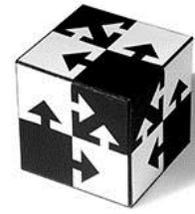


Arizona ASCA National Model Implementation Framework



The Arizona School Counselors Association (AzSCA) and the Arizona Department of Education endorse and align our school counseling programs to the suggested ASCA National Model. Below is an outline and links to those sections. Please contact AzSCA or ASCA for more detailed information or help.

Foundation

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student standards, and are delivered with identified school counselor competencies (<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>).

Program Focus

To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured.

Or The program focus includes school counselor beliefs, program vision, mission and goals.

⇒ Arizona School Counselors Beliefs

The school counselors in Arizona believe that:

- every student has dignity and worth.
- every student has the right to participate in a comprehensive school counseling program.
- every student regardless of ethnic, cultural, racial, sexual orientation, gender, etc., differences and special needs are considered in the planning and implementation of the program. every K-12 student shall have access to a full-time state certified Masters degree level school counselor.

and that all Arizona counselors:

- abide by the professional ethics of guidance and counseling as advocated by the American School Counselor Association.
School Counselor Ethics Link:
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- participate in professional development activities essential to maintain a quality school counseling program.

⇒ Arizona Counseling Program Vision Statement

Our vision for school counselors is that they empower all students to reach their maximum potential in the areas of academic development, career development and social/emotional development.

⇒ Arizona School Counseling Program Mission Statement

Arizona school counselors work collaboratively with faculty, parents, business and industry and the community so that every student regardless of individual difference will acquire the self-

Arizona School Counselors Association and Arizona Department of Education (2017)



knowledge, educational, occupation and career development competencies needed to succeed and contribute to an ever changing society.

⇒ **Arizona School Counseling Program Goals**

School counselors should consider using the SMART goal template and the importance of disaggregating data and specifying that goals need to be based on academic, discipline and attendance data.

- **SMART Goals Link:**

<https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/SMART-Goal.pdf>

School Counseling Program Goals should be:

- be based on specific goals and developmental student competencies
- be planned and coordinated with other representatives of the school and community
- utilize the many combined resources of the community.
- be evaluated on specific goals and agreed upon student competencies
- actively involve students and others to monitor student results.

⇒ **School Data Profile**

Effective School Counseling programs are data driven. Data is collected, analyzed and interpreted in order to make program improvements.

Data Profile Link:

<https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>

⇒ **ASCA Mindsets & Behaviors for Student Success**

Enhancing the learning process for all students, the "[ASCA Mindsets & Behaviors for Student Success: College- and Career-Readiness Standards for Every Student](#)" guide the development of effective school counseling programs around three domains: academic, career and social/emotional development. View the ASCA Mindsets & Behaviors Planning Tool. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.

Planning Tool Link:

<https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/M-BProgramPlanningTool.pdf>

Management

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. These are used to self-evaluate areas of strength and improvement for individual skills and program activities. Assessments and tools include:

⇒ **Use-of-Time Analysis:** helps to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students.

⇒ **Template Link:**

<https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>



- ⇒ **Annual Agreements:** are developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished.
- ⇒ **Template Link:**
<https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/AnnualAgreementTemplate.pdf>
- ⇒ **Perception Data Planning and Tools:** are used to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready.
- ⇒ **Advisory Councils:** are made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results.
- ⇒ **Calendars:** Annual school counseling program calendars and weekly individual school counselor calendars keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.
- ⇒ **Action Plans:** Curriculum, small-group and closing-the-gap action plans **including** developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance.
Action Plan Templates Link:
<https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>

Delivery

School counselors provide services to students, parents, school staff and the community in the following areas:

- ⇒ **Direct Student Services:** Direct services are in-person interactions between school counselors and students and include the following:
 - School Counseling Core Curriculum
 - Individual Student Planning
 - Responsive Services
- ⇒ **Indirect Student Services:** Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

Accountability

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and



analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

- ⇒ Results Report
- ⇒ School Counseling Core Curriculum Results Report
- ⇒ Small-Group Responsive Services Results Report
- ⇒ Closing-the-Gap Results Report
- ⇒ Program Evaluation
- ⇒ **Results Reports Link:**

<https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>

Recommended Resources:

- ⇒ "ASCA National Model: A Framework for School Counseling Programs (third edition)"
- ⇒ "ASCA National Model Implementation Guide: Foundation, Management and Accountability"
- ⇒ "Making DATA Work, an ASCA National Model publication"

Acknowledgments and Permission

American School Counselor Association (2016).

<https://www.schoolcounselor.org>

The ASCA National Model Implementation Guide:

Foundation, Management, and Accountability.

Alexandria, VA: Author.

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