Section One

The K–12 School Counseling Program

## The ASCA National Model

Foundation

The foundation element of the American School Counselor Association (ASCA) National Model contains three components: beliefs and philosophy, mission statement, and the ASCA National Standards (academic, career, and personal/social development).

All references to ASCA (2005) in this section are referring to the second edition of the American School Counselor Association's *The ASCA National Model: A Framework for School Counseling Programs* (2nd edition).

**Figure 1.1. American School Counselor
Association National Model**
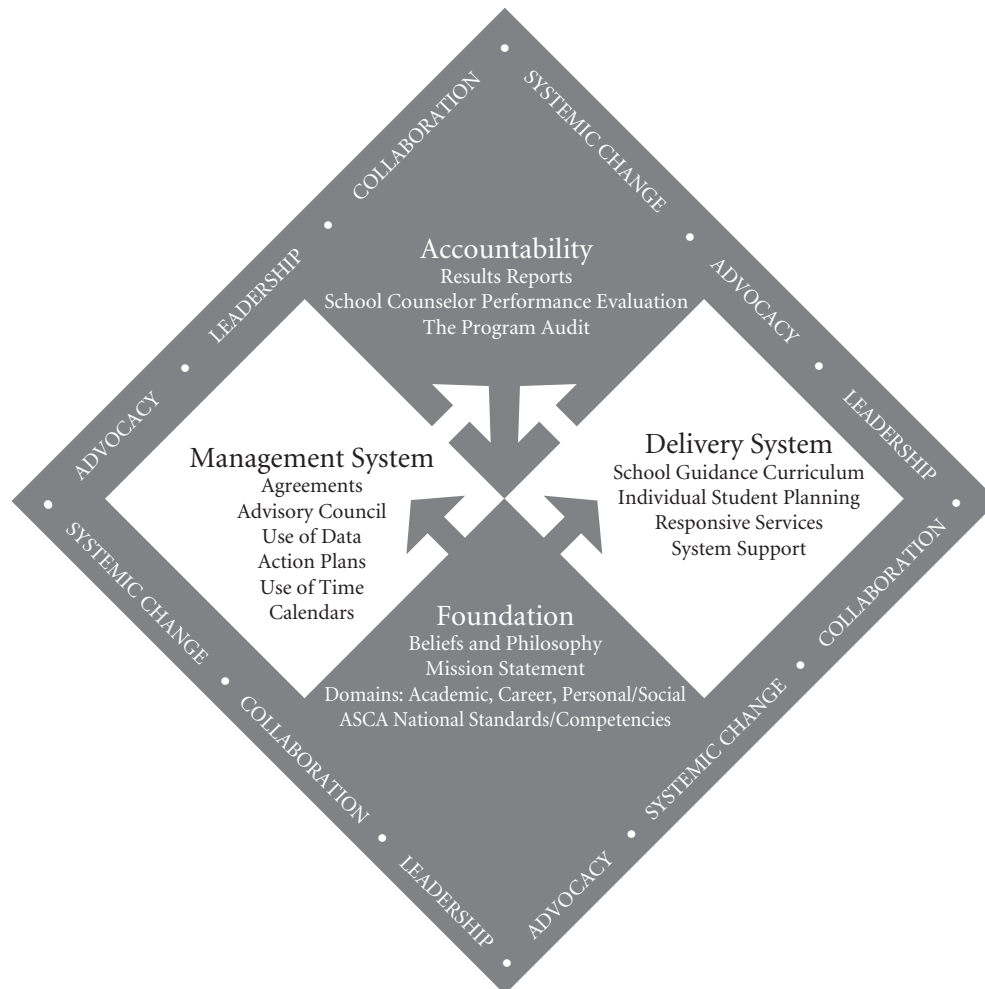
List 1.1. Beliefs and Philosophy of the School Counseling Program

(American School Counselor Association, 2005, p. 29)

- Ask: What do I (or we school counselors) believe about students and learning?
- List belief statements stated by school counselor(s).
  Possible belief statements:
  - All children can learn.
  - All students deserve the opportunity to succeed.
  - Schools should meet the needs of all students.
  - Every student has a right to a safe and secure learning environment.
- Identify common themes that serve as a foundation for the shared beliefs and philosophy statement regarding the school counseling program. A philosophy statement should do the following:
  - Indicate an agreed-upon belief system about the ability of all students to achieve
  - Address every student
  - Address student developmental needs and focus on primary prevention
  - Address the school counselor's role as an advocate for every student
  - Identify persons to be involved in the delivery of program activities
  - Indicate how data will drive program decisions and how the program will be evaluated
  - Convey how the school counselor leads and initiates programs to serve all students
  - Give consideration to ethical and cultural considerations
- Write a philosophy statement that will serve as the foundation for developing the mission statement (outlined in **List 1.2**).
- Publicize and post the philosophy statement to educate others about the beliefs and philosophy that serve as the catalyst for the school counseling program.

Reference

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

List 1.2. Components of a School Counseling Program Mission Statement

(American School Counselor Association, 2005, p. 30)

Purpose of the School Counseling Program Mission Statement

- Reflects the program's focus on beliefs, assumptions, and philosophy
- Establishes a structure for innovative and effective practice
- Creates one vision

Content of the School Counseling Program Mission Statement

- Focuses primarily on students
- Advocates for equity, access, and success for every student
- Complements the school's mission statement as well as the school district's mission
- Considers the academic, career, and personal/social development of students
- Indicates the long-range results desired for students

Reference

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

List 1.3. The ASCA National Standards for School Counseling Programs

(Campbell & Dahir, 1997)

Purposes of the National Standards for School Counseling Programs

- Identify the knowledge and skills that all students should acquire as a result of the K–12 school counseling program
- Ensure that school counseling programs are comprehensive in design and delivered systematically to all students
- Establish school counseling as an integral component of the academic mission of the educational system
- Encourage equitable access to school counseling services for all students, to be provided by a credentialed school counselor

Components of the National Standards for School Counseling Programs

I. Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in schools and across the life span.
Standard B: Students will employ strategies to achieve success in school.
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

II. Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make appropriate career decisions.
Standard B: Students will employ strategies to achieve future career success and satisfaction.
Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

III. Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
Standard C: Students will understand safety and survival skills

Reference

Campbell, C., & Dahir, C. (1997). *Sharing the vision: The national standards for school counseling programs.* Alexandria, VA: American School Counselor Association.

Delivery System

The delivery system encompasses the various ways through which the school counselor delivers a comprehensive school counseling program.

List 1.4. The Comprehensive School Counseling Program

School counseling programs help all students achieve success.

Characteristics of the School Counseling Program

- Aligned with the educational and instructional purpose and mission of the school
- Organized and planned
- Intentional
- Integrated with total educational program
- Data-driven
- Supported by schoolwide involvement, cooperation, and collaboration
- Sequential and developmental
- Preventive
- Proactive
- Responsive
- Present and future-oriented, as follows:
  - Prepares students for adulthood
  - Facilitates plans for postsecondary education and careers
  - Assists students with critical transitions throughout their development
  - Explores school, work, and community responsibilities and opportunities
  - Promotes safety and security for all students
  - Promotes self-regulating behaviors such as protective factors and goal setting
- Comprehensive, as follows:
  - Assesses student needs
  - Provides information to parents, students, teachers, and community members
  - Consults and collaborates with key stakeholders
  - Delivers counseling services through a variety of ways
  - Refers students and families to appropriate resources
  - Monitors events and provides effective follow-up with students, parents, and faculty
  - Evaluates the efficacy of the counseling delivery system
- Focuses on skill development, as follows:
  - Academic success
  - Responsibility
  - Conflict resolution
  - Safety

- Decision making and problem solving
- Substance abuse prevention
- Resistance to peer pressure
- Resilience
- Respect
- Communication

Components of the School Counseling Program Delivery System

- School counseling and guidance curriculum (see **List 1.5**)
- Individual student planning (see **List 1.6**)
- Responsive services (see **List 1.7**)
- System support (see **List 1.8**)

List 1.5. School Counseling and Guidance Curriculum

(American School Counselor Association, 2005, pp. 40–41)

The school guidance curriculum is the instructional program that facilitates the systematic delivery of guidance lessons or activities.

Characteristics of the School Guidance Curriculum

- Comprehensive in scope
- Preventive and proactive
- Planned, designed, implemented, and evaluated by the school counselor(s)
- Coordinated and delivered by the school counselor(s)
- Provided to every student
- Aligned with school counseling program philosophy, missions, and student competencies
- Promotes knowledge, attitude, and skill development in the areas of academic achievement, career development, and personal/social growth
- Aligned and cross-walked with ASCA's National Standards (see **List 1.3**)
- Assessed by using a variety of accountability methods (see **Lists 1.16 through 1.19**)

Components of the School Counseling and Guidance Curriculum

- Classroom guidance: school counseling sessions taught in the classroom (see **Lists 3.13 through 3.16**)
- Interdisciplinary curriculum development: integration with academic subjects
- Group activities: planned small-group activities outside the classroom (see **Lists 3.6 through 3.12**)
- Parent and guardian workshops that address the needs of the school community (see **List 3.18**)

List 1.6. Individual Student Planning

(American School Counselor Association, 2005, pp. 41–42)

Individual student planning includes school counseling activities designed to help individual students establish personal goals and develop future school plans.

Characteristics of Individual Student Planning

- Assists students in establishing personal goals and future plans
- Assists students in planning, monitoring, and managing their educational progress
- Assists in student transitions from school to school, school to college, and/or school to work
- Delivered through individual counseling, small-group counseling, and/or advisement
- Includes parents, guardians, and school personnel in planning when appropriate
- Develops and documents strategies for every student to ensure student success

Strategies for Individual Student Planning

- Individual or small-group appraisal: analyze and evaluate students' abilities, interests, skills, and achievement
- Individual or small-group advisement: advise students in identifying personal educational and occupational goals and develop a plan for successful achievement of those goals
- Post–high school planning: assist students in developing plans for college attendance or work

Reference

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

List 1.7. Responsive Services

(American School Counselor Association, 2005, pp. 42–43)

The responsive services in school counseling consist of the activities that meet students' immediate needs and concerns.

Characteristics of Responsive Services

- Available to all students
- Often student-initiated, but referrals can also be from parents or teachers
- Parent and/or teacher involvement when appropriate
- Cooperation and collaboration with the goal of student success
- Range of counseling services offered, from early intervention to crisis response
- Developed to meet students' needs
- Planned and goal-focused

Strategies for the Delivery of Responsive Services

- Consultation
  - Parents and guardians (see **Lists 3.17 through 3.19**)
  - Teachers (see **Lists 3.20 through 3.25**)
  - School personnel
  - Community agencies
- Individual and small-group counseling
  - Wide range of topics covered
  - Developmentally appropriate
  - Relevant to student experiences
- Crisis counseling
  - Prevention
  - Intervention
  - Follow-up
- Referral
  - Assess the scope of the issue
  - Connect to community organizations or services, if possible
  - Refer to community and mental health resources, if issue extends beyond your professional expertise or training
- Peer facilitation
  - Student peer mediation or conflict resolution programs (see **List 3.31**)
  - Mentoring programs (see **List 3.34**)

Reference

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

List 1.8. System Support

(American School Counselor Association, 2005, pp. 43–44)

System support encompasses the ways in which the school counseling program is managed and monitored.

Examples of System Support

- Professional development
  - In-service training
  - Professional association membership
  - Postgraduate coursework
  - Professional conference attendance
- Consultation, collaboration, and teaming
  - Attending or facilitating parent consultation
  - Participating in teacher consultation
  - Serving as a community liaison
  - Serving on school committees or teams
  - Initiating and maintaining community outreach
  - Creating and serving on advisory councils
  - Serving on school district committees
- Program management and operations
  - Tasks that are needed to implement and sustain school counseling program
  - Responsibilities as a member of the school staff that provide a safe and secure learning environment (see list of "Fair-share responsibilities" later in this section)
- Management activities
  - Budget
  - Facilities
  - Policies and procedures (at district, school, and program levels)
  - Research and resource development (such as parenting library and community resources)
- Data analysis
  - Analyze student achievement data
  - Collect and analyze school counseling program–related data
  - Use data to make decisions about school counseling programs and services
  - Address inequity, access, and achievement gaps
- Fair-share responsibilities (Gysbers & Henderson, 2006): duties and responsibilities that may not be related to the school counseling program, but are necessary for the safety and development of students, such as the following:
  - Bus duty
  - Cafeteria duty
  - Monitoring hallways between classes

- ○ Chaperoning field trips
- ○ Service on school and district committees
- ○ Sponsoring a school club

References

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

Gysbers, N. C., & Henderson, P. (2006). *Developing and managing your school guidance program* (4th ed.). Alexandria, VA: American Counseling Association.

Management System

The management system describes the organizational processes and tools needed to manage the school counseling program.

List 1.9. Components of the Management System

(American School Counselor Association, 2005)

- Management agreements
- Advisory council
- Use of data
- Action plans
- Use of time
- Calendars

Reference

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

List 1.10. Management Agreements

(American School Counselor Association, 2005, pp. 46–47;
Virginia School Counselor Association, 2008, pp. 49–54)

Characteristics of Management Agreements

- Ensures effective implementation of school counseling program
- Involves entire counseling staff and administrators
- Delineates responsibility for organization and implementation of school counseling program
- Is data-driven
- Developed annually and reviewed periodically
- Supports school counseling program

Components of the Management Agreement

- Identifying information
- School data and/or school counseling program data
- Program goals
- Counselor(s) responsibilities
- Counselor(s) time distribution
- Professional development opportunities and expectations
- Collaboration with supervisors, colleagues, and stakeholders
- Resources and budget
- Counselor(s) and supervising administrator(s) signatures

References

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

Virginia School Counselor Association [VSCA]. (2008). *The Virginia professional school counseling program manual.* Available at www.vsca.org.

List 1.11. School Counseling Advisory Council

(American School Counselor Association, 2005, pp. 47–48;
Virginia School Counselor Association, 2008, pp. 55–56)

The school counseling program advisory council provides input from students, parents, teachers, administrators, and others to ensure that the school counseling program addresses the needs of all students in the school. The advisory council meets regularly to assist in planning, implementing, and evaluating the school counseling program.

Purpose of a School Counseling Advisory Council
- Assists in the development, implementation, and evaluation of the school counseling program
- Reflects the entire school community: students, parents, faculty, and community members
- Reflects the community's diversity
- Analyzes overall program effectiveness to assist in programmatic decision making
- Helps determine the priorities for the school counseling program
- Provides feedback on programs and services being provided
- Informs others about the school counseling program goals, procedures, objectives, and evaluation
- Articulates the value and range of school counseling programs and services
- Provides advisement concerning program development and annual goals
- Reviews progress toward program goals through examination of data
- Supports the program via advocacy and assisting in accessing funding sources
- Provides a two-way communication link between the school counseling program and school and community stakeholders

Setting Up an Advisory Council
- Aim to represent the school's stakeholders
- Recruit a minimum membership of eight members to a maximum of twenty members
- Select good candidates
- Invite members by formal letter
- Plan to meet at least twice annually

Selection of Advisory Council Members
- Include diverse representation from relevant cultural, socioeconomic, and social groups
- Members might include students, teachers (including special education personnel), parents and guardians, school administrator(s), school resource officer, school psychologist and school social worker, school board member, and community representatives such as agency, business, and community leaders
- Members should be available to attend at least two meetings annually
- Members should serve as an advocate for a strong school counseling program
- Members should be willing to serve a one- to three-year term

School Counseling Advisory Committee Agenda

- Opening: introductions and review of the agenda
- Purpose and goal setting
- Present or review goals and components of the school counseling program
- Examine school counseling program data
- Schoolwide events or programs (such as mentoring program, after-school programs, or parent night)
- Review staffing and resource needs
- Discuss advocacy role for advisory council
- Questions and concerns
- Closing: goal setting for next meetings and assignment of tasks

References

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

Virginia School Counselor Association [VSCA]. (2008). *The Virginia professional school counseling program manual.* Available at www.vsca.org.

List 1.12. Use of Data to Monitor Student Progress

(American School Counselor Association, 2005, pp. 49–53)

Why Are Data Helpful?

(Kaffenberger & Young, 2009)

- Demonstrate accountability and measure progress toward goals
- Create an urgency for change
- Monitor student development and progress
- Provide substantive decision making
- Challenge existing policies and maintenance of the status quo
- Identify issues of access and equity
- Focus services, programs, and intervention strategies

Types of Data Used to Monitor Student Progress

- Student achievement data (such as standardized test scores, GPAs, graduation rates, pass rates, dropout rates, and achievement scores)
- Achievement-related data (such as course enrollment patterns, discipline referrals, suspension and attendance rates, alcohol and other drug violations, parent and guardian involvement, and homework completion rates)
- Standards- and competency-related data (data that indicate student performance on ASCA standards, state standards, and/or district standards)
- Disaggregated data (data analyzed by variables such as gender, ethnicity, or socio-economic status)
- Program evaluation data

> **Process data** provide evidence that an event occurred—what you did for whom.
>
> *Example:* The school counselor conducted four classroom guidance lessons on bullying prevention.
>
> **Perception data** measure what others observe or perceive, knowledge gained, attitudes and beliefs held, and competencies achieved.
>
> *Example:* Eighty-five percent of fifth graders report feeling unsafe in school hallways and bathrooms.
>
> **Results data** show the impact of an activity or program.
>
> *Example:* After the bullying prevention classroom guidance lessons, there was a 39 percent decrease in the number of students receiving discipline referrals for bullying.

- Data over time (American School Counselor Association, 2005, p. 51)
- *Immediate data* measure "the immediate impact of knowledge, skills, or attitude changes as a result of counselor activity or intervention"

- *Intermediate data* measure the impact of counselor intervention on knowledge and skills over a short time period
- *Long-range data* measure the longitudinal impact of counselor intervention with students
    - Sources of data (Kaffenberger & Young, 2009)
        - Student evaluations (pre/post assessments)
        - Course enrollment rates
        - Graduation rates
        - College attendance rates
        - Demographic data (such as ethnicity and gender)
        - Standardized test scores
        - Student grades
        - Attendance rates
        - Discipline referrals
        - Teacher evaluations and assessments of students

References

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

Kaffenberger, C. J., & Young, A. (2009). *Making DATA work* (2nd ed.). Alexandria, VA: American School Counselor Association.

List 1.13. Action Plans

(American School Counselor Association, 2005, pp. 53–54)

School Guidance Curriculum Action Plan Components

- Domains (academic, career, or personal/social) and national, state, or district standards to be addressed
- Student competency or objective
- Description of school counseling program or activity
- Materials or resources needed to implement program or activity
- Person(s) responsible for implementation
- Timeline
- Means of evaluation and/or expected results
- Evidence of closing the gap or addressing inequities

Reference

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

List 1.14. Use of Time

Recommendations for Distribution of School Counselor Time

(Gysbers & Henderson, 2006)

- 80 percent of time spent in direct service to students, staff, and families; 20 percent of time spent in program management

  Guidance curriculum
  - Elementary school: 35 to 45 percent
  - Middle school: 25 to 35 percent
  - High school: 15 to 25 percent

  Individual student planning
  - Elementary school: 5 to 10 percent
  - Middle school: 15 to 25 percent
  - High school: 25 to 35 percent

  Responsive services
  - Elementary school: 30 to 40 percent
  - Middle school: 30 to 40 percent
  - High school: 25 to 35 percent

  System support
  - Elementary school: 10 to 15 percent
  - Middle school: 10 to 15 percent
  - High school: 15 to 20 percent

Appropriate Activities for School Counselors

(adapted from Campbell & Dahir, as cited in American School Counselor Association, 2005, p. 56)

- Individual student academic planning
- Interpreting aptitude and achievement tests
- Counseling students who are truant, absent, or have disciplinary problems
- Counseling students to follow school codes regarding school dress and behaviors
- Collaborating with teachers to present classroom guidance lessons
- Analyzing data in relationship to achievement
- Interpreting student records and assisting in following FERPA regulations
- Collaborating with teachers
- Collaborating with administration to help identify and resolve student issues
- Providing small- and large-group counseling to students
- Advocating for students with special needs
- Analyzing and disaggregating data to identify and address student needs

Inappropriate Activities for School Counselors

- Registering and scheduling all new students
- Coordinating or administering tests
- Signing excuses for students who are tardy or absent
- Performing disciplinary actions
- Sending students home who are not appropriately dressed

- Teaching or covering classes when teachers are absent
- Computing grade-point averages
- Maintaining student records
- Supervising detention or study hall
- Clerical record keeping
- Assisting with duties in the principal's office
- Providing therapy to students
- Chairing child study or other teams regarding students with special needs
- Data entry

References

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

Gysbers, N. C., & Henderson, P. (2006). *Developing and managing your school guidance program* (4th ed.). Alexandria, VA: American Counseling Association.

List 1.15. Calendars

(American School Counselor Association, 2005, pp. 57–58
Virginia School Counselor Association, 2008, pp. 57–62)

The use of a master calendar will assist with annual and monthly planning for school counseling program activities. Planned activities help validate the importance of the school counseling program and the connection between the academic calendar and the school counseling program calendar.

Purpose of Calendars
- Identify grade levels, dates, and activities to be carried out
- Inform students, staff, parents, guardians, and community members of activities in the school counseling program
- Provide evidence of the school counselor's time distribution over each month and the calendar year (see **List 1.14**)
- Allow counselor(s) time to build in data analysis and action planning for the school counseling program
- Establish school counseling program priorities
- Demonstrate advocacy, leadership, and professional skills of the school counselor

Annual School Counseling Program Calendar
- Appears in prominent places
- Coordinates with school calendar
- Provides focus on events in the school counseling program
- Increases communication about schedules and program activities
- Encourages advance planning
- Establishes an organizational pattern of highlighting and valuing student support functions
- Reserves the use of space, facility, and materials

Monthly Calendar
- Highlights specific activities and events for each month
- Circulated among faculty and staff
- Provides a structure and plan for activities and events

Weekly Calendar
- Posted
- Flexible to respond to crisis or unexpected events
- Includes time for data analysis
- Includes time for collaboration and advocacy

References

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

Virginia School Counselor Association [VSCA]. (2008). The Virginia professional school counseling program manual. Available at www.vsca.org.

Accountability

Accountability is a critical element of a school counseling program and seeks to answer the question: How are students different as a result of the school counseling program? The collection and analysis of data are necessary to support and link the school counseling program to student achievement.

List 1.16. Components of Accountability

- Results reports
- School counselor performance standards
- The program audit

List 1.17. Results Reports

(American School Counselor Association, 2005, pp. 59–60)

Purpose of Results Reports

- Ensure equity and access to school counseling programs and services
- Demonstrate that programs and services were implemented and completed
- Document a program's effectiveness
- Serve as a tool for planning for improvement
- Advocate for systemic change in the school system
- Demonstrate the connection between the school counseling program and student success
- Demonstrate the need for the counselor position (or additional positions)
- Verify the time spent in counseling activities

Components of School Counseling Program Results Reports

- Target group or population served
- Curriculum or materials used
- Method of service (such as classroom guidance, small group, individual, or parent workshop)
- Start and end date
- Type of data (process, perception, and/or results)
- Results of the data
- Implications for the school counseling program and/or school

Models for Developing Results Reports

- DATA (Design, Ask, Track, Announce; Kaffenberger & Young, 2009)
- DATA BOOT CAMP for School Counselors and Administrators (CD; Sabella, 2007)
- EZAnalyze
- GRIP (Goals, Results, Impact, Program Implications; Brott, 2008)
- MEASURE (Mission, Elements, Analyze, Stakeholders-Unite, Reanalyze, Educate; Stone & Dahir, 2004)
- SOARING (Standards, Objectives, Assessments, Results, Impact, Network, Guide; Gilchrist-Banks, 2008)
- SPARC (Support Personnel Accountability Report Card, n.d.)
- CSCOR (Center for School Counseling Outcome Research, n.d.)

Reporting Results to Key Stakeholders

- Present formal written report of data results to supervisor(s) and administration
- Schedule an accountability conference with supervisor and/or administrator(s)
- Prepare and present a summary report with graphics to share results with the following:
  - Teachers
  - Parents
  - School board

- ○ Newsletter readers
- ○ Colleagues (present at a meeting, conference, or workshop)
- Develop a written action plan for changes or improvements in the school counseling program based on the results
- Present an annual report of the results to the school board

References

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

Brott, P. E. (2008). *Get a GRIP.* In Virginia School Counselor Association (Ed.), *The Virginia Professional School Counseling Manual* (pp. 86–93). Yorktown, VA: Virginia School Counselor Association.

Center for School Counseling Outcome Research [CSCOR]. (n.d.) Available at www.umass.edu/schoolcounseling.

EZAnalyze. Available at www.ezanalyze.com.

Gilchrist-Banks, S. (2008). SOARING. In Virginia School Counselor Association's *The Virginia Professional School Counseling Manual* (pp. 79–85). Yorktown, VA: Virginia School Counselor Association.

Kaffenberger, C. J., & Young, A. (2009). *Making DATA work* (2nd ed.). Alexandria, VA: American School Counselor Association.

Sabella, R. (2007). *Data boot camp for school counselors and administrators* [CD]. Available at www.schoolcounselor.com/store/data-bootcamp.htm.

Stone, C., & Dahir, C. (2004). *School counselor accountability: A MEASURE of student success.* Upper Saddle River, NJ: Pearson Education.

Support Personnel Accountability Report Card [SPARC]. (n.d.). *Welcome to SPARC.* Downey, CA: Los Angeles County Office of Education. Available at www.sparconline.net/index.html.

List 1.18. School Counselor Performance Standards

(American School Counselor Association, 2005, pp. 62–65)

Standard 1. The professional school counselor plans, organizes, and delivers the school counseling program.

Standard 2. The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for students.

Standard 3. The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

Standard 4. The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation, and referral skills.

Standard 5. The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

Standard 6. The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

Standard 7. The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.

Standard 8. The professional school counselor collects and analyzes data to guide program direction and emphasis.

Standard 9. The professional school counselor monitors the students on a regular basis as they progress in school.

Standard 10. The professional school counselor uses time and calendars to implement an efficient program.

Standard 11. The professional school counselor develops a results evaluation for the program.

Standard 12. The professional school counselor conducts a yearly program audit.

Standard 13. The professional school counselor is a student advocate, leader, collaborator, and a systems change agent.

Reference

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

List 1.19. The School Counseling Program Audit

(American School Counselor Association, 2005, pp. 65–66)

- Identifies major strengths of the program
- Identifies areas that need to be addressed or improved
- Develops action plans to address areas of need
- Helps identify what is and is not working well
- Provides insight into program priorities

Reference

American School Counselor Association [ASCA]. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

ASCA National Model Themes

The themes that encompass the ASCA National Model are advocacy, leadership, collaboration, and systemic change. These themes are to be integrated throughout the planning and implementation of the model in school counseling programs; they are the thread that connects all elements of the model.

List 1.20. Advocacy

Advocacy Competencies

(Brown & Trusty, 2005, pp. 267–269)

Dispositions
- Willing to take risks in helping students
- Join with parents in advocating for children and fostering growth
- Advocate to eliminate inequities and barriers for all people
- Possess a professional and personal ethic of caring

Knowledge
- Knowledge of resources
- Knowledge of parameters and boundaries
- Knowledge of dispute resolution mechanisms
- Knowledge of various ways to advocate
- Knowledge of systems change

Skills
- Communication skills
- Collaboration skills
- Problem-assessment skills
- Problem-solving skills
- Organizational skills
- Self-care skills

Advocating for Students

(Lewis, Arnold, House, & Toporek, 2002)

- Negotiate relevant services on behalf of students
- Help students gain access to resources to overcome barriers to their success
- Identify barriers to the well-being of individuals and vulnerable groups
- Develop a plan for confronting the barriers
- Carry out the plan

Advocacy for the School Counseling Program

- Promote the availability of school counseling programs and services
- Try to eliminate the stigma around counseling

- Advertise and share data that show the positive impact of the school counseling program
- Participate in committees and teams that address school concerns, such as curriculum and discipline
- Integrate the mission and objectives of the school counseling program into all facets of school life
- Show pride in the school counseling program

References

Brown, D., & Trusty, J. (2005). *Designing and leading comprehensive school counseling programs: Promoting student competence and meeting student needs.* Belmont, CA: Thomson/Brooks Cole.

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Further Reading

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Galassi, J. P., & Akos, P. (2004). Developmental advocacy: Twenty-first century school counseling. *Journal of Counseling and Development, 82*(2), 146–157.

Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. F. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling, 11*, 90–97.

List 1.21. Leadership

Leadership Strategies

(Phillips, 2000, as cited in Davis, 2005)

- Consider the skills required to lead:
  - Having a vision
  - Communicating with stakeholders
  - Advocating for all students
  - Problem solving
  - Team building and collaborating (unity)
  - Reliability and commitment
  - Resolving issues
  - Planning and initiative
  - Consensus building
- Embrace the role of school counselors as educational leaders in the school
- Partner with administration and faculty to reduce barriers for all students
- Help all students achieve at high standards
- Use data to reduce barriers, increase access, and close the achievement gap

Reference

Davis, T. E. (Ed.). (2005). *Exploring school counseling: Professional practices and perspectives* (pp. 224–228). Boston: Houghton Mifflin.

Further Reading

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List 1.22. Collaboration

Collaboration with School and Community Stakeholders

- Encourage stakeholders to share their time and talents in the school
- Create a positive and welcoming school climate
- Advocate for an increase in collaboration and positive communication between school and families
- Familiarize yourself with community agencies and resources that can assist students and their families
- Participate in important decisions regarding student development and achievement
- Act as a liaison to help students and families acquire services that are needed

List 1.23. Systemic Change

Systems Advocacy

(Lewis, Arnold, House, & Toporek, 2002)

- Identify environmental factors impinging on student development
- Provide and interpret data to show the need for change
- Collaborate with other stakeholders to develop a vision for change
- Analyze the sources of power and influence within the system
- Develop a step-by-step plan for implementing change

Counselor Actions That Contribute to Systemic Change

(Dahir & Stone, 2009)

- Using data to identify barriers and address inequities
- Focusing strategies on removing barriers to learning
- Raising the level of expectations for all students
- Conducting collaborative action research
- Using results as a motivation to advocate for change

References

Dahir, C. A., & Stone, C. B. (2009). School counselor accountability: The path to social justice and systemic change. *Journal of Counseling & Development, 87*, 12–20.

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