**Utilizing the ASCA model in 30 minutes**

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Why worry about a model?

What is the ASCA model?-We will discuss the information below

What the ASCA model is not?

Where do you start?

**4 basic components**

**ASCA Foundation:**

**Program Focus**

* Beliefs
  + Common ideologies that the Counseling department agrees upon for the school and all students.
* Vision Statement
  + The Vision Statement stems from the beliefs of the counseling department, outlining the desired future outcomes of the students long-term.
* Mission Statement
  + The mission statement stems from the vision statement focusing on concrete steps towards student achievement.
  + Incorporates the district's vision and beliefs.
* Program Goals
  + SMART Goals on how the department is going to achieve the vision and mission statements.

**Student Competencies**

* ASCA student standards
  + Academic, Personal/Social Development, Career
  + Knowledge, attitude, and skills that students attain through the school counseling programming.
* Other Standards
  + Standards that are mandated through State Law
  + District specific standards

**Professional Competencies**

* School Counselor Professional competencies
  + Continue Education and Professional Development
  + What school counselors should be able to perform and understand for it's school and students
* ASCA Ethical Standards for school counselors
  + The principles of ethical behavior necessary to maintain the highest standards of integrity, leadership, and professionalism
  + State and Federal Law
  + District policies
  + ASCA Decision-making model - <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

**ASCA Management: Assessment and Tools**

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| **Assessments** | **Main points** |
| **School Counselor Competencies** | * Self evaluation to ensure that you as a counselor are adequately prepared with the knowledge, attitude, and skills set to implement programs effectively. * Assessment pg.148 ASCA |
| **School Counseling Program assessment** | * A self-evaluation tool used to identify strengths and weaknesses of the school counseling program (provides direction). * First used when program is being designed and then it’s reviewed and updated at least annually to measure the progress of the program. development and its implementation. (ASCA, 42). |
| **Use of time** | * Evaluates use of time twice a year, use of time * Assessment pg. 63 ASCA * Recommended 80% time goal for **indirect** (leadership, advocacy, and collaboration)and **direct** (curriculum, student planning and responseive services) for students; remaining 20% for program management and school support services |

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| **Tools** | **Main points** |
| * **Annual agreement** * **Advisory Council** | * Outline the focus of school counseling program, how time is spent and what the mission and goals are of the program as a whole. It is agreed upon by school counselors and admin each year. Each school counselor creates one.   + Page 64 has an example of what this could look like. * Meets at least twice a year and it’s a link between the program and various groups in the community, minimum of 8 members and a maximum of 20. Keep the group diverse and include school personnel along with business and community members. Advise on program goals, review results, make recommendations and advocate for funding and resources. |
| * **Use of data** * **School Data Profile** * **Program Results Data (Process, Perception, and Outcomes)** | * Data driven decision making   + A variety of data collection methods * Using demographics to conduct a needs assessment and/or program evaluation to meet the individual (100% of student population) needs of your school/program. * Process Data   + “What did we do, for whom”. Specific data i.e 38 parents participated in X * Perception Data   + “What do people think, believe, etc?” i.e self reports, where are we at, who are we, what can we achieve? * Outcome Data   + “So what?” what does the data say about how the programs work/don’t work. * Data is specific! |
| * **Actions Plans** * **Closing the Gap** * **Calendar** | * Action plans ensure that curriculum, lessons, and activities are in place to reach every student (ASCA, 2012). * Closing the Gap uses analysis to identify subgroups who are not achieving (Spear, Dahir, & White, 2007). * Calendars keeps everyone (students, teachers, admin) informed about the counseling program (ASCA, 2012). |

**ASCA Delivery -**

**Direct Services:**In person interactions with students (80%)

    School Counseling Curriculum

* Lesson planning
* Planned activities to meet students’ needs

    Student planning

* Assist students with individual goals and plans; such as career planning, course selection, post-secondary planning

    Responsive services

* Immediate concerns and crisis situations
* Problem solving groups

**Indirect Services for Students:**Provide services on behalf of student (20%)

     Referrals

* Services beyond student interaction
* Outside organizations
* 504 plans/IEP's

     Collaboration and consultation with others

* Staff
* Parents
* Community

**ASCA Accountability**

What is accountability? In short, school counselors must be able to collect and use hard data to support the effectiveness of their school counseling program.  SCs are accountable to...

The School: Data drives systemic change. We have to know what is working for students. Collect the data and analyze results.  This helps eliminates randomness.

Self: Eliminates misperceptions of what a SC does and does not do.  Shows others that counselors are doing their jobs. SCs do this with the code of ethics.

The Counseling Program: Always advocate for ourselves as school counselors and promote the program as a whole. Recognize needs for students and the school and provide the resources.

Students:  The ultimate goal is to strive towards higher student achievement. SCs need to be able to show results in the domains of A,C,P/S.  Always be advocating for the student, school, counseling program, and self.

Overall: Accountability is a continuous process of improvement. Constant evaluation of your program with hard data to back it up.  Accountability allows us to be proactive vs. reactive.

**Also vital:**

**3 Domains:** Personal/Social, Career, Academic

**4 themes:** Collaboration, Leadership, Advocacy, Systemic Change