demonstrate effective coping skills when faced with a problem			
B-SMS 8: Demonstrate the ability to balance school, home and community activities			
B-SMS 9: Demonstrate personal safety skills			
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills			
B-SS 2: Create positive and supportive relationships with other students			
B-SS 3: Create relationships with adults that support success			
B-SS 4: Demonstrate empathy			
B-SS 5: Demonstrate ethical decision-making and social responsibility			
B-SS 6: Use effective collaboration and cooperation skills			
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams			
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary			
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment			



ASCA Mindsets & Behaviors Planning Tool

Program Goal for Academic Year _____ to _____

By ,
End Date Targeted Group

will
Increase/decrease something related to achievement, attendance or behavior

by percent from to
Measure of change Baseline data Target data

Data Source:

Based on your interviews/conversations with relevant stakeholders (parents, teachers, students, administrators, etc.), what have you learned about the specific needs of this targeted population around this issues?

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

MSB# Statement

Based on the goal, identified needs and selected Mindsets & Behaviors, what do you want this targeted group of students to learn from your school counseling intervention?

Based on what you want this group to learn (identified above), write one–two sentences describing what you want students to believe, know and/or be able to do. These become the foundation for your perception data measure.

Attitude/Belief I believe...	Knowledge I know ...	Skill I can ...

Convert the above statements into a Likert-scale measure and/or brief answer assessment

1 2 3 4
Rarely *Sometimes* *Most of the time* *Almost All the time*

Statement	Scale
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4
Brief answer question:	

You have created a pre- and post-test for collecting perception data around this goal and your planned intervention.



School Counselor Competencies

I. SCHOOL COUNSELING PROGRAMS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A: Knowledge

ASCA's position statement, *The Professional School Counselor and School Counseling Preparation Programs*, states that school counselors should articulate and demonstrate an understanding of:

- I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- I-A-2. The organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model
- I-A-3. Impediments to student learning and use of advocacy and data-driven school counseling -practices to act effectively in closing the achievement/opportunity gap
- I-A-4. Leadership principles and theories
- I-A-5. Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student
- I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- I-A-7. Legal, ethical and professional issues in pre-K–12 schools
- I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
- I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
- I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
- I-B-1b. Describes the rationale for a comprehensive school counseling program
- I-B-1c. Articulates the school counseling themes of advocacy, leadership, collaboration and systemic change, which are critical to a successful school counseling program.
- I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program

- ___ I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders
- ___ I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- ___ I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program
- ___ I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program

- ___ I-B-2. Serves as a leader in the school and community to promote and support student success
- ___ I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs
- ___ I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program
- ___ I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders
- ___ I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management system and accountability
- ___ I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors

- ___ I-B-3. Advocates for student success
- ___ I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs
- ___ I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders
- ___ I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills
- ___ I-B-3d. Reviews advocacy models and develops a personal advocacy plan
- ___ I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels

- ___ I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
- ___ I-B-4a. Defines collaboration and its role in comprehensive school counseling programs
- ___ I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies.
- ___ I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist, school nurse, and identifies best practices for collaborating to affect student success
- ___ I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
- ___ I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals

- I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
- I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs
- I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
- I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

I-C: Attitudes

School counselors believe:

- I-C-1. Every student can learn, and every student can succeed
- I-C-2. Every student should have access to and opportunity for a high-quality education
- I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
- I-C-4. Every student should have access to a school counseling program
- I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
- I-C-6. School counselors can and should be leaders in the school and district
- I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and results data

II: FOUNDATIONS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

II-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- II-A-1. Beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation
- II-A-3. Learning theories
- II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors
- II-A-5. Human development theories and developmental issues affecting student success
- II-A-6. District, state and national student standards and competencies, including ASCA Student Standards
- II-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies
- II-A-8. Three domains of academic achievement, career planning, and personal and social development

II-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- II-B-1. Develops the beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do
- II-B-1b. Demonstrates knowledge of a school's particular educational philosophy and mission
- II-B-1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission

- II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission.
- II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs
- II-B-2b. Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits every student
- II-B-2c. Communicates the philosophy and mission of the school counseling program to all appropriate stakeholders
- II-B-3. Uses student standards, such as ASCA Student Standards, and district or state standards, to drive the implementation of a comprehensive school counseling program
- II-B-3a. Crosswalks the ASCA Student Standards with other appropriate standards
- II-B-3b. Prioritizes student standards that align with the school's goals

- II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor
- II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural, and technological society.
- II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements.
- II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting.
- II-B-4e. Advocates responsibly for school board policy, local, state and federal statutory requirements that are in the best interests of students
- II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools.
- II-B-4g. Models ethical behavior
- II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work
- II-B-4i. Practices within the ethical and statutory limits of confidentiality

- II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas
- II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: Attitudes

School counselors believe:

- II-C-1. School counseling is an organized program for every student and not a series of services provided only to students in need
- II-C-2. School counseling programs should be an integral component of student success and the overall mission of schools and school districts
- II-C-3. School counseling programs promote and support academic achievement, personal and social development and career planning for every student
- II-C-4. School counselors operate within a framework of school and district policies, state laws and regulations and professional ethics standards

III: DELIVERY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

III-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- III-A-1. The concept of a school counseling core curriculum
- III-A-2. Counseling theories and techniques that work in school, such as solution-focused brief counseling, reality therapy, cognitive-behavioral therapy
- III-A-3. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom guidance
- III-A-4. Classroom management
- III-A-5. Principles of career planning and college admissions, including financial aid and athletic eligibility
- III-A-6. Principles of working with various student populations based on ethnic and racial background, English language proficiency, special needs, religion, gender and income
- III-A-7. Responsive services
- III-A-8. Crisis counseling, including grief and bereavement

III-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- III-B-1. Implements the school school counselling core curriculum
- III-B-1a. Crosswalks ASCA Student Standards with appropriate guidance curriculum
- III-B-1b. Develops and presents a developmental guidance curriculum addressing all students' needs, including closing-the-gap activities
- III-B-1c. Demonstrates classroom management and instructional skills
- III-B-1d. Develops materials and instructional strategies to meet student needs and school goals
- III-B-1e. Encourages staff involvement to ensure the effective implementation of the school guidance curriculum

- __ III-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities
- __ III-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum
- __ III-B-1h. Understands the resources available for students with special needs

- __ III-B-2. Facilitates individual student planning
- __ III-B-2a. Understands individual student planning as a component of a comprehensive program.
- __ III-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or postsecondary planning
- __ III-B-2c. Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel
- __ III-B-2d. Understands career opportunities, labor market trends, and global economics, and uses various career assessment techniques to assist students in understanding their abilities and career interests
- __ III-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
- __ III-B-2f. Understands the relationship of academic performance to the world of work, family life and community service
- __ III-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development

- __ III-B-3. Provides responsive services
- __ III-B-3a. Understands how to make referrals to appropriate professionals when necessary
- __ III-B-3b. Lists and describes interventions used in responsive services, such as consultation, individual and small-group counseling, crisis counseling, referrals and peer facilitation
- __ III-B-3c. Compiles resources to utilize with students, staff and families to effectively address issues through responsive services
- __ III-B-3d. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- __ III-B-3e. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change
- __ III-B-3f. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group, or school community before, during and after crisis response
- __ III-B-3g. Provides team leadership to the school and community in a crisis
- __ III-B-3h. Involves appropriate school and community professionals as well as the family in a crisis situation
- __ III-B-3i. Develops a database of community agencies and service providers for student referrals
- __ III-B-3j. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
- __ III-B-3k. Understands and is able to build effective and high-quality peer helper programs

- III-B-3l. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family, and substance abuse counseling, within a continuum of care
- III-B-3m. Understands the role of the school counselor and the school counseling program in the school crisis plan
- III-B-4. Implements program management and school support activities for the comprehensive school counseling program
- III-B-4a. Creates a program management and school support planning document addressing school counselor's responsibilities for professional development, consultation and collaboration and program management
- III-B-4b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
- III-B-4c. Conducts in-service training for other stakeholders to share school counseling expertise
- III-B-4d. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

III-C: Attitudes

School counselors believe:

- III-C-1 School counseling is one component in the continuum of care that should be available to all students
- III-C-2 School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves
- III-C-3 School counselors engage in developmental counseling and short-term responsive counseling
- III-C-4 School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

IV: MANAGEMENT

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

IV-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- IV-A-1. Leadership principles, including sources of power and authority, and formal and informal leadership
- IV-A-2. Organization theory to facilitate advocacy, collaboration and systemic change
- IV-A-3. Presentation skills for programs such as teacher in-services and results reports to school boards
- IV-A-4. Time management, including long- and short-term management using tools such as schedules and calendars
- IV-A-5. Data-driven decision making
- IV-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and management information systems

IV-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- IV-B-1. Negotiates with the administrator to define the management system for the comprehensive school counseling program
- IV-B-1a. Discusses and develops the components of the school counselor management system with the other members of the counseling staff
- IV-B-1b. Presents the school counseling management system to the principal, and finalizes an annual school counseling management agreement
- IV-B-1c. Discusses the anticipated program results when implementing the action plans for the school year
- IV-B-1d. Participates in professional organizations
- IV-B-1e. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions
- IV-B-1f. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator-counselor agreement and district performance appraisals
- IV-B-1g. Uses personal reflection, consultation and supervision to promote professional growth and development

- IV-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program
- IV-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program
- IV-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council
- IV-B-2c. Develops meeting agendas
- IV-B-2d. Reviews school data, school counseling program audit and school counseling program goals with the council
- IV-B-2e. Records meeting notes and distributes as appropriate
- IV-B-2f. Analyzes and incorporates feedback from advisory council related to school counseling program goals as appropriate

- IV-B-3. Collects, analyzes and interprets relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement
- IV-B-3a. Analyzes, synthesizes and disaggregates data to examine student outcomes and to identify and implement interventions as needed
- IV-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness
- IV-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and the achievement, opportunity and information gap
- IV-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and information gap
- IV-B-3e. Knows how to use and analyze data to evaluate the school counseling program, research activity outcomes and identify gaps between and among different groups of students

- IV-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school
- IV-B-3g. Knows and understands theoretical and historical basis for assessment techniques

- IV-B-4. Organizes and manages time to implement an effective school counseling program
- IV-B-4a. Identifies appropriate distribution of school counselor's time based on delivery system and school's data
- IV-B-4b. Creates a rationale for school counselor's time to focus on the goals of the comprehensive school counseling program
- IV-B-4c. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities
- IV-B-4d. Creates a rationale for the school counselor's total time spent in each component of the school counseling program

- IV-B-5. Develops calendars to ensure the effective implementation of the school counseling program
- IV-B-5a. Creates annual, monthly and weekly calendars to plan activities to reflect school goals
- IV-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and task

- IV-B-6. Designs and implements action plans aligning with school and school counseling program goals
- IV-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum and closing-the-gap action plan and determines appropriate students for the target group or interventions
- IV-B-6b. Identifies ASCA domains, standards and competencies being addressed by the plan
- IV-B-6c. Determines the intended impact on academics and behavior
- IV-B-6d. Identifies appropriate activities to accomplish objectives
- IV-B-6e. Identifies appropriate resources needed
- IV-B-6f. Identifies data-collection strategies to gather process, perception and outcome data
- IV-B-6g. Shares results of action plans with staff, parents and community.

IV-C: Attitudes

School counselors believe:

- IV-C-1. A school counseling program/department must be managed like other programs and departments in a school
- IV-C-2. One of the critical responsibilities of a school counselor is to plan, organize, implement and evaluate a school counseling program
- IV-C-3. Management of a school counseling program must be done in collaboration with administrators.

V: ACCOUNTABILITY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

V-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- V-A-1. Basic concept of results-based school counseling and accountability issues
- V-A-2. Basic research and statistical concepts to read and conduct research
- V-A-3. Use of data to evaluate program effectiveness and to determine program needs
- V-A-4. Program audits and results reports

V-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- V-B-1. Uses data from results reports to evaluate program effectiveness and to determine program needs
- V-B-1a. Uses formal and informal methods of program evaluation to design and modify comprehensive school counseling programs
- V-B-1b. Uses student data to support decision making in designing effective school counseling programs and interventions
- V-B-1c. Measures results attained from school counseling core curriculum and closing-the-gap activities
- V-B-1d. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared
- V-B-1e. Collects process, perception and outcome data
- V-B-1f. Uses technology in conducting research and program evaluation
- V-B-1g. Reports program results to professional school counseling community
- V-B-1h. Uses data to demonstrate the value the school counseling program adds to student achievement
- V-B-1i. Uses results obtained for program improvement

- V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselors competencies and implementation of the school counseling core curriculum and agreed-upon action plans
- V-B-2a. Conducts self-appraisal related to school counseling skills and performance
- V-B-2b. Identifies how school counseling activities fit within categories of performance appraisal instrument
- V-B-2c. Encourages administrators to use performance appraisal instrument reflecting appropriate responsibilities for school counselors

- V-B-3. Conducts a program assessment
- V-B-3a. Completes a program assessment to compare current school counseling program implementation with the ASCA National Model
- V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders
- V-B-3c. Identifies areas for improvement for the school counseling program

V-C: Attitudes

School counselors believe:

- V-C-1. School counseling programs should achieve demonstrable results
- V-C-2. School counselors should be accountable for the results of the school counseling program
- V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
- V-C-4. The results of the school counseling program should be analyzed and presented in the context of the overall school and district performance



Use of Time Assessment

	Direct Student Services			Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks
	School Counseling Core Curriculum	Individual Student Planning	Responsive Services	Referrals/ Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks
7-7:15 a.m.							
7:16-7:30 a.m.							
7:31-7:45 a.m.							
7:46-8 a.m.							
8:01-8:15 a.m.							
8:16-8:30 a.m.							
8:31-8:45 a.m.							
8:46-9 a.m.							
9:01-9:15 a.m.							
9:16-9:30 a.m.							
9:31-9:45 a.m.							
9:46-10 a.m.							
10:01-10:15 a.m.							
10:16-10:30 a.m.							
10:31-10:45							
10:46-11 a.m.							
11:01-11:15 a.m.							
11:16-11:30 a.m.							
11:31-11:45 a.m.							
11:45 a.m.-Noon							
12:01-12:15 p.m.							
12:16-12:30 p.m.							
12:31-12:45							
12:46-1 p.m.							
1:01-1:15 p.m.							
1:16-1:30 p.m.							
1:31-1:45 p.m.							
1:46-2 p.m.							
2:01-2:15 p.m.							
2:16-2:30 p.m.							
2:31-2:45 p.m.							
2:46-3 p.m.							
3:01-3:15 p.m.							
3:16-3:30 p.m.							
3:31-3:45 p.m.							
3:46-4 p.m.							
TOTALS	0	0	0	0	0	0	0
% per topic							
% per category	0%				0%		

Annual Agreement Template

School Counselor _____ Year _____

School Counseling Program Mission Statement

School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance and/or behavior goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements	
1	
2	
3	

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

Planned Use				Recommended
Direct Services to Students	_____ percent	School counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80 percent or more
	_____ percent	Individual student planning	Assists students in the development of educational, career and personal plans	
	_____ percent	Responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	_____ percent	Referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	_____ percent	Foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20 percent or less

Advisory Council

The school counseling advisory council will meet on the following dates.

Planning and Results Documents

The following documents have been developed for the school counseling program.

- Annual calendar
- Closing-the-gap action plans
- Curriculum action plan
- Results reports (from last year's action plans)
- Small-group action plan

Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

Caseload and School Counselor's Responsibilities

Indicate how students are assigned to the school counselor's caseload and the specific responsibilities assumed by the school counselor.

Caseload Defined by:	<input type="checkbox"/>	Alpha: last names beginning with _____ to _____
	<input type="checkbox"/>	Grade level: students in grades: _____
	<input type="checkbox"/>	All students in building
	<input type="checkbox"/>	Other:
School Counselor Responsibilities	Direct Student Services	
	<input type="checkbox"/>	School Counseling Core Curriculum
	<input type="checkbox"/>	Academic Advisement
	<input type="checkbox"/>	Individual Student Planning
	<input type="checkbox"/>	
	Responsive Services	
	<input type="checkbox"/>	Individual Counseling
	<input type="checkbox"/>	Small Groups
	<input type="checkbox"/>	Crisis Response
	<input type="checkbox"/>	
	Indirect Student Services	
	<input type="checkbox"/>	Referrals to Community Agencies
	<input type="checkbox"/>	
	Special Programs	
	<input type="checkbox"/>	
<input type="checkbox"/>		
Other		
<input type="checkbox"/>		
<input type="checkbox"/>		

Professional Collaboration and Responsibilities

Choose all that apply.

Group	Weekly/Monthly	Coordinator
School Counseling Team Meetings		
Administration/School Counseling Meetings		
Student Support Team Meetings		
Department Chair Meetings		
School Improvement Team Meetings		
District School Counseling Meetings		
Other		

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 _____

Career and college center assistant _____

Other staff _____

Volunteers _____

School Counselor Signature _____

Principal Signature _____

Date _____



School Data Profile Template

SCHOOL YEAR						
Students with Disabilities	#	%	#	%	#	%
All Students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
School Safety	#	%	#	%	#	%
Weapons offenses						
Offenses against students						
Offenses against staff						
Alcohol, tobacco, drug offenses						
Disorderly or disruptive behavior						
Technology offenses						
SCHOOL YEAR						
Engagement Data	#	%	#	%	#	%
Students in rigorous courses						
Students graduating without retention						
Students in extracurricular activities						
Student detentions						
Student suspensions						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						



School Data Profile Template

SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						

Data Planning & Collection Tool

Describe how you will assess each of the following. All are necessary for completion of the RAMP application.

Core Curriculum Lesson Title/Topic:			
Baseline Data (before intervention/activity)		Results Data (after intervention/activity)	
Process	Anticipated number of students		Actual number students
	Activities planned		Activities scheduled
	Session length planned		Session length delivered
	Planned dates		Actual dates
Perception	Attitude		Attitude
	Knowledge		Knowledge
	Skills		Skills
Outcome achievement, attendance or behavior			

Small-Group Data Planning and Collection Tool

Describe how you will assess each of the following. All are necessary for completion of the RAMP application.

Small Group			
	Baseline Data (before intervention/activity)	Results Data (after intervention/activity)	
Process	Anticipated number of students	Actual number students	
	Number of sessions planned	Number of sessions delivered	
	Session length planned	Session length delivered	
	Planned dates	Actual dates	
Perception	Attitude	Attitude	
	Knowledge	Knowledge	
	Skills	Skills	
Outcome achievement, attendance or behavior			

Data Planning and Collection for Goals

Describe how you will assess each of the following. All are necessary for completion of the RAMP application.

Program Goal				
One–two Mindsets & Behaviors Selected Relevant to Above Goal				
Process	Baseline Data (before intervention/activity)		Results Data (after intervention/activity)	
	Anticipated number of students		Actual number students	
	Activities planned		Activities delivered	
	Planned dates		Actual dates	
Perception	Attitude		Attitude	
	Knowledge		Knowledge	
	Skills		Skills	
Outcome achievement, attendance or behavior				

Lesson Plan Template

School Counselor: _____ Date: _____

Activity: _____

Grade(s): _____

ASCA Mindsets & Behaviors (Domain/Standard):

Learning Objective(s) (aligns with competency):

1. _____

2. _____

3. _____

Materials: _____

Procedure: _____

Plan for Evaluation: How will each of the following be collected?

Process Data: _____

Perception Data: _____

Outcome Data: _____

Follow-Up: _____



School Counseling Program Assessment

a. School data profile completed, tracking achievement, attendance and behavior data			
b. School data inform program goals			
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			
Action Plans (Curriculum, Small Group and Closing the Gap)			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			
b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
Curriculum Lesson Plan			
Curriculum lesson plan templates are used to develop and implement classroom activities			
Calendars (Annual and Weekly)			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			
DELIVERY			
CRITERIA	No	In Progress	Yes
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			
ACCOUNTABILITY			



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RESULTS REPORT SCHOOL COUNSELING CORE CURRICULUM

Grade Level	Lesson Topic	ASCA Domain and Mindsets & Behaviors Standard(s)	Projected Start/End	Process Data (Number of students affected)	Perception Data (Data from surveys/ assessments)	Outcome Data (Achievement, attendance and/or behavior data)	Implications



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RESULTS REPORT SMALL GROUP

Grade Level	Group/Topic	ASCA Domain and Mindsets & Behaviors Standard(s)	Projected Start/End	Process Data (Number of students affected)	Perception Data (Data from surveys/ assessments)	Outcome Data (Achievement, attendance and/or behavior data)	Implications



RESULTS REPORT CLOSING THE GAP

Goal: _____
 Target Group: _____
 Data to Identify Students _____

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Projected Start/End	Process Data (Number of students affected)	Perception Data (Data from surveys/ assessments)	Outcome Data (Achievement, attendance and/or behavior data)	Implications