

Foundation

School Counseling Today

The school counseling profession is one that, like education in general, has undergone and continues to experience significant change. The role of school counselor is multifaceted and evolving with a scope of work that is expansive and critical to student success (see Table 1). The American School Counselor Association advocates for comprehensive school-counseling programs that provide students and families access to school counselors, and enable guidance staff to assist students and their families (see Table 2). The purpose of the comprehensive school counseling model is to ensure that guidance programs reach all students, that guidance efforts reach all children, that guidance be a program with specific content, and that guidance programs be judged by measurable results (Gysbers & Henderson, 1997).

Harrison's Guidance Department is committed to the following research-based ideals as fostered by the American School Counselor Association.

A school counseling program:

- Reaches every student
- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of a total educational program for student success
- Selects measurable student competencies based on local need in the areas of academic, career, college and personal/social domains
- Has a delivery system that includes a school guidance curriculum, individual planning, responsive services and system support
- Is implemented by credentialed school counselors
- Is conducted in collaboration with all stakeholders
- Uses data to drive program decisions
- Monitors student progress
- Measures both process and outcome results and analyzes critical data elements
- Seeks improvement each year based on data elements
- Shares successes with stakeholders

Table 1

The Education Trusts New Vision for School Counselors: Scope of the Work

Counselor Role	Definition
Leadership	<ol style="list-style-type: none"> 1. Promote, plan, and implement prevention programs; career and college activities, course selection and placement activities; social and personal management activities; and decisions-making activities. 2. Provide data on student outcomes, showing achievement gaps, and provide leadership for schools to view data through an equity lens. 3. Arrange one-on-one school mentoring to provide students additional support for academic success.
Advocacy	<ol style="list-style-type: none"> 1. Make data available to help the whole school look at student outcomes. 2. Use data to affect change, calling on resource from school and community. 3. Advocate for student experiences to broaden students' career awareness.
Team and collaboration	<ol style="list-style-type: none"> 1. Work with problem solving teams to ensure responsiveness to equity and cultural diversity issues as well as learning styles. 2. Collaborate with other helping agents (peer helpers, teachers, principals, community agencies, businesses). 3. Collaborate with school and community teams to focus on rewards, incentives and supports for student achievement.
Counseling and coordination	<ol style="list-style-type: none"> 1. Hold brief counseling sessions with individual students, groups and families. 2. Coordinate school and community resources for students, families and staff to improve student achievement. 3. Be liaison between students and staff, setting high aspirations for all students and developing plans/supports for achieving these aspirations.
Assessment and use of data	<ol style="list-style-type: none"> 1. Assess and interpret student needs, recognizing differences in culture, languages, values and backgrounds. 2. Establish and assess measurable goals for student outcomes from counseling programs, activities, interventions and experiences. 3. Assess barriers that impede learning, inclusion and academic success for students.

The Education Trust, 2007

Table 2

American School Counselor Association National Standards

Academic Development	Standard A	Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.
	Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
	Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.
Career Development	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.
	Standard B	Students will employ strategies to achieve future career success and satisfaction.
	Standard C	Students will understand the relationship between personal qualities, education and training and the world of work.
Personal/Social Development	Standard A	Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
	Standard B	Students will make decisions, set goals and take necessary action to achieve goals.
	Standard C	Students will understand safety and survival skills.

American School Counselor Association, 1997

