IMPLEMENTING THE ASCA NATIONAL MODEL INTO THE SCHOOL COUNSELOR PREPARATION PROGRAM

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THE AGE-OLD QUESTION

What do school counselors DO?
Current problems in school counseling programs include the adding on of:

- Non-school counselor responsibilities
- Master schedule duties
- Testing coordinators
- Detention room coverage
- Discipline
- Classroom coverage
- Clerical responsibilities
THE NEW QUESTION SHOULD BE.....

🌟How are students different **because** of the school counseling program?”
THE ASCA NATIONAL MODEL
The foundation provides the what of the program.

*What every student will know and be able to do.*

- Philosophy statements
- Mission statement
- Domains and competencies
The delivery system addresses *how* the program will be implemented.

- School guidance curriculum
- Individual student planning
- Responsive services
- System support
The management system addresses the *when*, *why* and on *what authority* the program will be implemented.

- Agreements
- Advisory Council
- Use of data
- Action plans
- Use of time
- Calendars
A school counseling program is **data-driven**.

The use of data to effect change within the school system is essential to ensuring that every student receives the benefits of the school counseling program.

Each activity implemented should be developed from a careful analysis of students’ needs, achievement and related data.
ACCOUNTABILITY

The accountability system answers the question:

“How are students different as a result of the program?”

- Results of reports
- School counselor performance evaluation
- The Program audit
By aligning a counseling program with the school’s mission and school improvement plan, professional school counselors:

- partner as leaders in systemic change
- ensure equity and access
- promote academic, career and personal/social development for every student
School Counseling Programs Are About ……

RESULTS!
ASCA NATIONAL MODEL FOR SCHOOL COUNSELING PROGRAMS

🌟RESULTS are derived from DATA.

🌟DATA answers the question.....

🌟How are students different as a result of the school counseling program?
ASCA NATIONAL MODEL FOR SCHOOL COUNSELING PROGRAMS

**RESULTS DATA or the “So WHAT” data**

**Proof your program has (or has not) positively impacted students’ ability to utilize the knowledge, attitudes and skills to affect their behavior.**

- Attendance
- Behavior
- Academic achievement
Equity?

- All children do not come to school with equal ladders for success.
- All students do not come to school having the same resources.
Middle School - 850 Students

- 10-Asian
- 198-African American
- 16-Hispanic
- 607-Caucasian
- 19-Multi-racial
CLASSROOM GUIDANCE ACTIVITY

2% = dropped out of school.
90% = African American 8th graders.

This percentage was an increase from the previous year, in which the Middle School reported no dropouts.
**CLASSROOM GUIDANCE ACTIVITY**

❖ "High School and Beyond!"

❖ An 8th Grade Career Guidance Lesson

❖ **School Report**
   - Smoother transition from middle school to high school.
   - Parents indicated that one of six weaknesses of the MS was that the counseling department did not supply students with sufficient information about careers or career planning.

❖ Address and decrease the school drop-out rate.
CLASSROOM GUIDANCE ACTIVITY

- Implementing Information about High School and Career Planning into the 8th Grade Guidance Curriculum -
  - Gives students something to look forward to.
  - Lets them know what will be expected of them.
CLASSROOM GUIDANCE ACTIVITY

- All 8th graders at the MS.
- PowerPoint Presentation based on “Smart Choices”.
- HS “Course of Study” for each student.
- “Smart Choices” brochure for each student.
- Career search using GCIS.
Distribution of Students in 8th Grade Classes

- **Students who are African American**
- **Students other than African American**

### Class Periods

1 2 3 4

- **Chart Notes**
  - Maroon: Students who are African American
  - Light Blue: Students other than African American
8th Grade – High School and Beyond
What Do You Know?
1. How many types of diplomas do the HS offer?
2. What are they?
3. What does post-secondary mean?
4. What are three post-secondary options?
5. What percentage of jobs requires post-secondary training?
6. What percentage of jobs requires training other than a four year college or beyond?
7. List three types of professional schools.
8. Name two differences between the CP and TCP diplomas.
9. How many parts are on the Georgia High School Graduation Test?
10. How many parts do you have to pass to graduate?
11. Name three clubs/programs at the HS.
12. What types of schools offer the HOPE Scholarship?
13. What type of school offers the HOPE Grant?
CLASSROOM GUIDANCE ACTIVITY
THE RESULTS

Total # of Correct Responses to Pretest and Posttest

![Bar chart showing the total number of correct responses to Pretest and Posttest questions 1-13.](chart.png)
CLASSROOM GUIDANCE ACTIVITY
SEE FOR YOURSELF!

1st Pd Pretest Posttest Data

3rd Pd Pretest Posttest Data

4th Pd Pretest Posttest Data

6th Pd Pretest Posttest Data

Questions 1-13

# of Correct Responses

Pretest
Posttest

Questions 1-13

# of Correct Responses

Pretest
Posttest

Questions 1-13

# of Correct Responses

Pretest
Posttest

Questions 1-13

# of Correct Responses

Pretest
Posttest

Questions 1-13

# of Correct Responses

Pretest
Posttest
CLASSROOM GUIDANCE ACTIVITY

- In the 1st, 3rd, and 4th period classes –
  - no correct responses or a decrease in correct responses to Questions 12 & 13.
  - Lots of Questions and Discussion throughout the presentation!

- School counselor and intern found it important to:
  - adequately cover material about the transition to high school,
  - the influence of diploma choice on postsecondary options and careers,
  - career search in GCIS based on career interest, and
  - Discussion of HOPE Scholarship and HOPE Grant

- Completed lesson in two guidance sessions.
“Yes!” Change in student knowledge which should directly affect change in school attendance.

Based on:
- Posttest Results
- Student Discussion

At the end of academic year school counselor will check school drop-out rate.