



LONE STAR STATE
SCHOOL
COUNSELOR
ASSOCIATION

ASCA
MODEL
— AND —
TEXAS
MODEL
SIDE-BY-SIDE
COMPARISON



COUNSELOR RESPONSIBILITIES

SIDE-BY-SIDE COMPARISON ASCA MODEL & TEXAS MODEL



ASCA MODEL

Section I: Define

Define addresses the Mindsets and Behaviors for both professional school counselors and students.

Professional Standards:

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards and Competencies.

(ASCA 4th Edition, pgs. 5-28)

ASCA Mindsets and Behaviors for Student Success:

The ASCA Mindsets & Behaviors for Student Success describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. There are 29 Behavior Standards and 6 Mindset Standards.

(ASCA 4th Edition, pgs. 1-5)



COMMONALITIES

Section I of the ASCA Model and **Section I** of the Texas Model both describe the responsibilities of professional school counselors. These sections include ethical standards, professional standards and competencies.

Section I of the ASCA Model and **Section I** of the Texas Model also cover student competencies to be covered by a comprehensive counseling program. Texas content areas are specific in 4 areas: Personal Health and Safety, Post-Secondary Planning and Readiness, Interpersonal Effectiveness, and Intrapersonal Effectiveness. The ASCA Model content areas include all 4 Texas content areas; however, have multiple Mindsets and Behaviors that would also fall in these categories.

Both the content categories of the Texas Model and the ASCA Mindsets and Behaviors covers all SB 11 and HB 18 specific topics required by Texas law.



TEXAS MODEL

Section I: Responsibilities of School Counselors and Other Staff in Comprehensive School Counseling Programs

Section V: Program Curriculum

Section I addresses the ten professional competencies school counselors use in delivering services to students and others through an organized and intentional comprehensive school counseling program.

- Program Management
- Guidance *(TEC Sec 33.006 (b)(6) Deliver classroom guidance activities)*
- Counseling
- Consultation *(TEC Sec. 33.006 (b)(2) Consultation, referrals with parents and guardians; TEC Sec. 33.006 (b)(3) Consultation with staff, parents and community)*
- Coordination *(TEC (b)(4) Coordinate people, resources in the school, home, community)*
- Student Assessment
- Advocacy
- Leadership
- Professional Behavior
- Professional Standards

Section V provides the scope and sequence for the Texas Model for Comprehensive School Counseling Programs. The content areas include: *(TEC Sec. 33.005 (1) Guidance Curriculum; TEC Sec. 33.006 (b)(6) Deliver classroom guidance activities; TEC Sec. 33.007 Counseling Regarding Post-Secondary Planning)*

- Intrapersonal Effectiveness
- Interpersonal Effectiveness
- Postsecondary Education and Career Readiness
- Personal Health and Safety

(Texas Model 5th Edition, pgs. 129-153)



ASCA MODEL

Section II: Manage

Program Focus:

- Beliefs
- Mission Statement
- Vision Statement

(ASCA 4th Edition, pgs. 29-32)

Program Planning:

(TEC Sec. 33.006 (b)(1) Planning, implementing and evaluating)
(TEC Sec. 33.005 (4) System Support)

- Data (Participation, Mindsets & Behaviors, Outcomes)
- Annual Student Outcome Goals
- School Data Summary
- Program Results Data
- Action Plans

–Classroom and Group Mindsets & Behavior Action Plan *(TEC Sec. 33.006 (b)(6) Deliver classroom guidance activities)*

–Closing-the-Gap Action Plan/Results Report

- Lesson Plans *(TEC Sec. 33.006 (b)(6) Deliver classroom guidance activities; TEC Sec. 33.007 Counseling Regarding Post-Secondary Planning)*
- Calendars
- Advisory Council *(TEC Sec. 33.006 (b)(3) Consultation with staff, parents and community; TEC (b)(4) Coordinate people, resources in the school, home, community)*
- Annual Administrative Conference

(ASCA 4th Edition, pgs. 32-76)



COMMONALITIES

Section II of the ASCA Model and **Sections II and III** of the Texas Model both cover foundational aspects of a comprehensive counseling model. This includes program missions and vision for both models, and the Program Planning portion of **Section II** in the ASCA Model provides a program implementation cycle as does Section II of the Texas Model.

Additionally, **Section III** of the Texas Model and the Program Planning portion of the ASCA Model addresses implementing a data-driven comprehensive counseling program.

Data elements of both models include reviewing academic/educational, attendance, and behavioral campus data to plan needed interventions.

The ASCA Model includes specific implementation documents that adheres to the Texas Model program implementation cycle.



TEXAS MODEL

Section II: Program Implementation Cycle

Section III: Foundational Components

Section II provides an explanation of the program implementation cycle. School counselors can use this section to plan the process of program development and implementation. *(TEC Sec. 33.006 (b)(1) Planning, implementing and evaluating)*

- Organizing
- Planning
- Designing
- Implementing

(Texas Model 5th Edition, pgs. 33-44)

Section III outlines the foundational components including: *(TEC Sec. 33.006 (b)(1) Planning, implementing and evaluating)*

- Mission statement
- Program Definition
- Program Rationale
- Program Assumptions
- Program Goals
- Program Evaluation

(Texas Model 5th Edition, pgs. 45-73)



ASCA MODEL

Section III: Deliver

Direct Student Services:

- Instruction
(TEC Sec. 33.005 (1) Guidance Curriculum; TEC Sec. 33.006 (b)(6) Deliver classroom guidance activities; TEC Sec. 33.007 Counseling Regarding Post-Secondary Planning)
- Appraisal and Advisement
(TEC Sec. 33.005 (3) Individual Planning; TEC Sec. 33.006 (b)(5) Interpret standardized test results; TEC Sec. 33.007 Counseling Regarding Post-Secondary Planning)
- Counseling
(TEC Sec. 33.005 (2) Responsive Services (ASCA 4th Edition, pgs. 77-81))

Indirect Student Services:

(TEC Sec. 33.006 (b)(2) Consultation, referrals with parents and guardians)

- Consultation
(TEC Sec. 33.005 (4) System Support)
- Collaboration
(TEC Sec. 33.005 (4) System Support)
- Referrals
(TEC Sec. 33.005 (4) System Support)

(ASCA 4th Edition, pgs. 81-83)



COMMONALITIES

Section III of the ASCA Model along with **Section IV** of the Texas Model address direct students services. While the terminology is similar, yet different, both models address Guidance Curriculum or Instruction, Responsive Services or Counseling, and Individual Planning or Appraisal and Advisement. All of these areas are direct student services.



TEXAS MODEL

Section IV: Four Service Delivery Components

Section IV is a detailed focus on the four components of the delivery system:

- Guidance Curriculum *(TEC Sec. 33.005 (1) Guidance Curriculum; TEC Sec. 33.006 (b)(6) Deliver classroom guidance activities; TEC Sec. 33.007 Counseling Regarding Post-Secondary Planning)*
- Responsive Services *(TEC Sec. 33.005 (2) Responsive Services)*
- Individual Planning *(TEC Sec. 33.005 (3) Individual Planning; TEC Sec. 33.006 (b)(5) Interpret standardized test results; TEC Sec. 33.007 Counseling Regarding Post-Secondary Planning)*
- System Support *(TEC Sec. 33.005 (4) System Support)*
- Non-Counseling Duties
- Program Balance

(Texas Model 5th Edition, pgs. 75-127)



ASCA MODEL

Section IV: Assess

Program Assessment:

- School Counseling Program Assessment
- Annual Results Report (*TEC Sec. 33.006 (b)(1)*)
 - Classroom Results Report
 - Small-Group Results Report
 - Closing-the-Gap Results Report



COMMONALITIES

Section IV of the ASCA Model and **Section III** of the Texas Model both cover program evaluation and assessment. Each model provides guidance on evaluating the comprehensive counseling program through reports on SMART goals set at the beginning of the school year.

To continue advocacy efforts, both models believe in sharing results with all stake-holders to show student growth through a comprehensive counseling program.



TEXAS MODEL

Section III: Foundational Components

Section III outlines the foundational components including: (*TEC Sec. 33.006 (b)(1) Planning, implementing and evaluating*)

- Mission statement
- Program Definition
- Program Rationale
- Program Assumptions
- Program Goals
- Program Evaluation

(*Texas Model 5th Edition, pgs. 45-73*)

Section II provides an explanation of the program implementation cycle. School counselors can use this section to plan the process of program development and implementation. (*TEC Sec. 33.006 (b)(1) Planning, implementing and evaluating*)

- Organizing
- Planning
- Designing
- Implementing

(*Texas Model 5th Edition, pgs. 33-44*)

FURTHER READING

COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

- ASCA Model - American School Counselor Association - ASCA National Model
- Texas Model - Texas Model for Comprehensive School Counseling Programs

BILLS

- SB 11 - Senate Bill 11 Text
- HB 18 - House Bill 18 Text

TEXAS EDUCATION CODE (TEC)

- Chapter 33: Subchapter A: School Counselors and Counseling Programs