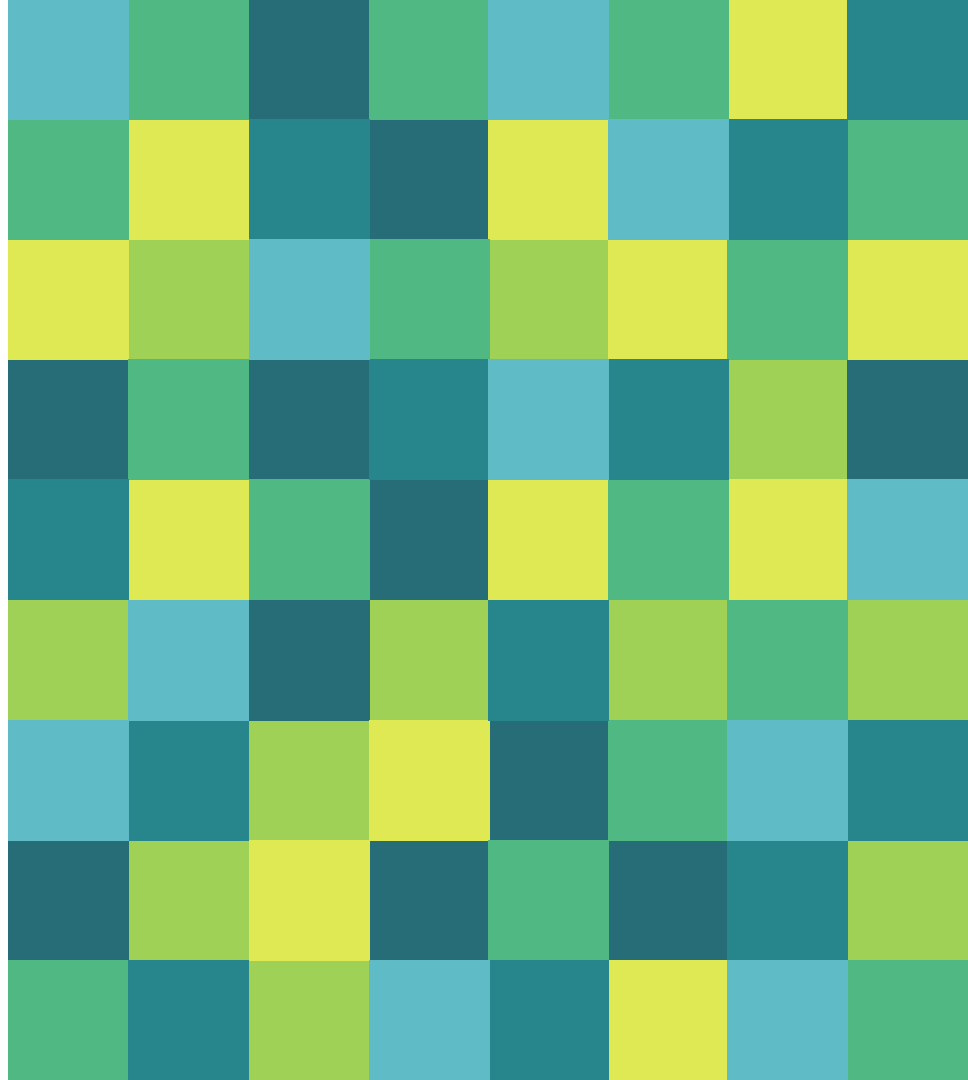


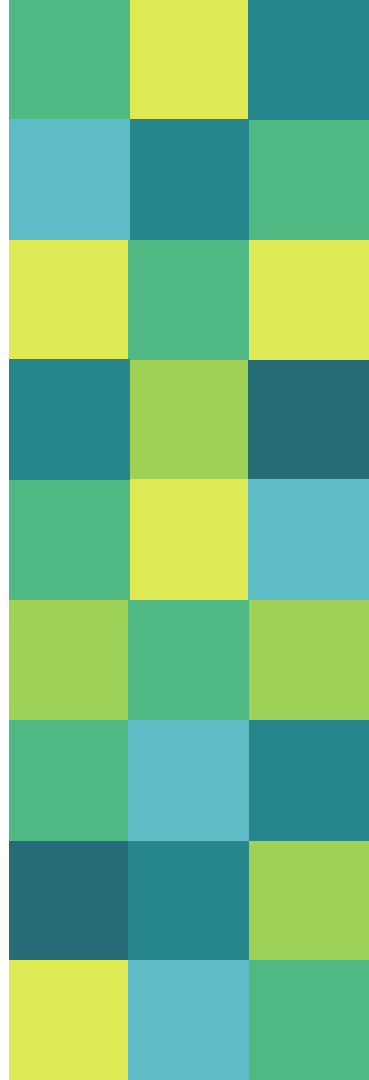
The ASCA Model in 30 Minutes

Mark Gillen, PhD, Professor &
Department Chair at UW River
Falls, River Falls, WI

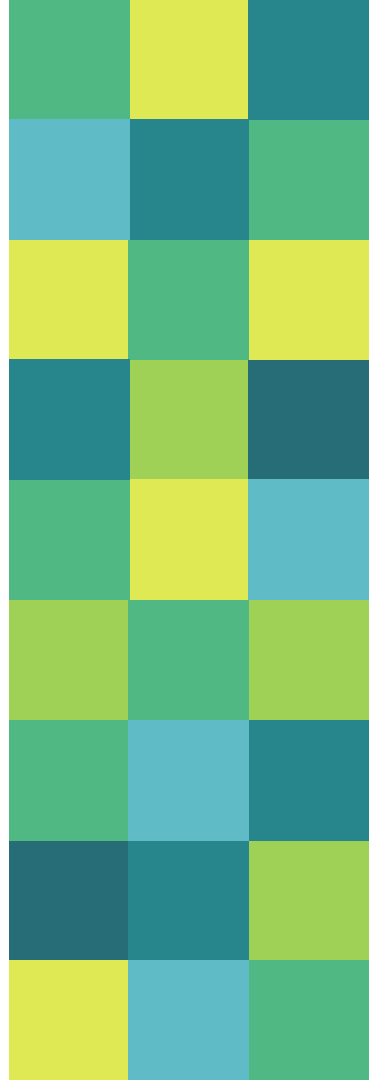
Sarah Flier, Willow River
Elementary Counselor, Hudson, WI



Where are we at with the model?



Results

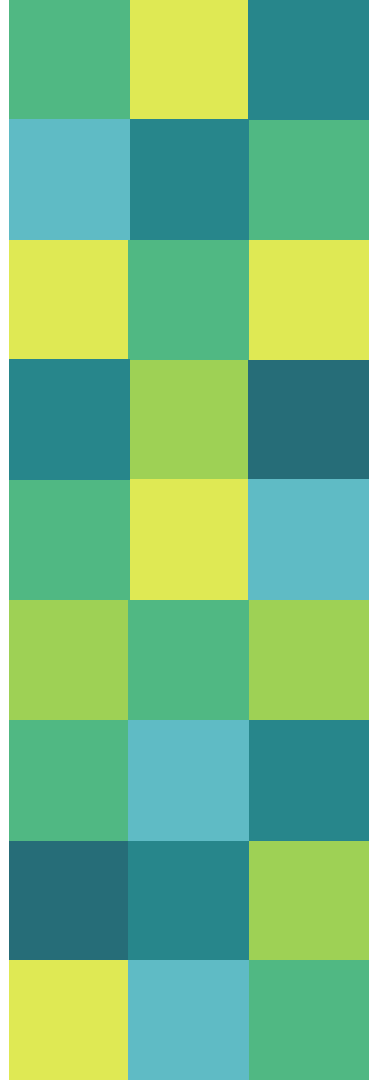


Questions

Why worry about a model?

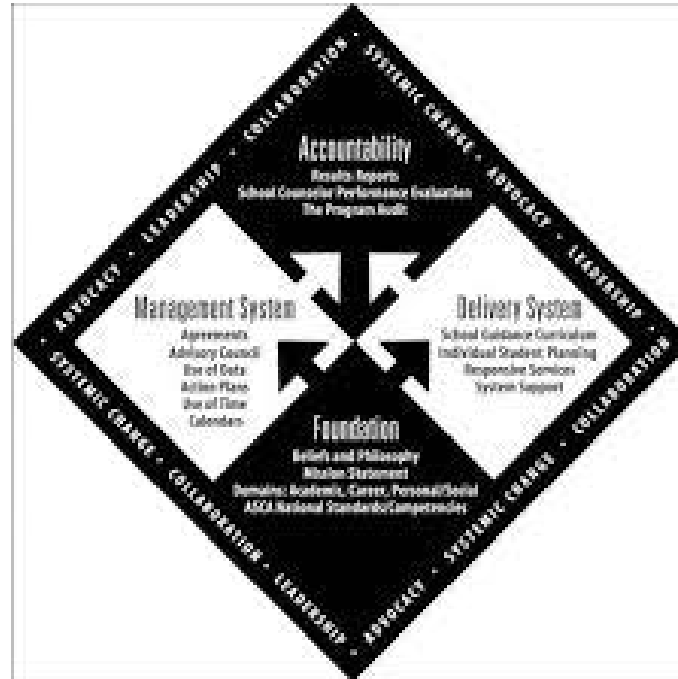
What the ASCA model is not

Where do you start?



Four Basic Components

- Foundation
- Management
- Delivery
- Accountability

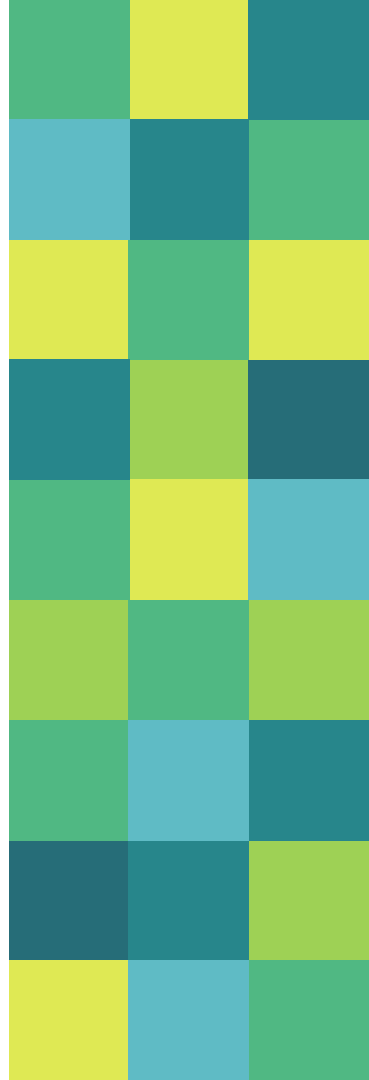




Foundation

Program Focus

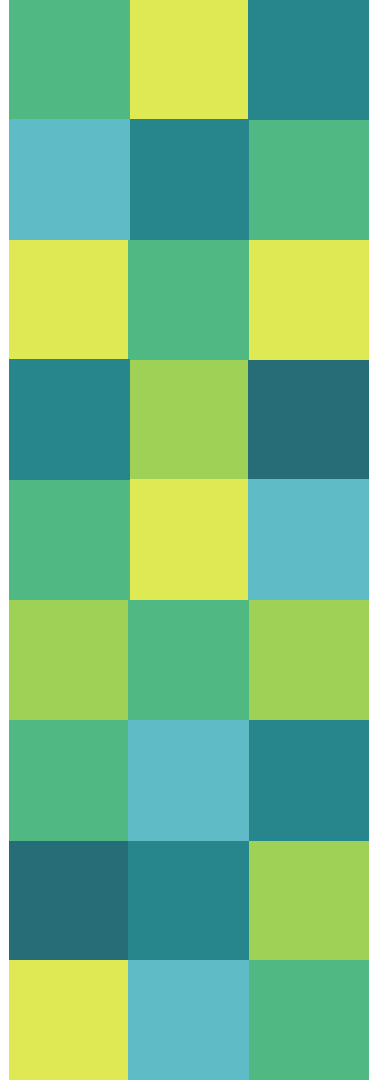
- Beliefs
 - Common ideologies that Counseling department agrees upon for the school and all students
- Vision Statement
 - Outlines desired future outcomes for students long-term
- Mission Statement
 - What are you currently providing to reach your vision
- Program Goals
 - SMART Goals on how the department will achieve vision and mission statements.



Mission Statement:

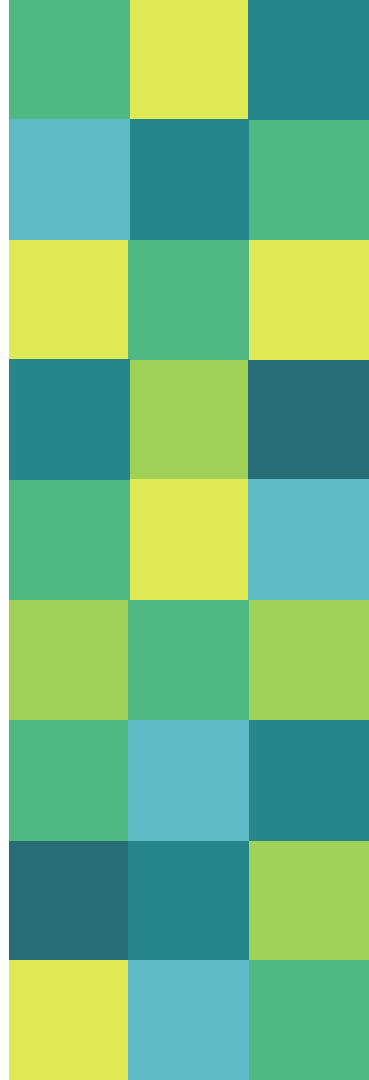
Hudson's Mission Statement: Hudson schools challenge students to be informed, caring contributors to our world through challenging academics, critical thinking, purposeful collaboration, applied innovation and global stewardship.

Willow River SCP's Mission Statement: The mission of the Willow River Elementary school counseling program is to provide all students with a collaborative, comprehensive curriculum that challenges students to become informed, caring contributors to our world. The comprehensive school counseling program is data-informed, student-focused, and continues to seek out and confront inequities to ensure all students are acquiring the skills, attitudes, and knowledge necessary for a successful future.



Program Goals

- Great place to start
- Look at your data
- Work smarter, not harder
 - Use your SLO
 - District/Building Goals
 - Example from Willow
- ASCA encourages two goals each year





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 from to
Measure of change Baseline data Target data

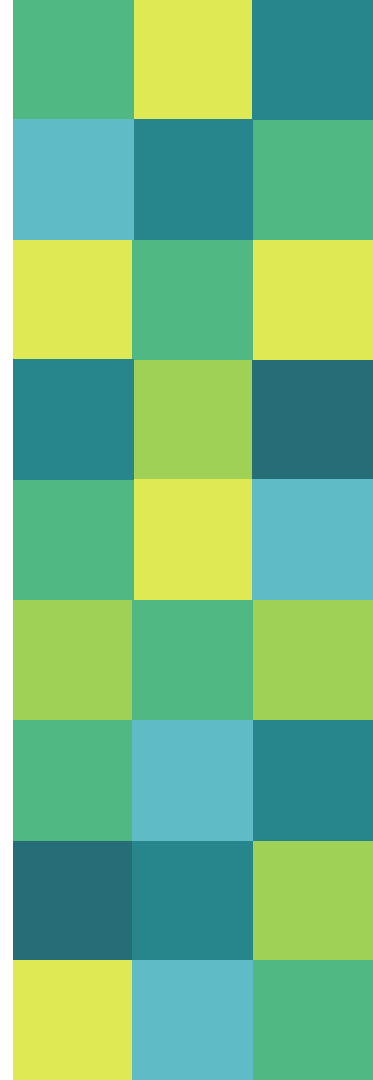
Data Source:

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

Examples from Willow

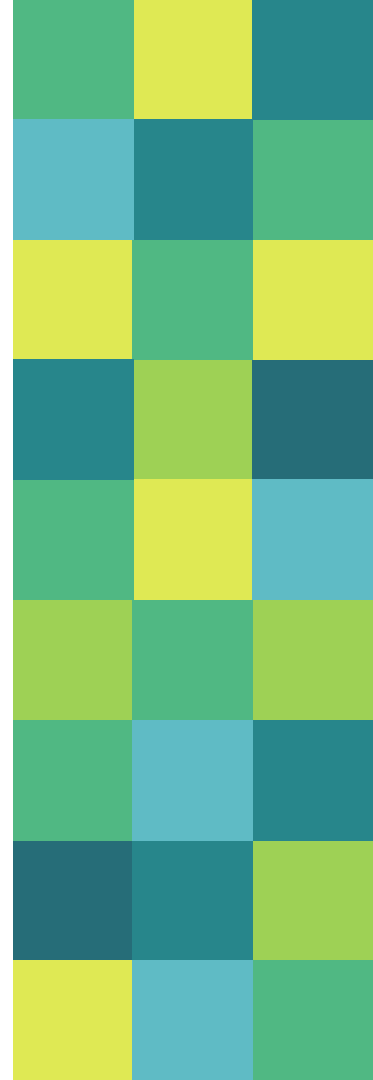
By June 2018, 58% of students will score above the 60th percentile in MAPS ELA.

By June 2018, the graduating class of 2028 will decrease the number of behavioral referrals for disruption by 30%, from 914 during the 2016-2017 school year to 640 referrals.



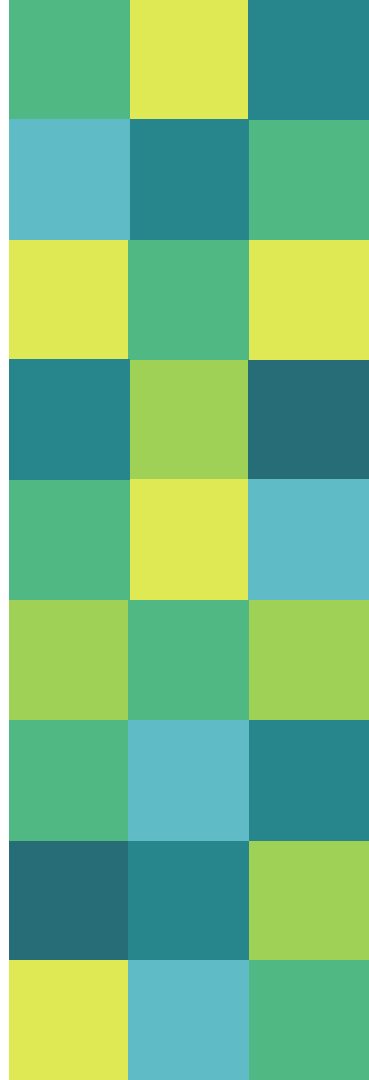
Student Competencies

- ASCA Student Standards
 - Academic, Personal/Social Development, Career
 - Knowledge, Attitude, and Skills that students attain through school counseling programming
- Other Standards
 - Standards that are mandated through State Law
 - District specific



Professional Competencies

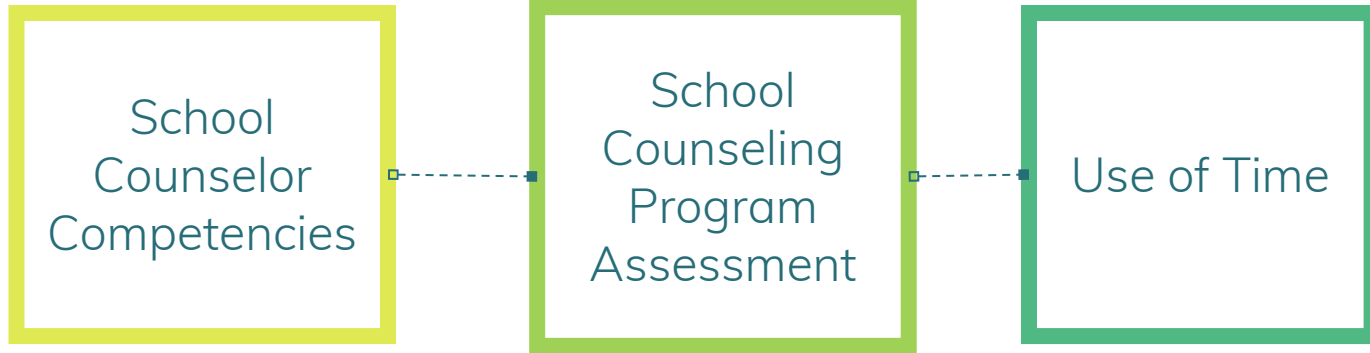
- School Counselor Professional competencies
- ASCA Ethical Standards





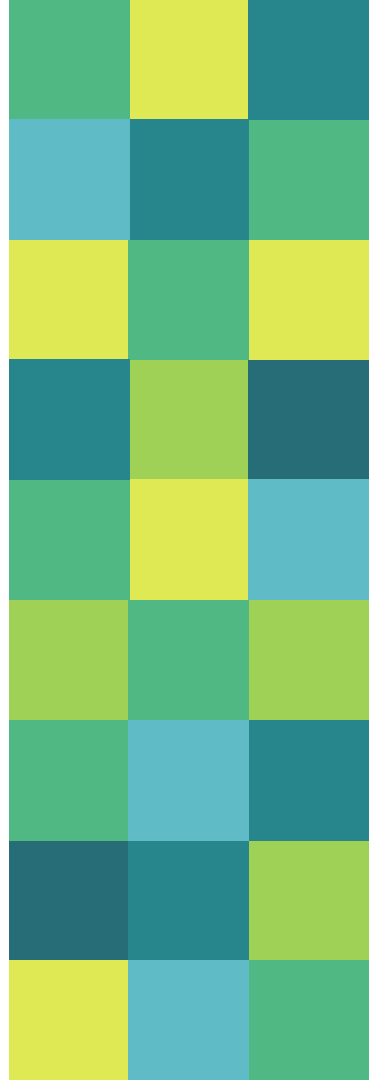
Management

Assessments



Use of Time

- Assessment to see where your time is spent
 - Want the 80/20 ratio
 - 80% of time indirect or direct
 - Remaining 20% for things like fair share responsibilities, program management etc.



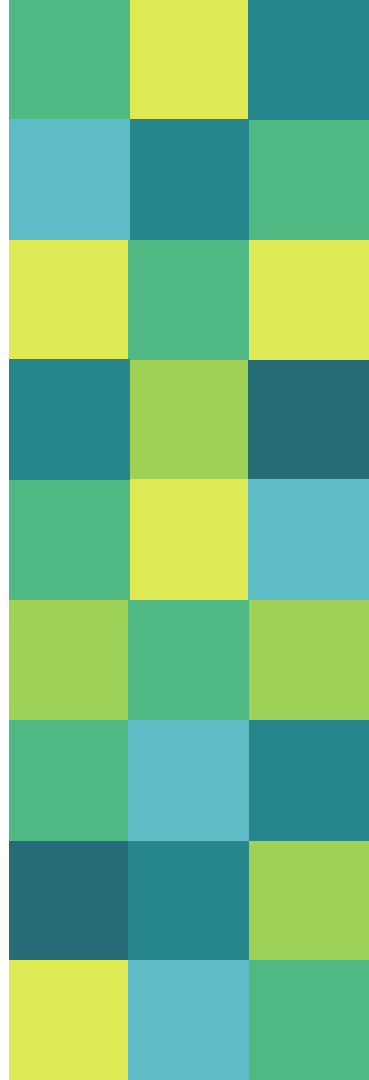
ASCA Template

- Week in the fall and week in the spring
- Adds up percentages for you

| | A | B | C | D | E | F | G | H | I |
|------------------|---|-----------------------------------|-----------------------------|--------------------------------|--|---|---------------------------|-----------------------------|------|
| | | 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. | | | | | Emails/ Curriculum purchase | | | | |
| 7:46-8 a.m. | | | | | Emails/ Curriculum purchase | | | | |
| 8:01-8:15 a.m. | | | | | Parent Meeting J.L. | | | | |
| 8:16-8:30 a.m. | | | | | Parent Meeting J.L. | | | | |
| 8:31-8:45 a.m. | | | | | Parent Meeting J.L. | | | | |
| 8:46-9 a.m. | | | | Bus situation | | | | | |
| 9:01-9:15 a.m. | | | | | Principal | | | | |
| 9:16-9:30 a.m. | | | R.K. | | | | | | |
| 9:31-9:45 a.m. | | | J.T. | | | | | | |
| 9:46-10 a.m. | | | B.S. | | | | | | |
| 10:01-10:15 a.m. | | | M.C. | | | | | | |
| 10:16-10:30 a.m. | | | M.C. | | | | | | |
| 10:31-10:45 | | | | Consult with Practicum student | | | | | |
| 10:46-11 a.m. | | | J.R. | | | | | | |
| 11:01-11:15 a.m. | | | A.N. | | | | | | |
| 11:16-11:30 a.m. | | | S.H. | | | | | | |
| 11:31-11:45 a.m. | | | | Consult Vision | | | | | |
| 11:45 a.m.-Noon | | | D.F. | | | | | | |
| 12:01-12:15 p.m. | | | S.J. | | | | | | |
| 12:16-12:30 p.m. | | | | | | | | Lunch | |
| 12:31-12:45 | | Lunch Bunch | | | | | | | |
| 12:46-1 p.m. | | Lunch Bunch | | | | | | | |
| 1:01-1:15 p.m. | | | Q.L. | | | | | | |
| 1:16-1:30 p.m. | | | | | SST Notes for J.E. | | | | |
| 1:31-1:45 p.m. | | | | | SST Notes for J.E. | | | | |
| 1:46-2 p.m. | | | | | Set up 4th gr. Lunch bunch | | | | |
| 2:01-2:15 p.m. | | | | | | Copies/Emails | | | |
| 2:16-2:30 p.m. | | | E.S. | | | | | | |
| 2:31-2:45 p.m. | | | | | | | | | |
| 2:46-3 p.m. | | | | | | | | | |
| 3:01-3:15 p.m. | | Family Change | | | | | | | |
| 3:16-3:30 p.m. | | Family Change | | | | | | | |
| 3:31-3:45 p.m. | | Family Change | | | | | | | |
| 3:46-4 p.m. | | | | | | | Bus duty | | |
| TOTALS | | 0 | 17 | 1 | 8 | 4 | 1 | 1 | |
| % per topic | | | 53% | 3% | 25% | 13% | 3% | 3% | 100% |
| % per category | | 56% | | | 25% | 16% | | 3% | 100% |

Tools

- Annual agreement
 - Outlines focus of SCP
 - Mission, Goals, Time spent
 - Team/Committee schedule
 - Review with principal



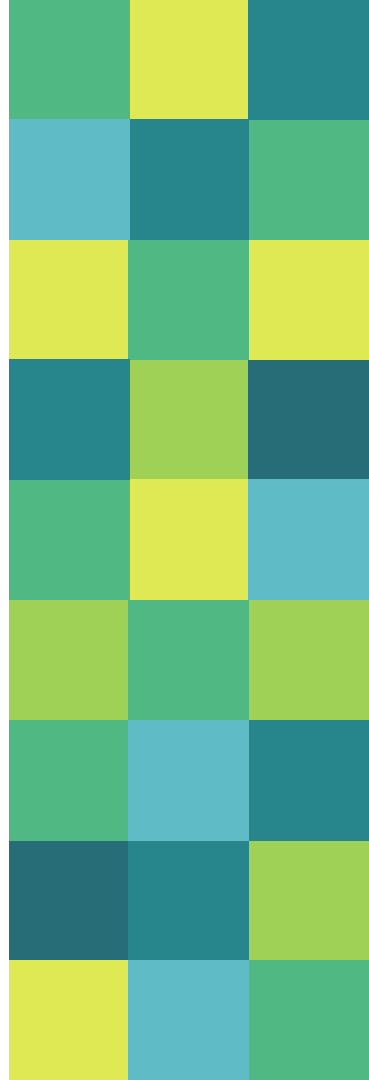
Tools cont.

- Advisory Council
 - Links counseling program to various stakeholders
 - Meets twice a year
 - Minimum of 8 members, max of 20
 - Diversify the group - parents, local business owners and community members, teachers, admin etc.
 - Show data and goals - get input and ideas



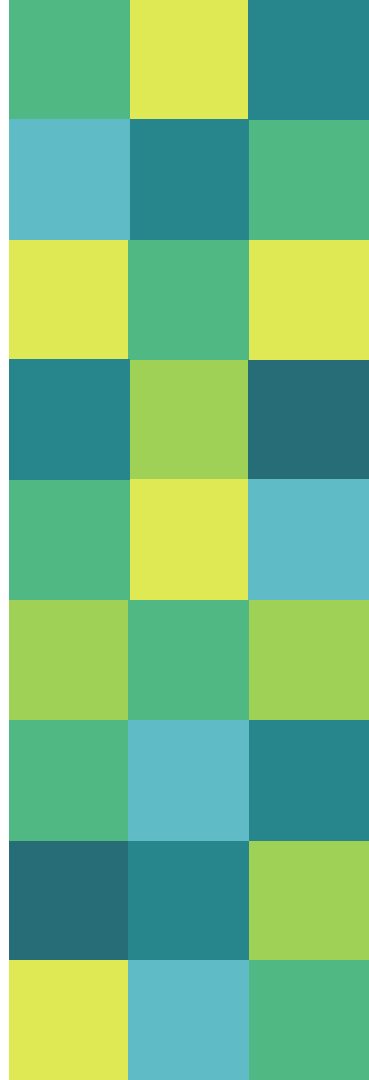
Tools cont.

- Use of data
- School data profile
 - Demographics - identify gaps
- Program Results Data
 - Process Data
 - Perception Data
 - Outcome Data



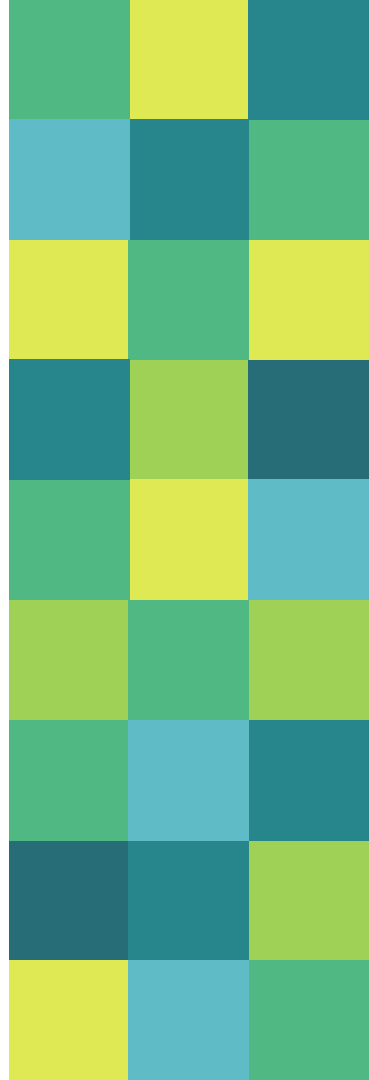
Data

- **Process** - “What we did for whom”
 - 16 5th grade students for small group
 - 53 3rd graders received lesson
- **Perception** - What people think, believe, know
 - 82% of students could identify their learning style
- **Outcome** - “So what?” What does the data say about how the programs work/don't work?
 - Big 3 - Attendance, Behavior, Academics
 - Second grade showed a 72% decrease in physical contact office discipline referrals



Tools cont.

- Action Plans
 - Ensure the curriculum lessons and activities are in place to reach all
- Closing the Gap
 - Identify subgroups who are not achieving (Spear, Dahir, & White, 2007).
- Calendar
 - Keep everyone informed about the counseling program (ASCA, 2012)



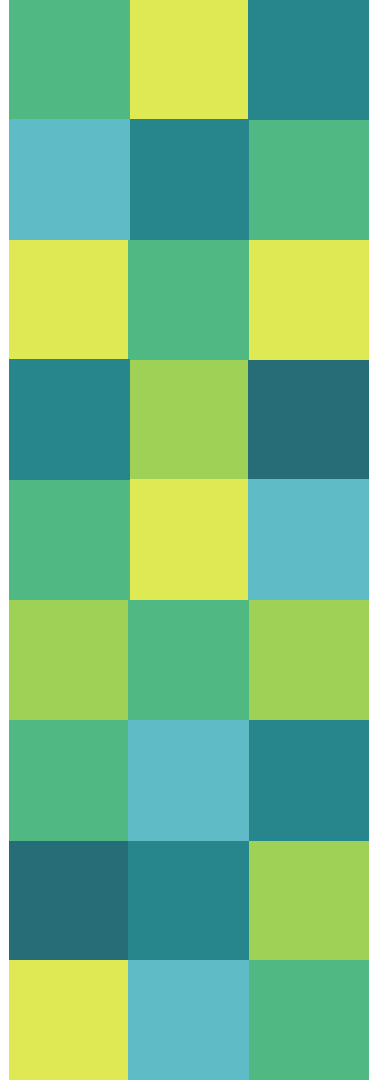


Delivery

Direct Services

In-person interactions with students

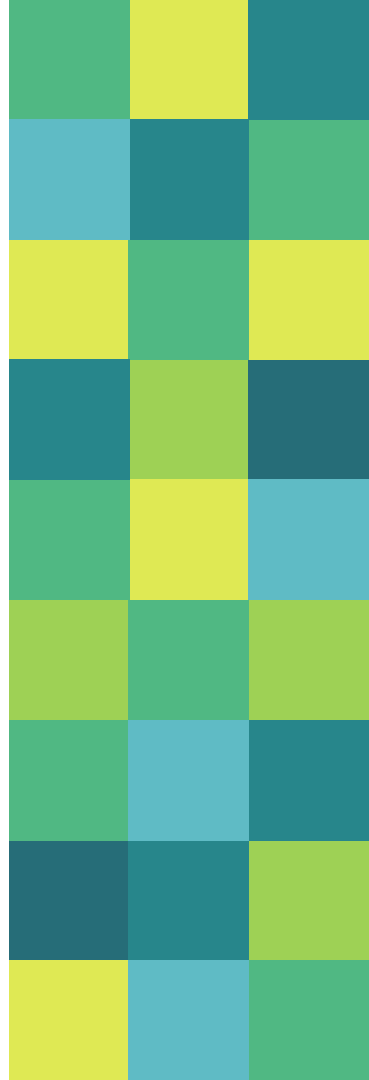
- Core Curriculum - classroom lessons
- Student Planning - post-secondary, individual goals, schedule planning
- Responsive services - crisis, student problem solving



Indirect

Providing services on behalf of students

- Referrals
 - Outside organizations
 - 504 plans/IEP
- Collaboration/consultation
 - Staff
 - Parents
 - Community





Accountability

What is accountability?

- Able to collect and use hard data to support effectiveness of the program
- Systemic change
- Eliminates misperceptions of our role
- Advocates for the program
- Increase student achievement
- Continuous process of improvement



Want more?

WSCA offering ASCA Model Trainings throughout the state

- 5 days spread out
- Set up model for your program

Visit: [ASCA Model Training](#) for more information and to register!

