

ASCA NATIONAL MODEL EXECUTIVE SUMMARY

The ASCA National Model guides school counselors in the development of school counseling programs that are:

- Based on data-informed decision making
- Delivered to all students systematically
- Developmentally appropriate and include curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- Created to close achievement and opportunity gaps
- Results-oriented to improve student achievement, attendance, and discipline

TRAINING AND CREDENTIALING MATTERS.

School counselors are certified educators with a minimum of a master's degree in school counseling, making them uniquely qualified to address all students' academic, career, and social and emotional development needs through the implementation of a school counseling program that promotes and enhances student success.

RATIOS MATTER.

[Research shows](#) that appropriate student-to-school-counselor ratios have a significant effect on student attendance and lead to higher test scores. The ideal caseload is 250:1.

**Oklahoma's average
student-to-school counselor
ratio is 411 to 1. ASCA
recommends a 250 to 1 ratio.**

Data from 2020

**The framework consists of four components:
define, manage, deliver, and assess.**

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

- Oklahoma Student Standards: Mindsets & Behaviors for Student Success

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 following program focus and planning tools 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
- Lesson plans
- Annual administrative conference
- Use of time
- Calendars
- Advisory council

USE OF TIME

School Counselors should spend no more than **20%** of their time in program planning and school support activities. (Including program defining, managing and assessing tasks and fair-share responsibilities)

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 Student Standards: 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

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

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