Component #1: ASCA National Model Themes

Student describes how each of the four themes of leadership, advocacy, collaboration, and systemic change are incorporated into the professional functioning of a school counselor and the framework of the ASCA National Model.

A school counselor leader creates a school counseling vision and mission that aligns with the school vision and mission (ASCA, 2012). The result is a data-driven comprehensive counseling program that highlights the impact of leadership. The school counselor leader is involved in discussions regarding the expectations of all students and facilitates the professional development goals concerning the beliefs about the student learning. The student counselor leader also ensures that assessment of students’ progress is evaluated with regards to students’ standards. School counselors are efficient managers of resources and programs and ensure equity of services and resources for all students. A school counselor demonstrates leadership by assuming ownership of school counseling programs. Also, the school counselor can assume leadership when developing the program calendar, creating annual agreements, organizing and facilitating advisory council meetings, and developing action plans. School counselor leaders deliver academic, personal, and career services including the curriculum and also provide individual student learning and responsive services (ASCA, 2012).

**Advocacy**

School counselor leaders work towards socially just outcomes by ensuring equity and access for all students to reach their full potential (ASCA, 2012). The ASCA Ethical standards for school counselors look upon school counselors to advocate for, lead and create school counseling programs that demonstrate equity to assist in minimizing existing gaps in achievements, opportunities, and attainments (ASCA, 2012). The result of the advocacy is assessed by students’ access to meticulous college and career readiness curriculum and great expectations for each student.

**Collaboration**

School counselors are in ideal position to support and lead in collaboration required to achieve student success and to make sure students’ needs remain at the core of all decisions. The school integrates the school management, teachers, parents, and students to create a physical and emotionally free environment. A counselor works in unison with the teacher when handling students with special needs such as learning disabilities, social and emotional difficulties, family issues, and health problems (ASCA, 2012). School counselors lead in creating a school culture that ensures equitable education to all students. The school evaluates if the programs, practices, and policies guarantee social and programmatic equity for all.

**Systemic Change**

A school counselor demonstrates systemic change by working towards student achievement through analysis of individual student performance. A school counselor recognizes that a successful school requires a strong instructional leader, engaged community, a caring, committed, and knowledgeable staff, and high expectations for all students (ASCA, 2012). Therefore, the school counselor through data analysis and working in collaboration with other departments of the school leadership team understands the areas that require improvements to raise the performance of the students.

Component #2: Foundation

edit title

Edit

1) Student creates a mission statement that includes a list of philosophical guiding principles demonstrating critical thinking, problem solving, decision-making, and the interpersonal relations with stakeholders.

Our mission for the school counseling program is the dedication of time to the growth of every student in a secure and supportive environment that ensures the best learning for all students. The program is devoted to providing an education system that challenges and engages every student career, academic, and personal/social aspects of their lives with the integration of teachers, parents, and other stakeholders.

Principles

* Our priority is the needs of the students, and utmost value is attached to our student’s concerns.
* Maintenance of traditional values of honesty, integrity, and work ethics.
* Every involved party will be obligated to perform their duties.
* Our collaboration aims at working collectively and helps one another.
* Our commitment is to create a supportive environment that facilitates life-long learning and promotes the creativity of our students and staff.
* Respect for one another will be expected at all relations
* Meaningful resolution of conflicts.

2) Student identifies the three interrelated developmental domains of a comprehensive school counseling program and their purpose in establishing program and curriculum goals.

Academic, career and personal-social are the three interrelated developmental domains of a comprehensive school counseling program. The objective of the domains is to set up program and curriculum goals that enable students to align with a system characterized by a sound direction with high standards and success achievement in school.

3) Student describes the relationship between the School Counselor Competencies and a) professional identity, and b) building a credible comprehensive school counseling program that aligns with the ASCA National Model.

**School counselor competencies**

A school counselor is expected to have a comprehensive understanding of the job, the required input, and ways of achieving positive outcomes. However, it is beneficial if the professional organization stipulates the roles and responsibilities to act as a guideline and a reference while evaluating your performance. ASCA school competencies (2012) states that school counselors should have the knowledge, abilities, and skills; essential for planning, preparing, organizing, implementing, and evaluating a comprehensive, developmental, result-based school counseling program. The school counseling program aligns with the ASCA National Model that incorporates a school counseling programs, foundation, management, delivery, and accountability.

**Professional identity**

For a counselor, the professional identity is the demonstration of who a counselor is and understanding their expected roles and duties. According to Schellenberg (2013), the consistent demonstration of the important contribution of a school counseling program towards the academic achievement and complete student development and modeling the language of our profession is an efficient method of professional advocacy and creating the professional identity for counselors.

**Building a credible, comprehensive school counseling program:**

Establishment of professional identity and school counselor competencies promotes the establishment of a credible, comprehensive school counseling program. A competent counselor who demonstrates professional identity attracts others to join or collaborate. The ASCA model is helpful in the management, foundation, accountability, and delivery and ASCA Standards details the attitude, knowledge, and skills that are of assistance to my students (ASCA, National Model, 2012).

4) Student summarizes how the mission statement, philosophical principles, developmental domains, and the national standards and competencies form a foundation that identifies “what” every student should know and be able to do as a result of participation in a comprehensive school counseling program.

Establishing a solid foundation is essential for every school system. It directs students in the right direction and highlights the individual goals they ought to be achieving at particular points in their life. A comprehensive school counseling program should alert the counselor and the student their starting point and the effectiveness of the program to both parties. The first thing is creating a vision for the students and the whole school. The mission informs others the objective of your school. Formulating the guiding principles is a school counselor’s accountability theme that ensures we are doing what we promised to do for our students, teachers, and the community. The three domains developed by ASCA match perfectly within the schools and align with every student needs and goals. For a comprehensive school program to succeed, a professional counselor should be informed of the ever changing competencies in addition to performing their appropriate roles where they are most efficient.

Component #3: Delivery System

edit title

Edit

1) Student describes and attaches an example of school counseling core curriculum in the form of a classroom guidance lesson, including whether or not this is considered a direct or indirect student service and whether or not this is consider preventative or responsive in nature. The delivery method addresses a variety of instructional strategies based on the developmental levels and individual needs of learner.

 The attached PowerPoint presentation is from a collaborative group classroom guidance project detailing a lesson on cutting.  Classroom guidance lessons are considered direct student services. The attached lesson is responsive in nature based upon teacher request.

 **See Attachment Titled Classroom Guidance Lesson Cutting**

2. Student identifies developmentally appropriate, culturally sensitive classroom/group behavioral management strategies used in the implementation of the school counseling core curriculum that are motivational and maximize learning for a diverse student body.

* The arrangement of the class in a layout that encourages: group work, sharing of materials, and group discussions.
* Display reading materials that demonstrate the themes of diversity, tolerance, and community.
* Pictures showing peoples of various cultures.
* Be sensitive to how diverse culturals deal with conflict
* Emphasize a positive environment

3) Student describes and attaches an example of individual counseling, including whether or not this is considered a direct or indirect student service and whether or not this is consider preventative or responsive in nature. Student demonstrates an understanding of the importance of personal integrity and sensitivity to human needs in the delivery of individual counseling services.

A perfect example of individual counseling is helping a student who is dealing with a divorce of his or her parents. Such individual counseling is direct and is usually responsive. The majority of such clients are referred by a teacher or a parent. The counselor after receiving the case determines when to meet the client, establishes a meeting schedule, and determines the appropriate techniques to implement.

Individual counseling assists students in overcoming personal issues. The counseling process enables students to recognize problems causes, alternatives and the possible repercussions for them to take the right actions (ASCA, 2012). It is the obligation of the counselors to prioritize a child and take care of his or her needs. To be sensitive to the human needs calls for advocating for the individuals who feel neglected and those who feel there is nobody to listen to them. The challenge we are likely to experience as a result of being sensitive to the human needs is recognition that students are different and some require more help than others.

**See Attachment titled Elementary School Treatment Plan**

4) Student describes an example of individual student planning, including whether or not this is considered a direct or indirect student service and whether or not this is consider preventative or responsive in nature.

An example of direct student services and student planning a school counselor can involve himself in helping a student in preparing for graduation or registering for courses. This will be preventative action. While helping the student plan for a graduation, the counselor can help the student choose a career path, college research, jcollege entrance applications, and apply for financial aid.

5) Student describes and attaches an example of the use of collaboration by way of a parent/teacher workshop, including whether or not this is considered a direct or indirect student service. Student demonstrates an understanding of the need for reflective practices in determining the need for consultation, collaboration, and referrals.

I have attached my high school transitioning program. The collaboration in this context is an indirect student service. The collaboration in this project incorporates parents, teachers, counselors and stakeholders.

 During consultations, school counselors share ideas parents teachers, other educators and community organizations to support student achievement (ASCA). The collaboration also results in integrated efforts of educators, parents, and the community to help in student achievement and promotion of equity and access for all students (ASCA, 2012).  During a referral, a counselor directs students and parents to school or community resources to receive more assistance or information (ASCA, 2012).

**See Attachment titled High School Transitioning Program**

6) Student describes small group counseling, including whether or not this is considered a direct or indirect student service and whether or not this is consider preventative or responsive in nature.

Small group counseling is an efficient method school counselors can apply to address specific student academic and behavioral needs" (Whitson &Quinby, 2009). Small group counseling is a direct and responsive student service.

7) Student discusses the importance of the delivery system in understanding “how” a comprehensive school counseling program is implemented.

The delivery component emphasizes on the process of applying the school counseling program to students,(ASCA, 2012). The delivery system is crucial because it accesses students through direct or indirect student services. Direct student services involve the interaction of the counselor and the student in person. Indirect student services are services provided on behalf of students through a school counselor’s interaction with other parties (ASCA, 2012). Examples of direct student services are school counseling core curriculum, responsive services, and individual student planning. Examples of indirect student services are the collaboration with parents, teachers, and referrals or consultations.

**Attachments**

* [EDCE611\_Letsgetitdone\_Final.pptx](https://www.livetext.com/folder/12026507/kGYX8ezX_EDCE611_Letsgetitdone_Final.pptx)

* [Elementary\_School\_Treatment\_Plan.docx](https://www.livetext.com/folder/12026507/EyrXwuKx_Elementary_School_Treatment_Plan.docx)

* [Natalie\_James\_High\_School\_transitioning.pptx](https://www.livetext.com/folder/12026507/bgsZrGVq_Natalie_James_High_School_transitioning.pptx)

Component #4: Management System

edit title

Edit

1) Student demonstrates an understanding of the annual agreement by a) identifying components of the agreement, b) listing steps for creating an annual agreement, and c) identifying ASCA-recommended time distribution for the delivery of direct and indirect services.

**Identifying components of the agreement**

The annual agreements highlight the organization and the core of the school counseling program, and they are made between each school counselor and the administrator responsible for the school counseling program every school year (ASCA, 2012).

According to the ASCA (2012), the recommendations for the formulation of the agreement are that

* To be created by the school counselor and the supervising administrator within the first two months of school.
* Provision of a rationale for the school counselor’s use of time based on the school’s data.
* The agreement should reflect the counseling program’s mission and program goals that align with the school’s mission.
* It should outline the responsibilities of the school counselor within the school counseling program such as student caseload, and program components or activities.
* Highlight areas of professional development for the school counselor.

**Listing steps for creating an annual agreement (ASCA, 2012)**

* The school counseling team should review the annual agreement template considerably early in the year to discuss the areas of information that are required.
* Determining the sections of the agreement that will be similar for all school counselors in the building if it’s suitable.
* Fill the annual agreement template by the end of the first month of school.
* Make an appointment to meet the principal of the school to analyze the agreement.
* Present a quick but comprehensive overview of program goals and priorities during the meeting with the principal and use the completed annual agreement to direct the conversation.
* Deliberate on the feedback from the principal and
* Consider feedback from the principal, and amend the agreement as required.
* Gather the signatures of school counselors and the principal before the end of the second month of school.

  **Identifying ASCA-recommended time distribution for the delivery of direct and indirect services**

School counselors are encouraged to spend 80% or more of their time in direct student services and indirect student services. The remaining 20% of their time is set aside for program management of school support services, such as school counseling program foundation, management and accountability tasks (ASCA, 2012).

2) Student describes the purpose and functions of an advisory committee and identifies who would be invited to be members of the committee and why.

According to ASCA (2012), an advisory council is a representative group of stakeholders chosen to review and give advice concerning the implementation of the school counseling program.

The Advisory Council's supports school counselors by:

* Informing on program goals
* Analysis of program results
* Making suggestions about the school counseling program
* Supporting and engaging in public relations for the school counseling program
* Campaigning for funding and resources (Johnson & Johnson, 2001).

            The members of the advisory council comprise of the principal, parents or guardians, students, educators, and businesses in the community organizations.  These are individuals with a genuine interest in the school counseling program. Involving the principal enables him or her to become aware of the program, enable him to add advice and even signing off on important tasks

3) Student describes how data and technology is integrated in a comprehensive school counseling program. This description speaks to the role of data-driven practices related to: needs identification, achievement outcomes, counseling outcomes and progress, closing achievement gaps, demonstrating program effectiveness.

Literature review reveals it is important for school counselors to have knowledge in information technology with the objective of meeting the demands of the current digital age. It is important to establish departmental websites, share the beliefs and practices of professional school counselors, staying abreast of the current trends and developments and replacing the term guidance counselor with the school counselor. School counseling is significant when the stakeholders are knowledgeable in programming, and the school counselor is a knowledgeable professional (Schellenberg, 2013).

4) Student describes actions plans and closing the achievement gap action plans and identifies essential elements in each type of action plan. Students are encouraged, not required, to attach a sample action plan that you have created in any of your courses as a sample, if possible (e.g., the School Counseling Operational Plan for Effectiveness--SCOPE).

For an efficient and effective delivery of a school counseling program, there needs to be a plan indicating how the school counselor expects to achieve the desired results (Johnson & Johnson, 2001). Action plans are useful in three critical areas; school counseling curriculum, small groups, and closing the small gaps activities (ASCA, 2012).

According to ASCA (2012), the templates for the three types of action plans are the same and comprise of the following information.

* The goals to be addressed
* Domains, standards, and competencies that are aligned with the school and program goals
* Account of the school counseling activities to be provided
* The  title of a prepared curriculum that will be used
* Timeline for conclusion of activities
* A list of the names of individuals delegated for each activity
* Criteria and methods for assessing school achievement through the process, perception, and outcome data.
* The anticipated results for students stated with regards to what will be demonstrated by the student.

The closing the gap action plan template acts as a guide for addressing academic or behavioral discrepancies that exist among student groups. The discrepancies are routinely referred to as gaps and are identified by a review of an aggregated data, and school counselors develop comprehensive action plans demonstrating the activities and resources dedicated o close the gap.

The template helps school counselors in the design, implementation, and documentation of closing the gap action plans.

 **Design**: school counselors recognize students for closing the gap activities with regards to academic, attendance, and behavior needs as reflected in school data.

 **Documentation**: The documentation of the actions and interventions is documented through the closing the gap action plan. The plan includes the activities and interventions, the addressed competencies, the curriculum, timelines, projected students, evaluation methods in persons responsible.

**Implementation**: the implementation of the action and interventions is achieved through counseling, collaboration, and advocacy referral skills necessary for the identified students.

Student achievement of the competencies is assessed using pre and post tests and improvements in attendance, achievement, or behavior as specified in the plan (ASCA, 2012).

5) Student discusses the purpose of annual, monthly, and weekly school counselor calendar and attaches a sample of a one-month (any month) calendar depicting the roles and functions of the school counselor.

**Annual Calendar**

School counselors utilize the annual calendar to recognize and convey the school counseling program priorities. The annual calendar can improve the visibility of the school counseling program and provide focus on events or activities. Moreover, the calendar adds value from the students, parents, and teachers (ASCA, 2012).

**Monthly Calendar**

 Planning the annual calendar according to a monthly outline is helpful in reminding students, parents, teachers, and administrators about upcoming events (ASCA, 2012).

**Weekly Calendar**

 Every school counselor prepares a weekly calendar that illustrates a comprehensive plan of the school counselor’s activities for the week. Despite the weekly calendar being adjustable to meet the student needs that occur unanticipated, the calendar acts as a plot for program implementation on a daily basis (ASCA, 2012).

**See attachment titled Sample Counselor Calendar**

6) Student summarizes how the management system answers the “when, why, who, and on what authority” a comprehensive school counseling program is implemented.

* **When**- The when refers to the time of performing actions is the use of action plans and calendars.
* **Why-**  The why is the use of data.
* **Who-**The who is the party that will implement the program or the management agreements.
* **What-**On what authority is the management agreements and advisory council?

  (ASCA, 2012)

**Attachments**

* [Sample\_Counselor\_Calendar\_\_1\_.docx](https://www.livetext.com/folder/12026507/akLnNHKR_Sample_Counselor_Calendar__1_.docx)

Component #5: Accountability

edit title

Edit

1) Student describes the purpose of results reports and identifies essential elements of a results report. Students are encouraged, not required, to attach a sample results report that you have created in any of your courses as a sample, if possible (e.g., the School Counseling Operational Report of Effectiveness--SCORE).

ASCA National Model (2012) outlined three types of results reports that are created with a consideration of the action plans developed as part of program management activities. Curriculum, small groups, and closing the gap comprise the three results reports.

 The curriculum results report illustrates the efficiency of the counseling program along with the classroom activities that were included.

 Small group results ensure school counselors give an account of the impact and the effectiveness of the small group intervention" (ASCA, 2012).

 Closing the gap results report is a combination of curriculum and small group results in which the school counselor relate results with the applied efforts. The school counselor can describe the impact and effectiveness of program activities and inform program improvement" (ASCA, 2012).

The important aspects of results reports inform a counselor the necessary goals that were recognized and give information obtained from the process, perception, and outcome data.

The result reports alert the school counselor of the implications or recommendations required to proceed with future lessons/sessions (ASCA, 2012).

2) Student describes the difference between proximal and distal evaluation and process and outcome data. Student describes in detail a process for assessing the effectiveness of a comprehensive school counseling program on a yearly basis using a variety of strategies including both proximal and distal outcome data. Identify specific data sources to be collected and analyzed, and attach any instruments that may be a part of your annual evaluation plan.

Process data differs from outcome data in that process data inquires from participants their knowledge, beliefs, or abilities while outcome data demonstrates the effect of an intervention and reports the magnitude of positive impact a program has had on the ability of students use their knowledge, attitudes, and skills to promote improvements in achievement, attendance, and behavior (ASCA, 2012).

The process of evaluating the efficiency of a comprehensive school counseling program yearly resembles the examples provided in the book *A New Era in School Counseling*.

The assessment questions, data sources and the methods listed in the book includes both proximal and distal outcome data examples. An example of a proximal evaluation question would be, "Do students’ knowledge concerning conflict, conflict resolution, and mediation improves following Peace Pal training" (Schellenberg, 2013)? The source of data that type of question would be obtained from pre-post training questionnaire formulated from the curriculum and issued before training, instantly after training, and three months later. Data Analysis: repeated measures 1x3 ANOVA" (Schellenberg, 2013).

 An example of a distal evaluation question is, "Does peer mediation meetings culminate in the successful resolution of student conflict" (Schellenberg, 2013)? The data source to be utilized is peer mediation session records for one academic year. Data analysis: Percentages" (Schellenberg, 2013).

 Examples of proximal data would be college search skills, and self-efficacy skills.  Examples of distal data sources would be graduation rates and disciplinary suspensions" (NLC, 2007).

 Perception data is gathered by using surveys that measure self-reports of acquiring competencies, attitudes and beliefs and perceived gains in knowledge, similar to pre-post tests, and needs assessment (ASCA, 2012). Outcome data is obtained from multiple sources such as attendance rates, and grade point averages (ASCA, 2012).

3) Student discusses the importance of the school counselor evaluation in relation to the following four major functions of a school counseling program:  1) Development and management, 2) Implementation, 3) Accountability, and 4) Systemic Change Agent.

* **Development and management**

The school counselor’s ability to develop and manage a comprehensive school counseling program can be evaluated by assessing how the school counselor utilizes data to develop the school counseling goals, shares the goals with stakeholders and develop a curriculum, small group, and close the gap action plans for efficient delivery of the school counseling program

* **Implementation**

The evaluation of the school counselor with regards to implementation can be achieved through the assessment of the school counselor’s provision of direct student services, appraisal, and advertisement to help every student in academic, career, and personal/social planning. Moreover, collaboration with teachers, parents, other significant stakeholders, and community resources to reinforce student achievement and success is an important part of the evaluation (ASCA, 2012).

* **Accountability**

The assessment of the performance of the school counselor is done using the common standards of practice expected of school counselors. The standards include conducting self-analysis to establish the strengths and areas that needs to be perfected, planning professional development and collecting and analyzing school data to notify the school counseling program and measure program results (ASCA, 2012).

* **Systemic Change Agent**

The accomplishments of systemic change can be evaluated by assessing achievement, opportunity, and attainment gaps, improved promotion and graduation rates, and reduced indiscipline cases and suspension rates (ASCA, 2012).

4) Student discusses the role of accountability in identifying “how students are different as a result of participation in a comprehensive school counseling program.

There is a need for accountability while assessing the efficiency of a comprehensive school counseling program.  A school counselor can utilize quantifiable methods such as data analysis, program results, and evaluation and improvement to ensure the program is impacting positively on the students. The school counselor should also construct diverse methods of improving the program for every delivery.

Component #6: Scholarly Writing

References

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