



EPS Comprehensive School Counseling Program Framework





EPS Comprehensive School Counseling Program Framework

Where are we?
2022-2023



The Context



- Substitute Senate Bill 5030
- Districts develop a framework for implementing a Comprehensive School Counseling Program (CSCP) for all schools within the district
- CSCPs address students' academic, social/emotional, and career development
- CSCPs align with the American School Counselor Association National Model

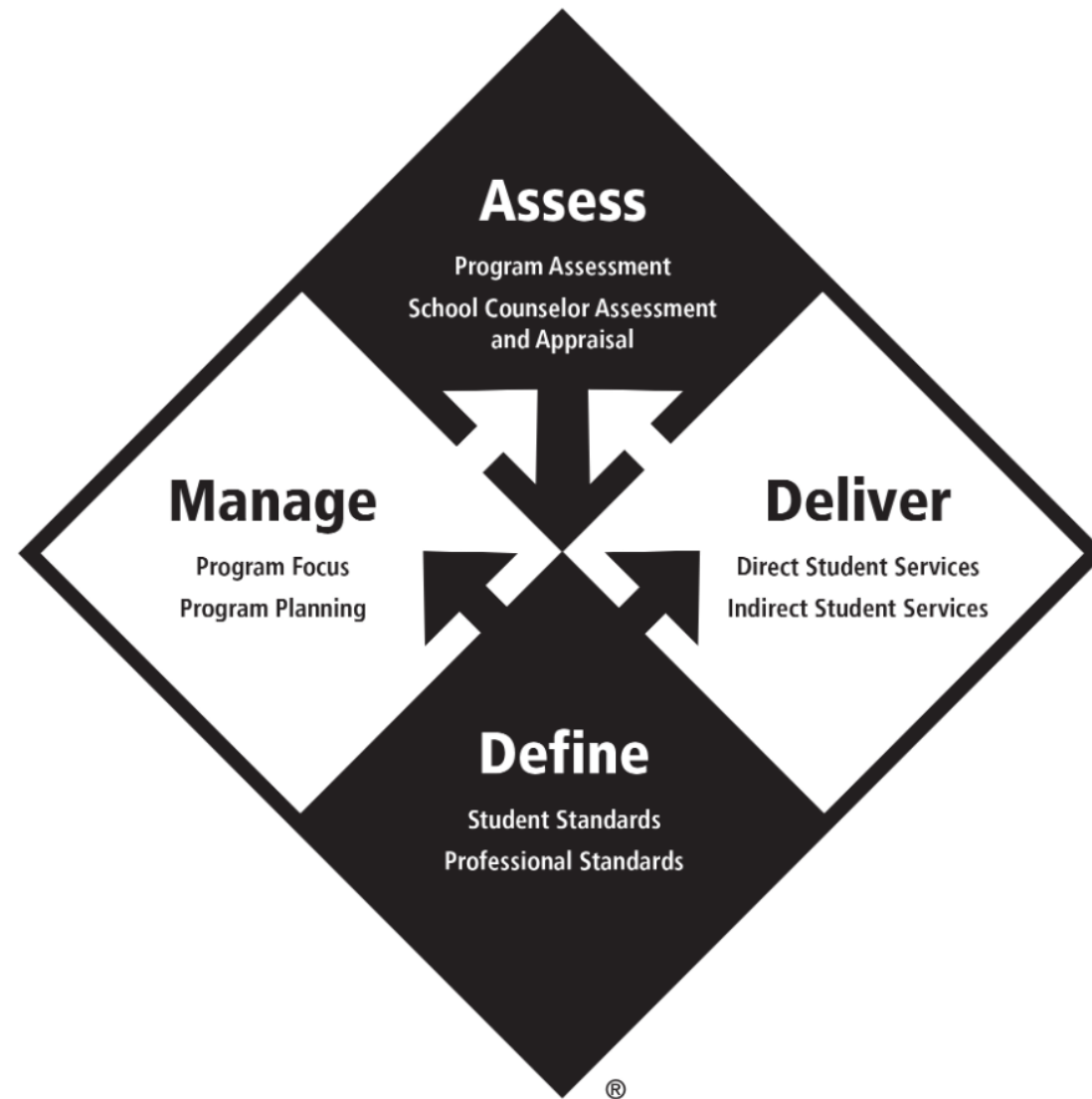
Implementation Details

2022-23 School Year	<u>Begin</u> implementation of district CSCP, utilizing transition plan to work toward full implementation
2023-24 and Beyond	Continue implementation of district CSCP framework and work toward full implementation.

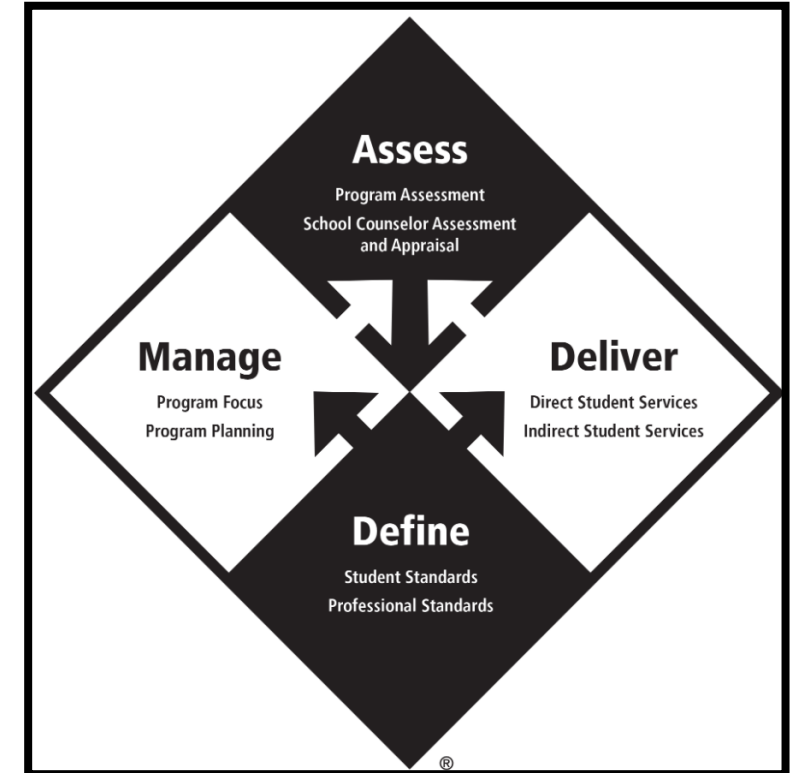
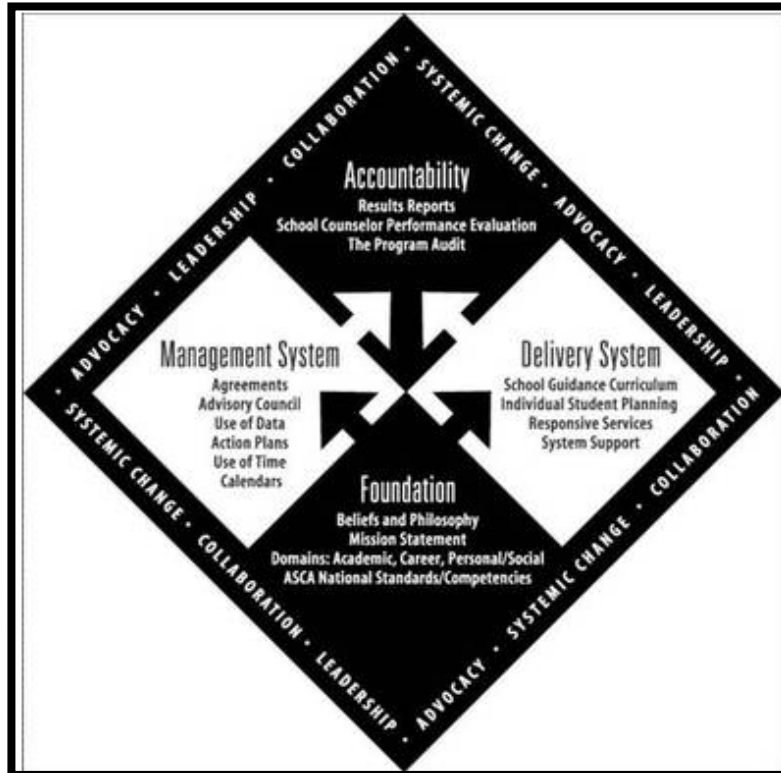
Required CSCP Components

1. Alignment with State and National Standards
2. Provide a Process for Identifying Student Need
3. Explain How Direct & Indirect Services Will Be Delivered
4. Establish an Annual Review and Assessment Process

ASCA Model



ASCA Through the Models



ASCA School Counselor Professional Standards & Competencies

MINDSETS

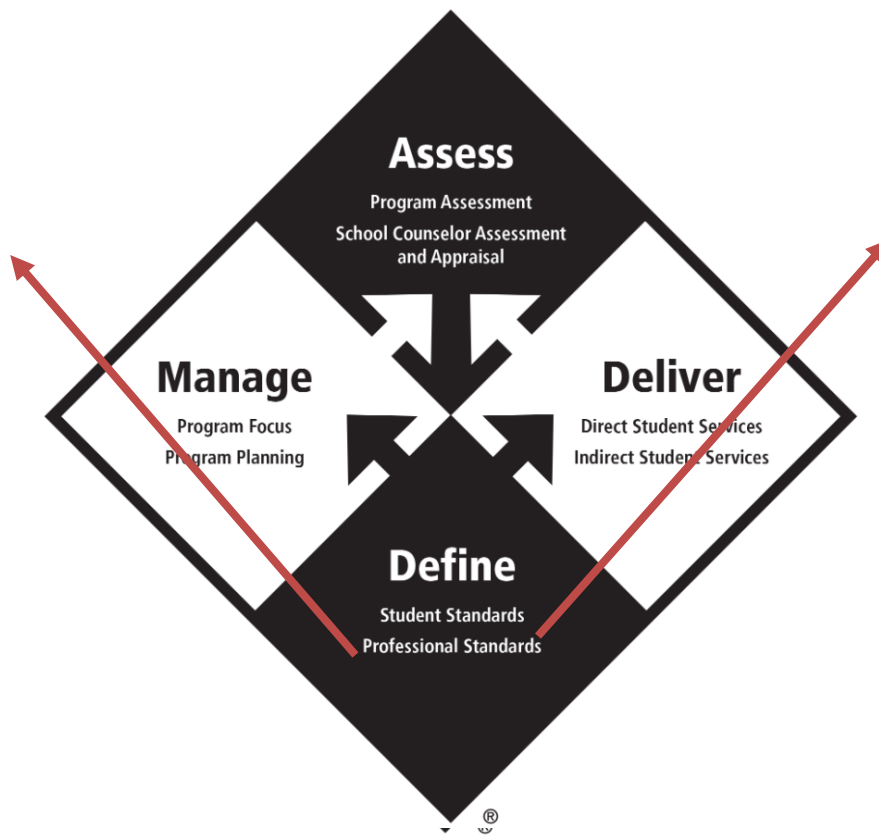
School counselors believe:

- M 1. Every student can learn, and every student can succeed.
- M 2. Every student should have access to and opportunity for a high-quality education.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M 6. School counselors are leaders in the school, district, state and nation.
- M 7. School counseling programs promote and enhance student academic, career and social/emotional outcomes.

BEHAVIORS

School counselors demonstrate the following standards in the design, implementation and assessment of a school counseling program.

Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling and education theories	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	B-SS 3. Provide short-term counseling in small-group and individual settings	B-PA 3. Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	B-SS 4. Make referrals to appropriate school and community resources	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program	B-SS 5. Consult to support student achievement and success	B-PA 5. Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	B-PA 6. Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program		B-PA 7. Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy for a school counseling program		B-PA 8. Establish and convene an advisory council for the school counseling program
B-PF 9. Create systemic change through the implementation of a school counseling program		B-PA 9. Use appropriate school counselor performance appraisal process



Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 3. Positive attitude toward work and learning
- M 4. Self-confidence in ability to succeed
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

DEFINE

Three sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards

ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

Professional Standards

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. The ASCA National Model provides school counselors with the following program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
 - Classroom and Group
 - Closing the Gap
- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
 - Annual
 - Weekly
- Advisory Council



No more than
20%
of a school
counselor's time
should be spent in
program planning
and school support
activities.

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

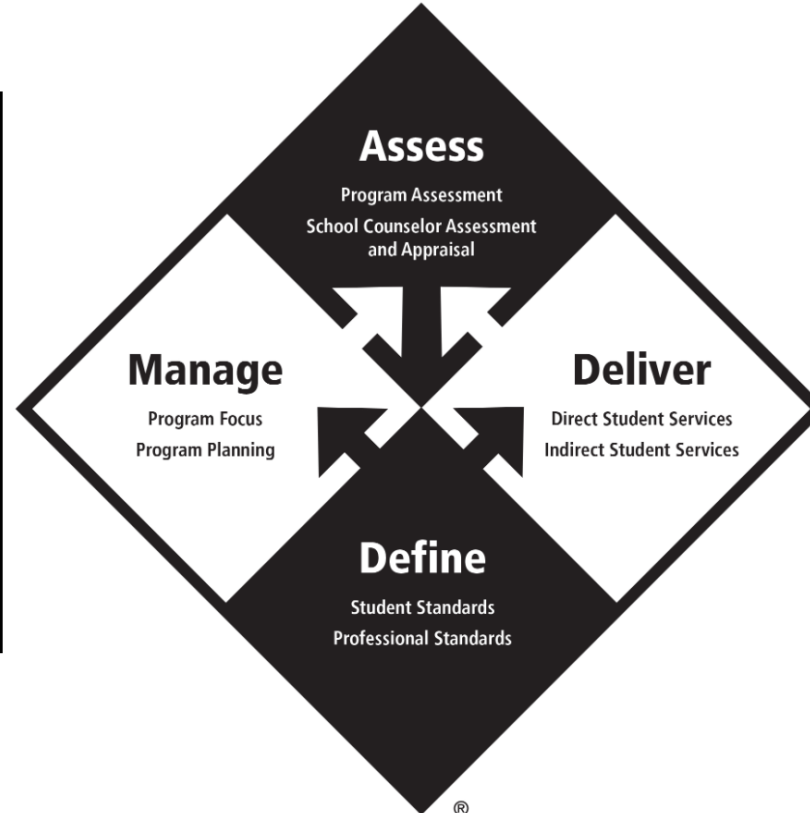
School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template



DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline.

Direct Student Services

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Student Services

- Consultation
- Collaboration
- Referrals



A minimum of
80%
of a school
counselor's time
should be spent in
direct and indirect
student services.

The ASCA National Model provides a flexible framework elementary school counselors use to develop a school counseling program designed to meet their students' unique needs. The delivery of this program includes:

Direct student services including:

- instruction – teaching the school counseling curriculum to students focused through the lens of selected student standards from the ASCA Mindsets & Behaviors for Student Success.
- appraisal and advisement – assessing student abilities, interests and achievement to help them make decisions about their future.
- counseling – providing professional assistance and support to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student success. School counselors do not provide therapy or long-term counseling in schools. However, school counselors are prepared to recognize and respond to student mental health needs and assist students and families seeking resources.



The Essential Role of Elementary School Counselors

Indirect student services including:

- consultation – share strategies supporting student achievement with parents, teachers, other educators and community organizations
- collaboration – work with other educators, parents and the community to support student achievement
- referrals – support for students and families to school or community resources for additional assistance and information

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ASCA Model

PHASE 1 – START HERE

Define

Student Standards
Professional Standards

1. Read the following:

- ☐ "The ASCA National Model: A Framework for School Counseling Programs"
- ☐ [ASCA Student Standards: Mindsets & Behaviors for Student Success](#)
- ☐ [ASCA Ethical Standards for School Counselors](#)

Assess

Program Assessment
School Counselor Assessment
and Appraisal

2. Complete:

- ☐ School Counseling Program Assessment
- ☐ School Counselor Standards & Competencies Checklist
- ☐ Use-of-Time 5-Day Calculator

All ASCA National Model documents are available at [Templates](#).

Manage

Program Focus
Program Planning

3. Develop:

- ☐ Vision Statement
- ☐ Mission Statement
- ☐ Classroom and Group Mindsets & Behaviors Action Plan
- ☐ Annual Calendar
- ☐ Weekly calendars
- ☐ Lesson Plans

When all components are completed in this section, move to phase 2.

PHASE 2 – USING DATA

Manage

Program Focus
Program Planning

1. Develop:

- ☐ School Data Summary
- ☐ Closing-the-Gap Action Plan(s) – use the Annual Student Outcome Goal Plan worksheet as guide

Deliver

Direct Student Services
Indirect Student Services

2. Implement:

- ☐ Closing-the-Gap Action Plan
- ☐ Classroom lessons
- ☐ Small-group lessons

Assess

Program Assessment
School Counselor Assessment
and Appraisal

3. Collect data and analyze:

- ☐ Three classroom lessons on Classroom and Group Mindsets & Behaviors Report
- ☐ One small group on Classroom and Group Mindsets & Behaviors
- ☐ Closing-the-Gap Results Report

When all components are completed in this section, move to phase 3.

PHASE 3 – INFORM AND ADVOCATE

Manage

Program Focus
Program Planning

1. Develop:

- ☐ Annual Administrative Conference template
- ☐ Advisory Council Membership, Dates, Agenda, Presentations

Deliver


Direct Student Services
Indirect Student Services

2. Implement:

- ☐ Annual Administrative Conference
- ☐ Advisory Council Meetings utilizing Advisory Council Minutes

When all components are completed in this section, move to phase 4.

PHASE 4 – YOUR ASCA NATIONAL MODEL PROGRAM



- ☐ Review:
 - Vision statement
 - Mission statement
- ☐ Update:
 - School Counseling Program Assessment
 - Classroom and Group Mindsets & Behaviors Action Plan
 - Annual Calendar
- ☐ Complete annually:
 - School Data Summary
 - Closing-the-Gap Action Plan(s) utilizing Annual Student Outcome Goal Plan worksheet as guide
 - Use-of-Time 5-Day Calculator
 - Annual Administrative Conference
 - Weekly calendars
 - School Counseling Advisory Council
 - Lesson Plan library
 - Classroom and Group Results Report(s)
 - Closing-the-Gap Results Report(s)

Always reference the ASCA website and resources to learn of new developments in the ASCA National Model.

ASCA Model

PHASE 1 – START HERE

Define

Student Standards
Professional Standards

1. Read the following:

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- ☐ [ASCA Student Standards: Mindsets & Behaviors for Student Success](#)
- ☐ [ASCA Ethical Standards for School Counselors](#)

Assess

Program Assessment
School Counselor Assessment
and Appraisal

2. Complete:

- ☐ School Counseling Program Assessment
- ☐ School Counselor Standards & Competencies Checklist
- ☐ Use-of-Time 5-Day Calculator

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Manage

Program Focus
Program Planning

3. Develop:

- ☐ Vision Statement
- ☐ Mission Statement
- ☐ Classroom and Group Mindsets & Behaviors Action Plan
- ☐ Annual Calendar
- ☐ Weekly calendars
- ☐ Lesson Plans

When all components are completed in this section, move to phase 2.

 AMERICAN SCHOOL COUNSELOR ASSOCIATION		School Counselor Name: _____					DA _____	
Time frame	Activity or Task	Direct Student Services			Indirect Student Services	Program Planning and School Support		Non-School-Counseling Tasks
		Instruction	Appraisal & Advisement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School-Counseling Tasks

What's Next?

ASCA Scope and Sequence

Session Information	Learning Objectives
Session 1, Year 1	<ul style="list-style-type: none">• Describe the ASCA National Model• Explain three types of data collected in a school counseling program• Complete the School Data Summary• Create Annual Student Outcome Goal Plan• Create a Closing-the-Gap Action Plan• Complete Column 1 of the Use-of-Time 5 Day Calculator• Navigate ASCA National Model Portal
Session 2, Year 1	<ul style="list-style-type: none">• Create Mission and Vision statements• Utilize ASCA Student Standards• Explain data collection and analysis• Calculate and analyze Mindsets & Behaviors pre assessment data• Analyze time usage (using Use-of-Time 5 Day Calculator)• Draft Annual Calendar
Session 3, Year 1	<ul style="list-style-type: none">• Develop Closing-the-Gap Results Reports• Finalize Classroom & Group Mindsets & Behaviors Action Plan• Identify purpose of Annual Administrative Conference• Clarify specific session content for School Counseling Advisory Council meetings

ASCA Scope and Sequence (continued)

Session Information	Learning Objectives
Session 4, Year 2	<ul style="list-style-type: none">• Review/refine Classroom & Group MB Action Plan• Write Lesson Plans (classroom)• Review and refine annual calendar• Explain the School Counseling Advisory Council• Complete the Annual Administrative Conference template (per counselor)
Session 5, Year 2	<ul style="list-style-type: none">• Write Lesson Plans (Small Group)• Complete results reports (Classroom, Small Group, Closing-the-Gap)• Create a clear and concise graph conveying student impact at a glance• Develop end-of-year presentation• Identify best practices in reporting program results to stakeholders
Session 6, Year 2	<ul style="list-style-type: none">• Advocate for school counseling program using Results Reports• Deliver annual school presentation (goals, three classroom lessons, small group, closing- the-gap)• Consider RAMP