Implementing the ASCA National Model

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Introductions

- Name, school and school district
- How long have you been a school counselor?
- Were you trained in the ASCA National Model in your program preparation? Subsequent workshops?
- What one thing would you like to learn today?
History

- First ASCA National Model published in 2003
- Model for Washington State Comprehensive Guidance and Counseling Program Framework
Issues in Implementation

- Not all professional school counselors have been trained in the ASCA Model
- Not all educators understand the connection of the ASCA Model to student achievement
- Real world vs. graduate school training
- Administrative awareness and/or support
How do those who have been trained support their colleagues who have not been trained?

- Time
- Workload
- Re-organization from not appropriate duties to appropriate duties
- Reaching more students and being more effective with more students

- 80% in the middle often gets neglected
The Importance of the ASCA Model

- Administrator understanding and support
- Colleague understanding and support
- Outside pressure (i.e. testing, scheduling, discipline, supervision, etc.)
- Providing services and support to all students
Real World vs. Training

- How do you say “no” to a principal?
- Crisis response/responsive services often dominate the work
- Special education/504 demands
- Fear of data
  - What is data?
- System demand/support
Change is hard!
- Convince them that change will improve school climate
- Convince them that change will improve student learning
- Convince them that change will increase career/college readiness

Putting the focus on the students, not the system

Lack of understanding by administrators about what school counselors know and can do

Aligning counselor department mission statement with that of the school and the school district
Now What?

Getting started...

- Buy the book
- Read the book
- Register the book and get online templates
- Someone has to take the “lead” – that would be YOU!
- Create time to plan
- Establish a timeline and specific goals on that timeline
  - Plan for 3-5 years for full implementation
  - Be realistic
- Start with the Foundation

Comprehensive Guidance and Counseling Program
A Framework for Cheney High School’s School Counseling Program
Adopted 2012
Cheney High School Counselors:
Corey Anderson
Jennifer Hardt
Lilia Ko
John Michel
Based on the ASCA National Model Third Edition 2012
CHS Comprehensive Guidance and Counseling Program Manual
Implementation Timeline

Year One

August
- Implementation Timeline agreement

September
- Beliefs
- Mission Statement
- Vision Statement
- Program Assessment
- Annual Agreement

October
- School Data Profile
- Establish Advisory Council
- Needs Assessment

November
- Goals
- Action Plans

December
- Model and Manual Draft 1 review

February
- Model and Manual Draft 2 review

March
- Model and Manual Final Draft review

May
- Advisory Council approval
- Present to Administrators

Year Two

Fall
- Use of Time Assessment

Winter
- Action Plans

Spring
- Use of Time Assessment
- Program Results
- Present to School Board

Year Three

- School Counselor Standards Evaluation
- Apply for ASCA RAMP award?

CHS Comprehensive Guidance and Counseling Program Manual
Everyone has beliefs. Beliefs are personal and individual, derived from our backgrounds and experiences, but most importantly our beliefs drive our behavior.

(ASCA, 2010)
Cheney High School Beliefs:

- All students have inherent dignity and worth.
- All students can achieve and leave high school college or career ready.
- All students have the right to participate in a comprehensive school counseling program that supports student development in the areas of independence, social and emotional growth.
- A school counseling program must be purposeful, delivered effectively, managed efficiently, and accountable to all stakeholders.
- A school counseling program must be data-driven, both in its planning delivery and evaluating effectiveness.
Cheney High School Beliefs (cont.):

- All school counselors will be leaders, advocates and collaborators who operate within a school system.
- All school counselors will utilize reflective practice.
- All school counselors will study best practices to effectively reach all students.
- All school counselors will follow ASCA Ethical Standards for School Counselors to promote maximum development of all students.
The vision statement is aligned with the vision of the school and school district. The vision describes not what we are but what we want to become, and what life will be like for students, staff, families, and stakeholders from the perspective of the school counselor.

(NSBA, 2009)
Cheney High School Vision Statement:

The students at Cheney High School are high-achieving learners who graduate college and career ready, well prepared to meet the challenges and high expectations of the 21st century. All students participate in rigorous curriculum and high-quality opportunities for self-directed personal growth, in a safe environment that promotes acceptance and respect. The comprehensive school counseling program supports and facilitates strategic partnerships between the school, family and community. As successful, life-long learners and productive citizens, our students achieve their fullest potential, making a positive difference in our school and community.
Foundation: Mission Statement

The mission statement provides the focus and direction to reach the vision.

- Students are the primary focus
- Advocates for equity, access and success for every student
- Reflects long-range results for all students
- Is clear, concise and specific to the program’s intent

(ASCA, 2012)
Cheney High School Mission Statement:

The Cheney High School Counselors’ mission is to work collaboratively with administration, faculty, parents, students and the community. Our objective is to provide all students with consistent comprehensive guidance that includes individual planning, individual and small group counseling, and classroom guidance. It is our goal to help students grow in their academic, personal/social, and career development. As a result of our program, students will be better equipped to learn at their fullest potential, meet academic challenges, and be prepared for a lifetime of continued learning.
The school counseling program assessment is used to self-evaluate the school counseling program in comparison with the ASCA National Model. The assessment findings help school counselors identify strengths and weaknesses of the school counseling program and provide direction for continued program improvement.

The assessment is first completed when a comprehensive school counseling program is being designed and then reviewed and updated at least annually to appraise the progress of program development and implementation.

(ASCA, 2012)
### CHS Counseling Program Assessment

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<thead>
<tr>
<th>FOUNDATION</th>
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<tr>
<td>CRITERIA</td>
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<tr>
<td><strong>Beliefs</strong></td>
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<tr>
<td>a. Indicates an agreed-upon belief system about the ability of all students to achieve</td>
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<tr>
<td>b. Addresses how the school counseling program meets student developmental needs</td>
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<tr>
<td>c. Addresses the school counselor’s role as an advocate for every student</td>
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What are the obstacles you anticipate to this process?

Who can support you in this process?

- Colleagues and administrators
- Allies (i.e. board members, central office staff, teachers, families, community members, etc.)

Take your support from this room and this experience – share a card, an email address, a Twitter account, a Facebook page, a cell phone number for texting, etc.
“OK, now that we all agree, let’s all go back to our desks and discuss why this won’t work.”
"Thanks, Brian, for your thoughtful and constructive proposal. Without further ado, we’ll now dive into malicious, envy-based criticism, character assassination and petty bickering."

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Questions?