



ASCA National Model

The American School Counselor Association



*ASCA National Model Graphic is trademarked and this is reprinted with permission from ASCA Communications Director 1/7/2012





ASCA National Model

The American School Counselor Association

The ASCA National Model for School Counseling Program is a research based multi-faceted model. The core pillars of this model are on the ASCA National Model graphic and also listed below.

- **4 Themes (Leadership, Advocacy, Collaboration, Systemic Change)**
- **4 Elements (Foundation, Delivery System, Management System, Accountability)**
- **3 Domains (Academic, Personal/Social, Career Development)**
- **9 Standards (3 in each domain)**
- **16 Competencies (6 in Academic, 6 in Career Development, 4 in Personal Social)**
- **124 Indicators**

COMMON STANDARDS

The “*ASCA Content Standards for Student Academic, Career and Personal/Social Development*” is a complete list of the national standards for a comprehensive K-12 school counseling program. The professional learning community of middle school counselors in District 833 collaborated to narrow down the overall list to a set of common standards, competencies, & indicators that will be focused on during enrollment in middle school grades 6, 7, & 8.

ASCA Domains, Standards, Competencies, and Indicators

Academic Development Domain

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competency A1 Improve Academic Self-concept

A:A1.5 identify attitudes and behaviors which lead to successful learning

Competency A2 Acquire Skills for Improving Learning

A:A2.1 apply time management and task management skills

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Competency B1 Improve Learning

A:B1.3 apply the study skills necessary for academic success at each level

A:B1.5 organize and apply academic information from a variety of sources

A:B1.6 use knowledge of learning styles to positively influence school performance

Competency B2 Plan to Achieve Goals

A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school

A:B2.2 use assessment results in educational planning

A:B2.4 apply knowledge of aptitudes and interests to goal setting

A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Competency C1 Relate School to Life Experience

A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life

Career Development Domain

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency A:1 Develop Career Awareness

C:A1.1 develop skills to locate, evaluate, and interpret career information

C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations

C:A1.6 learn how to set goals





ASCA National Model

The American School Counselor Association

- C:A1.7 understand the importance of planning
- Competency A:2 Develop Employment Readiness
 - C:A2.9 utilize time and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

- Competency B:1 Acquire Career Information
 - C:B1.1 apply decision making skills to career planning, course selection, and career transition
 - C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice
 - C:B1.3 demonstrate knowledge of the career planning process
 - C:B1.5 use research and information resources to obtain career information
 - C:B1.6 learn to use the internet to access career planning information
- Competency B:2 Identify Career Goals
 - C:B2.1 demonstrate awareness of the education and training needed to achieve career goals

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

- Competency C:1 Acquire Knowledge to Achieve Career Goals
 - C:C1.1 understand the relationship between educational achievement and career success
 - C:C1.3 identify personal preferences and interests which influence career choice and success
- Competency C2 Apply Skills to Achieve Career Goals
 - C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals

Personal/Social Domain

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

- Competency A1 Acquire Self-Knowledge
 - PS:A1.3 learn the goal-setting process
 - PS:A1.6 distinguish between appropriate and inappropriate behavior
 - PS:A1.9 demonstrate cooperative behavior in groups
- Competency A2 Acquire Interpersonal Skills
 - PS:A2.2 respect alternative points of view
 - PS:A2.3 recognize, accept, respect and appreciate individual differences

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

- Competency B1 Self-Knowledge Application
 - PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences
 - PS:B1.9 identify long- and short-term goals
 - PS:B1.12 develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

- Competency C1 Acquire Personal Safety Skills
 - PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help
 - PS:C1.6 identify resource people in the school and community, and know how to seek their help
 - PS:C1.9 learn how to cope with peer pressure

February 15, 2012

