THE TRANSFORMED SCHOOL COUNSELOR

THIRD EDITION

The Transformed School Counselor

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Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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PREFACE

Educational expectations continue to rise, not just for the students we serve but for all of the professionals who work with children in schools. Similar to the experiences of the academic disciplines to ensure all of our students, especially our underserved and underrepresented students are succeeding, the school counseling profession also has looked within to transform the scope and practice of the professional school counselor. Since the late 1990s, the school counseling community has positioned itself as an influential partner in contemporary school improvement with the expressed purpose to eliminate the barriers to educational opportunity for every student (Dahir, 2004; Stone & Dahir, 2016). As school counselors address the challenge of closing the gap, they can be seen as critical players in raising student aspirations and in helping every student meet the rigors of the academic standards to achieve a quality education. The transformed school counselor acts as agents of school and community change, creating a climate where access and support for quality and rigor is the norm (Lapan, Aoyagi, & Kayson, 2007; Stone & Dahir, 2011).

> The concept of deep restructuring is a matter of drawing up an appropriate vision of human potential and of aiming for the stars (Hillard, 1991, p. 34).

Since the Transforming School Counseling Initiative (Education Trust, 1997) was launched, the American School Counselor Association (ASCA) and CACREP (2009, 2016) have emphasized the knowledge and skills that today's school counselor needs to acquire but must also know how to apply. Transformed school counselors use the principles of leadership, advocacy, teaming and collaboration, and data-driven decision making as a way of assuring a social justice mindset. The ASCA National Model (2012a) reinforced this new way of thinking and working by bringing these very same principles to the forefront of attention of policy makers at the national and state level.

The principles of the Transforming School Counseling Initiative, which are firmly integrated into the preparation programs at our respective universities, are a strong complement to the solid foundation in counseling theory,

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techniques, and skills necessary for a 21st century school counselor. This next generation of school counselors needs to understand how to f implement and evaluate a comprehensive school counseling program based on the ASCA National Model (2012a) while learning to advocate for equitable educational opportunities for every student. The first and second editions of *The Transformed School Counselor* have helped thousands of graduates of school counselor preparation programs across the United States to acquire the skills and knowledge necessary to become new vision practitioners who are invested in school improvement and social justice.

The transformed school counselor acts, influences, and impacts. Throughout this textbook, you the school counselor in training, will be challenged to take your personal vision of student success and connect it to the day-to-day realities in the place we call school. Your studies this semester will challenge you to view your sphere of influence from a systems perspective. School counselors traditionally have not seen themselves as players in systemic change. Many problems that individual students bring to the school counselor's office are symptomatic of larger issues. Linking school counseling with the mission of schools connects the school counselor and the school counseling program to the achievement of *all* students.

Throughout this text you will meet dozens of practicing school counselors and read about their real experiences with delivering comprehensive, accountable, data-driven school counseling programs. Through the voices of these counseling practitioners we bring the new vision of transformed practice alive.

Transformed school counselors examine their practice and look at ways of working beyond one student at a time, focusing their attention on raising student aspirations and facilitating effective working relationships among students, faculty, parents, and community members. Transformed school counselors use data-driven decision making and evidence-based practice to respond to the needs of today's students and schools and ensure social justice and equity prevail.

Helping you to understand these important principles and how to operationalize them is the primary objective of this textbook.

THE BASIS FOR KNOWLEDGE AND SKILLS

The goal of this textbook is to guide you in your acquisition of knowledge and understanding in the core content areas and the school counseling specialty of the 2016 Council for Accreditation of Counseling and Related Programs (CACREP) Standards, and also with the requirements of the Council for the Accreditation of Educator Preparation (CAEP) that has replaced the National Council for the Accreditation of Teacher Education (NCATE) as the primary accreditation organization for colleges and schools of education. Applicable CAEP standards are as follows:

Standard 1: Content and Pedagogical Knowledge

Standard 2: Clinical Partnerships and Practice

Standard 4: Program Impact

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Chapter	CACREP 2016 Core Content	CACREP 2016 School Counseling Specialty	CAEP
Chapter 1: Working in Today's Schools	Social and Cultural Diversity Professional Counseling Orientation and Ethical Practice Counseling and Helping Relationships	Foundations Contextual Dimensions	1. Content and Pedagogical Knowledge
Chapter 2: Counseling Theory in Schools	Social and Cultural Diversity Counseling and Helping Relationships Human Growth and Development	Foundations Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 2. Clinical Partnerships and Practice
Chapter 3: Counseling Practice in Schools	Social and Cultural Diversity Counseling and Helping Relationships Professional Counseling Orientation and Ethical Practice Group Counseling and Group Work Human Growth and Development	Foundations Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 4. Program Impact
Chapter 4: School Counselors as Leaders	Professional Counseling Orientation and Ethical Practice Group Counseling and Group Work Research and Program Evaluation	Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 4. Program Impact
Chapter 5: School Counselors as Advocates	Social and Cultural Diversity Professional Counseling Orientation and Ethical Practice Group Counseling and Group Work	Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 4. Program Impact
Chapter 6: Legal and Ethical Issues for School Counselors	Professional Counseling Orientation and Ethical Practice Research and Program Evaluation	Foundations Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 4. Program Impact
Chapter 7: Implementing the ASCA National Model	Social and Cultural Diversity Professional Counseling Orientation and Ethical Practice Career Development Research and Program Evaluation	Foundations Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 2. Clinical Partnerships and Practice 4. Program Impact

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Chapter 8: Accountability and Data-Driven Decision Making	Professional Counseling Orientation and Ethical Practice Group Counseling and Group Work Research and Program Evaluation Assessment and Testing	Foundations Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 2. Clinical Partnerships and Practice 4. Program Impact
Chapter 9: Diversity Matters	Social and Cultural Diversity Professional Counseling Orientation and Ethical Practice Research and Program Evaluation Assessment and Testing	Foundations Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 4. Program Impact
Chapter 10: Working with Special Needs Students	Professional Counseling Orientation and Ethical Practice Human Growth and Development Research and Program Evaluation Assessment and Testing	Foundations Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 4. Program Impact
Chapter 11: Creating a Safe, Supportive, and Respectful School Culture and Environment	Social and Cultural Diversity Professional Counseling Orientation and Ethical Practice Group Counseling and Group Work Research and Program Evaluation	Foundations Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 4. Program Impact
Chapter 12: School Counselors as Consultants	Professional Counseling Orientation and Ethical Practice Counseling and Helping Relationships Group Counseling and Group Work	Foundations Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 4. Program Impact
Chapter 13: School Counselors as Coordinators, Collaborators, and Managers of Resources	Social and Cultural Diversity Professional Counseling Orientation and Ethical Practice Group Counseling and Group Work	Foundations Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 4. Program Impact
Chapter 14: All Students College and Career Ready	Social and Cultural Diversity Career Development Assessment and Testing Research and Program Evaluation	Foundations Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 4. Program Impact
Chapter 15: Transitioning into the Field of School Counseling	Social and Cultural Diversity Professional Counseling Orientation and Ethical Practice	Foundations Contextual Dimensions Practice	1. Content and Pedagogical Knowledge 2. Clinical Partnerships and Practice

Council for Accreditation of Counseling and Related Educational Programs. 2016 CACREP Standards.

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OVERVIEW OF THIS TEXTBOOK

Whether you are a first semester graduate student acquiring an initial understanding of the scope and practice of the profession, or a professional school counselor motivated to acquire new knowledge and enhance your skills, *The Transformed School Counselor* will help you to:

- embrace a leadership mindset while acting on your beliefs and advocating for the success of every student;
- use counseling, consultation, collaboration, and the coordination of services to impact the climate and culture of your school;
- advocate for a social justice agenda and to promote equitable access to quality education for all students;
- implement comprehensive, evidence-based and accountable school counseling programs based on the third edition of the ASCA National Model (2012a and the ASCA Mindsets and Behaviors for Student Success: K–12 College and Career Readiness Standards for Every Student (2014b);
- understand and examine data to effectively identify patterns and behaviors that impede student success; and
- employ various technologies to efficiently and effectively deliver information, resources, and services to students and all stakeholders, including parents.

Our focus on connecting school counseling to student achievement is not intended to be at the expense of attending to the mental health needs of students. Transformed school counseling offers us a new ways of working with individuals and groups that ensure balance in providing academic, career, and social/emotional development.

Content Overview

Chapter 1 Working in Today's Schools

This chapter presents the challenges of the school improvement agenda since the mid-1980s and how this has impacted the profession of school counseling and school counseling programs. School counselors proactively responded to the call to improve the educational outcomes for every student by focusing on equity and access. A context is established to address what school counselors need to know and be able to do by using a social justice way of work to close the opportunity, information, and achievement gaps. Federal education agendas including No Child Left Behind (2001), Race to the Top (2010), and Reach Higher (First Lady of the United States Michelle Obama, 2014b) are discussed.

Chapter 2 Counseling Theory in Schools

How do school counselors apply the body of knowledge of counseling theory to a school setting? Key counseling theories are presented with applications that are commonly used in a school setting. These major counseling theories include the Gestalt approach, the person-centered approach, the individual

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psychology approach, the behavioral approach, the reality therapy approach, the REBT (rational emotive behavior therapy) approach, the cognitive behavior approach, the existential approach, motivational interviewing, and solution-focused counseling. Counseling techniques and skills are presented as they apply to the child, adolescent, and teen in a school setting.

Chapter 3 Counseling Practice in Schools

This chapter addresses the many dimensions of counseling practice, including individual and group counseling and school counseling core curriculum (classroom guidance), and how these apply to student developmental growth, prevention, and intervention. Understanding learning styles, the use of the developmental assets, assessments, building resiliency skills, and working with advisory programs are some of the applications that are essential to counseling practice in schools.

Chapter 4 School Counselors as Leaders

Leadership has become a valued and shared phenomenon at the school level. This chapter explores the unique opportunities school counselors have to develop strong leadership skills and assert their ability to influence and support success in academic achievement for all students.

Chapter 5 School Counselors as Advocates

Involvement in social action and intervention and a commitment to institutional improvement of schools are critical functions of the school counselor. This chapter will examine social justice and advocacy roles for school counselors and address the skills counselors need to examine and challenge the status quo on behalf of each and every student, especially those that have been traditionally underserved.

Chapter 6 Legal and Ethical Issues for School Counselors

School counselors function in an environment regulated by state and federal laws, court decisions, certification boards, and school boards. This chapter is a survey of the ethical, legal, and professional issues facing the school counselor. A case study approach helps the student apply the American Counseling Association (2014b) and American School Counselor Association's (2010) code of ethics and standards of practice in situations impacted by federal law, court case law, state statutes, community standards, and school board rules.

Chapter 7 Implementing the ASCA National Model

Comprehensive school counseling is a national agenda that drives the design, delivery, and implementation of school counseling programs in all 50 states. The primary focus of this chapter is to acquire the knowledge and skills to understand and implement a comprehensive school counseling program based on the third edition ASCA Model (2012a) that provides a template for the development, implementation, and evaluation of a school counseling

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program. The chapter includes a discussion of newly developed ASCA Mindsets and Behaviors for Student Success (2014b) that identify what knowledge and skills students should acquire as a result of participating in a school counseling program.

Chapter 8 Accountability and Data-Driven Decision Making

In this age of accountability, it is essential that school counselors contribute to the school success agenda and clearly tie successful outcomes for students to their presence in the school. The accountable school counseling program utilizes student data to create vision and targeted change. MEASURE (Stone & Dahir, 2004, 2007, 2011), a six-step process for school counselor accountability, is introduced to show how to collect and analyze data to inform, improve, and evaluate the effectiveness of the school counseling programs.

Chapter 9 Diversity Matters

Public schools are where children can learn to respect and get along with others that represent our diverse society. Schools must become the primary institutions to create cohesion among all diverse groups. Conversations about diversity in today's schools must consider the influences of culture, class, race, ethnicity, religion, gender, socioeconomic status, sexual orientation, learning ability, and language. School counselors recognize and acknowledge their personal biases and prejudices that can influence their approach to counseling, guiding, advising, and motivating students. Acknowledging the importance of creating culturally competent schools, school counselors can help assess school climate and support practices and interventions that reduce bias, prejudice, and stereotyping.

Chapter 10 Working with Special Needs Students

School counselors ascribe to the belief that all children can learn and all children can achieve. All school personnel should be sensitive to the time needed to acquire academic knowledge and skills, especially for students who struggle to achieve a level of minimum proficiency. Using a social justice mindset, school counselors must be well prepared to understand how to identify and work with all special populations as well as working with those who require special education services, exceptional education services, or 504 compliance. The school counselors' role in Response to Intervention, Positive Behavior Intervention and Supports, and the special education process is discussed and practical applications presented.

Chapter 11 Creating a Safe, Supportive, and Respectful School Culture and Environment

Essential in today's rapidly changing and technologically advanced word is the collaboration among school counselors, principals, teachers, and parents/families with the ultimate purpose of helping individual students and classroom groups communicate caring and respect for one another. This chapter

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helps future school counselors understand the importance of climate and culture in creating positive learning communities. School counselors can take a leadership role in creating a climate of respect by helping students acquire resiliency and coping skills, implementing antibullying programs, addressing cyberbullying, establishing a peer mediation and/or conflict resolution program, and utilizing character education strategies.

Chapter 12 School Counselors as Consultants

Consultation extends the school counselor's reach by working collaboratively with the adults in a student's life who can make a major impact on student's academic, career, and social/emotional life. Various models of consultation appropriate for the school setting are presented to help you develop the skills needed to be an effective consultant. An emphasis is placed on the benefits of the consultation role, relationship building, strategies for consultation with teachers and other school personnel, working effectively with parents, and gathering critical student information.

Chapter 13 School Counselors as Coordinators, Collaborators, and Managers of Resources

School counselors provide direct services but must also manage resources in order to offer an expanded array of opportunities for students. Coordination, collaboration, and management of resources are the mechanics or "how to" that guide the school counseling program. Particular emphasis is placed on working with student support professionals, teachers, and mental health providers in the schools and in community-based organizations.

Chapter 14 All Students College and Career Ready

Preparing students to select a career goal and guiding them to enroll in the appropriate coursework that will lead them to achieve their career goals is an important component of the work of school counselors and a major national initiative. School counselors, in collaboration with teachers, school administrators, and school staff are responsible to ensure that every student has all options after high school and can identify the meaningful paths to the educational preparation needed to achieve in her or his chosen career. This chapter emphasizes the importance of developing a college and career readiness program for all students as an integral component of your comprehensive school counseling program.

Chapter 15 Transitioning into the Field of School Counseling

In addition to practical suggestions to prepare counselors in training for induction into the school counseling profession, this chapter offers insight into the influences and trends that are driving the evolving professional orientation and the impact of the transforming school counseling initiative on school improvement. Practical "getting started" suggestions are presented that assist the new counselor to learn about the culture of her or his school and community and to plan for success.

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Text Organization and High-Interest Features

To enhance the usability of this textbook for counselor educators, graduate students, and practitioners, each chapter follows a consistent format. Each chapter begins with:

- *Chapter Outline*—a preview of the chapter headings.
- *Student Learner Outcomes*—student learner outcomes are aligned with the CACREP 2016 Standards, the expectations of the ASCA National Model (2012a), and the Transformed School Counseling Initiative.
- *School Counselor Casebook: Getting Started*—a scenario concerning a contemporary school-based issue—such as closing the achievement gap or creating safe school environments—is followed by questions that prompt students to grapple with the issue as they read through the chapter.

And at the end of each chapter:

- *TechTools*—an annotated list of chapter content-related technology resources and applications.
- *School Counselor Casebook: Voices from the Field*—practicing school counselors respond to the scenario presented at the beginning of the chapter.
- *Chapter Summary*—a review of important chapter concepts.
- *Key Terms*—a list of important terms and the page number where each is defined in the chapter.
- *Learning Extensions*—exercises and activities designed to reinforce your comprehension and ability to put theory into practice.

Throughout each chapter:

- *Tables and graphs*—visually enhance students' understanding.
- *Case studies*—bring real counselor/student stories alive.
- *Features titled* " Meet…" — present applications and suggestions from experts in the field that address school counselors day-to-day struggles. These experts apply transformed practice to everyday issues, concerns, and challenges through real-life success stories.

FOR THE INSTRUCTOR: NEW TO THIS THIRD EDITION

Extremely relevant to today's school counselor and contemporary preK–12 student populations, *The Transformed School Counselor* provides preservice graduate students the opportunity to apply chapter concepts to real-world dilemmas. A school-based scenario in every chapter asks students to consider contemporary issues, such as closing the achievement gap and bullying. The chapter concludes with a response to each scenario by a practicing school counselor that allows for the comparison of the student's solutions to the practices of professionals in the field.

Ensuring the most current and cutting edge experience for your graduate students, all significant new national initiatives and national associations revisions are a significant part of this edition that include:

- The American School Counselor Association National Model (third edition, 2012a)

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- The American School Counselor Association Behaviors and Mindsets for College and Career Readiness
- The 2014b American Counseling Association Code of Ethics
- Current and revised American School Counselor Association position statements
- Current American School Counselor Association Ethical Standards for School Counselors (2010).

Technology is a critical component of school counselor training and practice. Tools and web-based supports that are essential to school counseling success are listed at the end of each chapter.

Providing the ultimate flexibility, a more robust set of instructor's ancillaries helps instructors maximize classroom planning and course success! In addition, these helpful resources enable those new to this text to seamlessly transition from a more traditional book into a transformed school counselor.

Completely up to date, the third edition of *The Transformed School Counselor* is packed with cutting-edge examples and illustrations. From an introduction to the world of schools to applying counseling theory in the school setting, this is the perfect text to introduce your students to the contemporary world of school counseling or support their learning during their practicum and/or internship experiences. The conceptual framework promotes school counselor preservice development with a strong emphasis on social justice and equity, data-driven and evidence-based practice, and working with diverse student populations.

Each chapter begins with a Case Scenario that prompts the graduate student to critically think through a typical school-based situation. These new case studies clearly illustrate chapter concepts, while the new Voices from the Field provide opinions and insights from leading experts on topics from motivational interviewing to implementing the ASCA National Model. At the chapter's conclusion, the students have the opportunity to compare their response to one from a practicing school counselor.

Student learner outcomes are designed to support the expectation of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Council for the Accreditation of Educator Preparation (CAEP), which was formerly known as NCATE.

This third edition is closely aligned with the 2016 CACREP standards, the ASCA School Counselor Competencies, American Counseling Association Ethical Codes, Council for Educator Preparation, and the newly released ASCA Mindsets and Behaviors for College and Career Readiness (2014b). It also illustrates how to use technology efficiently and effectively to expand the delivery of services and communication through examples and the most up to date web-based resources at the time of this printing.

In addition to a full chapter dedicated to Comprehensive School Counseling and the ASCA National Model (2012a), the third edition of the model is thoroughly integrated across all of the content areas with specific practical examples to illustrate the various components of the model. A new discussion of Recognized ASCA Model Programs (RAMP) recipients also highlights their contributions to student success.

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The newly expanded Chapter 9, Diversity Matters, devotes an entire chapter to all aspects of student diversity, including gender, sexual orientation, ethnicity and culture, socioeconomic status, and ability and disability. A strong emphasis is placed on the school counselor's role in developing a culturally competent school environment.

The completely redesigned Chapter 14, All Students College and Career Ready, includes the most up to date information on the White House Reach Higher Initiative (First Lady of the United States Michelle Obama, 2014b) that emphasizes college and career readiness and access for every high school student.

Chapter 10, Working with Special Needs Students, offers insight into the unique strategies and issues involved with working with special needs students. The role of the school counselor with regard to Response to Intervention (RtI) and Positive Behavior Intervention Supports is a key component of the chapter.

The completely revised chapter on accountability (Chapter 8) incorporates the newly revised ASCA National Model's (2012a) approach to accountability. Featured are current examples of counselors around the country and their success with accountability initiatives.

The fully revised Chapter 6 on legal and ethical issues incorporates the results of national surveys regarding critical legal and ethical issues such as ASCA's school counselors and child abuse reporting; American Association of University Women's Hostile Hallways study; ASCA's school counselors and case notes; and ASCA's school counselors supporting lesbian, gay, bisexual, questioning, and transgender students. Additionally, the chapter addresses the most recent court cases such as *Ward v. Wilbanks*, providing "guidance" for school counselors in training to grapple with the everyday challenges in schools.

Preservice education requires a strong foundation in counseling, consultation, leadership, advocacy, and the coordination of services for a school counselor to impact the climate and culture of a school. The transformed school counselor takes this one step further by emphasizing the importance of a social justice agenda, promoting equitable access to quality education for every student; and understanding the importance of implementing an accountable school counseling program.

Wherein Lies the Future

The future of the school counseling profession resides in the next generation of school counselors. Words, behaviors, beliefs, and actions transform the practice of school counseling, which contribute to school improvement. Transformed school counselors design and deliver student interventions that intervene, support, prevent, and motivate. The challenge is to become a school counselor who works systemically to achieve educational equity and excellence for all students. Get ready for the challenge.

Supplemental Instructional Resources

Online Test Bank For assessment support, the updated test bank includes a complete test bank of multiple choice, short answer, and essay questions.

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Online Instructor's Manual The redesigned instructor's manual organizes the tools counselor educators need to build your weekly instruction, curriculum, and activities in one place. Sample syllabi with learner objectives aligned with the 2016 CAREP and CAEP standards, and week to week suggestions, are included to help you plan your course.

Online PowerPoint These Microsoft® PowerPoint® lecture slides for each chapter assist you with your lecture by providing concept coverage directly from the textbook.

CourseMate Available with the text, Cengage Learning's CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. CourseMate includes an integrated eBook, glossaries, flashcards, quizzes, videos, and more, as well as Engagement Tracker, a first-of-its-kind tool that monitors student engagement in the course.

ACKNOWLEDGEMENTS

We wish to extend our sincere appreciation to the thousands of counselor educators and school counselors across this country that inspired and encouraged us to create this textbook. They too believe that this next generation of school counselors will become the leaders, advocates, and systemic change agents who will continue to transform the practice of school counseling and make a significant difference in the lives of students.

We appreciate the thoughtful insight and suggestions provided by the review team who helped shape the content of this third edition: Imelda Bratton, Western Kentucky University; Virginia Magnus, University of Tennessee at Chattanooga; Amber Randolph, Saint Xavier University; David Spruill, University of Louisiana at Lafayette; Laura Tejada, Northeastern Illinois University; and Suzanne Whitehead, Northern State University.

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CHAPTER 1

Working in Today's Schools

Education in the United States: The School Improvement Agenda
Improving the Nation's Education Outcomes
The Challenges

School Counseling: Moving Forward with the Times

Defining the Role of School Counseling in 21st-Century Schools
Transforming School Counseling

School Counselors Acting as Agents of Change

Issues Affecting Today's Schools
Pressures from the Global Economy
The Power of Technology
Swings and Shifts in Societal Issues and Values

School Counseling Programs: Essential to Every Student's Education
Advancing the Academic Agenda
Leaders and Advocates for School Improvement
Partners in Educational Excellence

Comprehensive School Counseling Programs

Tech Tools

Looking Back: Salient Points

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STUDENT LEARNER OUTCOMES

By the time you have completed this chapter, you should be able to

- describe the school improvement agenda since *A Nation at Risk* (1983) to the current Race to the Top (U.S. Department of Education, 2009) initiative and how these programs have affected students, teachers, parents, administrators, and school counselors;
- discuss the history of school counseling and the role of counseling in today's schools;
- describe how school counseling programs can support student achievement;
- discuss the many roles that the school counselor plays in a school environment;
- identify examples of a school counselor in an advocacy role, as a leader, as a consultant, and as a collaborator and team member with students, faculty, parents, and community.

SCHOOL COUNSELOR CASEBOOK

Getting Started

The Scenario

Jason is in 11th grade and is convinced that the next week's high school exit exam is the most important test that he will ever take. His parents, teachers, and you, his counselor, have reminded him that he still has several opportunities to pass—just in case. Jason is an average student and usually gets Cs and Bs in most of his subjects. He failed the test the first time he took it in 10th grade, saying he was overly anxious and could not think straight. Jason told you that if he cannot pass the test this time, he will just have to quit high school. He does not know what he wants to do after high school—sometimes he thinks he wants to go to college, other times he thinks that he wants a technical career. Now he thinks he should just go to work and not deal with any of this.

Thinking about Solutions

As you read this chapter, think about how you, as a school counselor in this situation, might work with your colleagues to develop strategies for Jason that will help him address his anxiety and succeed on the exit exam. When you come to the end of the chapter, you will have the opportunity to see how your ideas compare with a practicing school counselor's approach.

> If we want America to lead in the 21st century, nothing is more important than giving everyone the best education possible—from the day they start preschool to the day they start their career. (President Barack Obama, 2014)

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EDUCATION IN THE UNITED STATES: THE SCHOOL IMPROVEMENT AGENDA

Now, more than ever before, a world-class education is essential for success. The law that is known as the **No Child Left Behind Act** has been the primary statute governing the federal government's role in education since 2000, which has as its primary goal to ensure that every student should graduate from high school ready for college and a career, regardless of their income, race, ethnicity or background, or disability status. This educational agenda can be considered the civil rights movement of the 21st century.

America's schools may look like they are frozen in time; students still spend much of their day as their great grandparents did sitting in desks, in rows, and listening to teachers lecture (Wallis & Steptoe, 2006). Considering the pace of change in every other aspect of life, public education is reinventing itself to make sure this next generation of learners will make the grade in the global economy. Although school buildings and classrooms may look the same as they did years ago, a multitude of influences driving the contemporary school reform agenda continue to significantly affect the teaching and learning process in today's schools. In addition to promoting academic achievement, schools today are expected to promote good citizenship by addressing the affective and personal-social developmental needs of children and youth. Violent acts in our schools are increasingly receiving attention as incidents of trauma, tragedy, and terrorism have moved from the community into the schoolhouse.

The daily vernacular of educators today includes such phrases as *accountability*, *standards-based curriculum*, *high-stakes testing*, and *closing the achievement gap*. In every state, school building, and community, **school improvement** initiatives have become the standard. Ongoing reform efforts since the mid-1990s continue to raise the expected level of achievement for students. **Accountability** is a driving force and this pressure weighs heavily on each school's staff to produce the desired results and improve in unprecedented ways. Teachers, principals, school support staff, and school counselors are actively engaged in developing and implementing annual school improvement plans to make their school a better place for children to strive and thrive.

Educational reform and school improvement are not new. Federal legislation has historically pressured school systems to examine practices and seek improvement. Thirty years ago, policymakers began drawing public attention to the mediocrity threatening American education. Monographs such as *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983), *What Works: Research about Teaching and Learning* (U.S. Department of Education, 1987), and *The Forgotten Half: Pathways to Success for America's Youth and Young Families* (William T. Grant Commission on Work, Family and Citizenship, 1988) challenged the quality of academic preparation and levels of student achievement. In 1989, the National Governor's Association (NGA) called for an unprecedented education summit to undertake a nationwide effort at educational renewal. The NGA generated broad-based objectives, which ultimately became the foundation for six national goals for education.

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These efforts resulted in America 2000 (U.S. Department of Education, 1990), which was considered at that time to be the most significant statement of the federal role and responsibility in the conduct of public education since the Johnson administration passed the first Elementary and Secondary Education Act (ESEA) of 1965 (Clinchy, 1991).

As high school graduation requirements for students of all backgrounds and levels of performance became more rigorous (Sewall, 1991), public attention shifted to the back-to-basics components of education: curriculum, teaching, and administration. Also incorporated into America 2000 was the concept of developing world-class **standards** that intended to describe what students should know and be able to do across the content areas. "In the absence of well defined and demanding standards, education in the United States has gravitated toward de facto minimum expectations. Standards would provide the basic understandings that all students need to acquire, but not everything a student should learn" (National Council on Education Standards and Testing, 1991, p. D-56).

Goals 2000: The Educate America Act (1994), which was the next iteration of ESEA, promoted "raising the bar" to improve educational achievement for all students. Goals 2000 (U.S. Department of Education, 1994) established expectations for student performance and school accountability that led to sweeping educational changes, including the development of national voluntary academic standards across all disciplines. New curriculum standards and new measures of **high-stakes testing** spun out of reform following Goals 2000, resulting in every state establishing standards and increased graduation requirements (Marzano, 2000). The National Governor's Association and the Council of Chief State Officers led an effort in which 46 states representing 80 percent of the nation's K–12 student population have formally agreed to join forces to create common academic standards in math and English language arts (U.S. Department of Education, 2010). Known as the common core these standards are aligned with college and work expectations, including rigorous content and skills, and are internationally benchmarked.

Changes in presidential administrations often result in reauthorization of ESEA. For instance, congressional bipartisan support for continuous comprehensive school improvement resulted in the No Child Left Behind Act (NCLB), which had as its expressed purpose closing the achievement gap between minority students and their peers. No Child Left Behind (2001) acknowledged the importance of equitable access to educational opportunities and sought to create settings in which all children are held to high expectations and are given the conditions necessary to achieve this goal. School counselors aligned their work with NCLB's five primary goals by contributing to a school climate that is safe and respectable (goal 4); ensuring that all students graduate (goal 5); contributing to instructional success (goals 1 and 2); and having the appropriate credentials for certification and/or licensure (goal 3).

Despite the intentions of NCLB to speak to high expectations for all students regardless of race, ethnicity, and SES, merely legislating requirements to promote change in expectations for students has not yet produced the desired outcomes. NCLB's emphasis on high-stakes testing placed unprecedented pressure on teachers, students, and parents. Legislators, school

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board members, teachers, school site and district-level administrators, parents, employers, and other school and community members feel the pressure of raising academic standards and improving student academic success.

Improving the Nation's Education Outcomes

With a renewed emphasis on high school completion and the importance of postsecondary education, the U.S. Department of Education (USDOE) has called for universal literacy, acquiring 21st-century skills (Partnership for 21st Century Skills, 2006), improving high school graduation rates, and increasing access to and the completion of some postsecondary education as part of President Obama's "North Star" which intends that by 2020, Americans will once again have the highest proportion of college graduates in the world. These initiatives are part of the proposed agenda in the reauthorization of the Elementary and Secondary Education Act (ESEA). When this bill finally moves through Congress, the new ESEA will replace the No Child Left Behind Act.

To meet the goal of all students "college and career ready," the United States Department of Education has initiated several new programs. **Race to the Top** offered opportunities for states and large school systems to compete for funding. The call for proposals invited the best ideas on raising standards to prepare all students for college and careers, investing in America's teachers and school leaders, turning around the lowest-performing schools, and using data to inform support for educators and decision making. First launched in 2009, Race to the Top grantees serve 22 million students and 1.5 million teachers in more than 40,000 schools. These states represent 45 percent of all students and a similar percentage of all low-income students.

Coupled with Race to the Top is the adoption of the **Common Core State Standards** (CCSS). In 2010, the CCSS were developed by 48 states working together with content experts and teachers to build upon the best existing state standards as well as the standards of the highest performing countries. These were developed in response to mounting evidence and feedback from colleges and universities, employers, and the military that many high school graduates were unprepared for success in college and a career. The goal of the CCSC, a common set of academic standards, is to describe what students need to know and be able to do at each K–12 grade level in English and mathematics in order to graduate ready for college and a career. To date, they have been adopted by 44 states, the District of Columbia, and the U.S. Department of Defense schools (Alliance for Excellent Education, 2014). As school counselors had familiarized themselves with the academic standards required by the individual states, now it is equally important for school counselors to understand and become familiar with the CCSS (Eagle, 2013).

The Challenges

> We're losing more than a quarter of all students before graduation day—and in many urban communities, half or more of students of color are dropping out of school. 12 percent of our high schools, or 2,000 high schools, produce half of the dropouts in the country, and three-fourths of dropouts among African American and Latino students. This is economically unsustainable and morally unacceptable. (Arne Duncan, 2010)

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Although the national high school graduation rate for the Class of 2012 was 80 percent, the highest in the history of the United States, White students continue to graduate from high school at much higher rates than Hispanic, Black, and American Indian/Alaska Native students (National Center for Education Statistics [NCES], 2014). Far more needs to be accomplished to guarantee each student an equitable opportunity to a quality educational experience regardless of ethnicity, race, or income.

As revealed in Figure 1.1, too many of our youth who begin ninth grade in U.S. schools do not complete their high school education in four years.

The nation's public school graduation rate has been increasing steadily for six consecutive years, according to data from the U.S. Department of Education. With the exception of Native Americans, all major racial and ethnic groups have seen consistent gains during this period. The strongest year-over-year improvements were found for Latinos and African Americans.

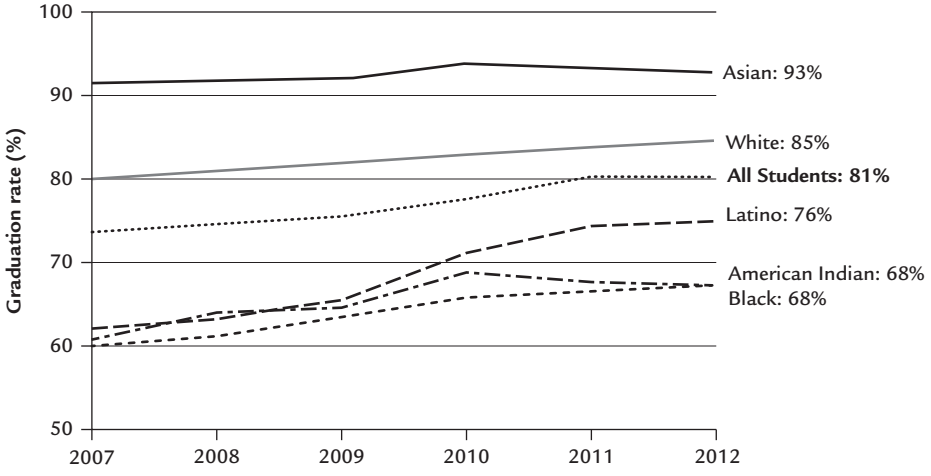

FIGURE **1.1** Graduation Rates Steadily Rise

Note: To estimate graduation rates, this year's *Diplomas Count* report uses a federal statistic known as the Averaged Freshman Graduation Rate, or AFGR. Developed by the National Center for Education Statistics and first reported in 2006, the AFGR calculates the graduation rate by dividing the number of regular diplomas issued in a given year by the estimated size of the incoming freshman class four years earlier.
Source: Education Week Research Center, 2014.

> We must recognize that America's achievement gap hurts not just the children who are cheated of a quality education but the nation itself. The nation's achievement gaps have imposed the economic equivalent of a permanent "national recession" on America. (Arne Duncan, 2014)

The challenges that lie ahead are great and the data tell the story. The Condition of Education (USDOE, 2014) reported the following:

- One in five school-age children lived in poverty in 2012, up from about one in seven in 2000.
- In 2011–12, some 3.1 million public high school students, or 81 percent, graduated on time with a regular diploma.

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- About 66 percent of 2012 high school completers enrolled in college that fall. Meanwhile, the status dropout rate, or the percentage of 16- to 24-year-olds who are not enrolled in school and do not have a high school diploma or its equivalent, declined from 12 percent in 1990 to 7 percent in 2012.
- From 2002 to 2012, the percentage of young adults without a high school credential who were employed full-time declined from 60 percent to 49 percent; for those with a high school credential, the percentage declined from 64 to 60 percent of 25- to 29-years-olds with a high school diploma.
- The percentage of 25- to 29-year-olds with a high school diploma or its equivalent increased from 86 to 90 percent while the percentage of those who earned a bachelor's degree or higher increased from 23 to 34 percent. Table 1.1 depicts the changes in college completion rates by race since the 1990s.

> The growing gaps in postsecondary completion between white students and students of color are especially disturbing considering the growing importance of some form of postsecondary education in today's economy. (National Center for Education Statistics, The Condition of Education, 2014)

Student diversity, including ethnicity, language, and economic means, continues to challenge educators and community-based professionals as demographics shift (Sapon-Shevon, 2001). Student opportunities are frequently stratified by race, ethnicity, and socioeconomic status (Education Trust, 2013). As the projected change in demographics demands a greater focus on underrepresented populations, the lines between majority and majority populations are beginning to disappear. The shift brings new academic realities, such as the need for more English language instruction, and cultural ones, such as changing school lunch menus to reflect students' tastes. But it also brings up some complex societal questions that often fall to school systems to address, including issues of immigration, poverty, diversity, and inequity.

As educators across the United States struggle with the growing demands of federal legislation, many will concur that raising student achievement for every student is the primary focus of school improvement (Martin, 2004). Closing the opportunity and information gaps for all students, including the underrepresented and underserved is a responsibility shared by all of the

TABLE **1.1**
Percentage of 25- to 29-Year-Olds with a Bachelor's Degree or Higher

Student Subgroup	1990 Rate (%)	1990 Gap	2013 Rate (%)	2013 Gap
White	26	N/A	40	N/A
Black	13	−13 percentage points	20	−20 percentage points
Hispanic	8	−18 percentage points	16	−24 percentage points
Asian/Pacific Islander	43	+17 percentage points	58	+18 percentage points

Source: U.S. Department of Education, National Center for Education Statistics. (2014). The Condition of Education 2014 (NCES 2014–083), Education Attainment. retrieved from: www.nces.ed.gov/fastfacts/display.asp?id=27

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critical stakeholders, including school counselors. School counselors have an important role to play. As potential key players in furthering the primary goals of 21st-century schools, school counselors can become partners in systemic change and identify those students who need more to achieve. Many students are caught in the dichotomy of weak educational foundations and the expectations of rigorous academic standards; often, except for the school counselor's intervention, they may remain anonymous in their struggle to survive and succeed.

In order to close the achievement and opportunity gaps, the *Building a Grad Nation* annual report (Bridgeland et al., 2014) emphasized four areas which have implications for the work of school counselors: (1) working with students who are chronically absent, which is an early indicator of a potential dropout; often associated with lower academic performance, this can be seen as early as first grade; (2) engaging middle schoolers in their education by setting a student on a path to high school, college, and career as opposed to a path to disengagement and low achievement in key subjects; (3) seeking support and assistance to the six million young adults between the ages of 18 and 24 who currently are not in school, in possession of a high school diploma or working, to help them access pathways to education and employment, and opportunities to take on the jobs of the future; (4) focusing on the skills in life students need to develop, such as self-awareness and self-control, and collaboration and conflict resolution.

The 21st-century approach for working in schools and standards-based reform has dramatically changed the way every educator works in schools to improve student performance. When school counselors operate with the premise that they are key players in the academic success story for students, then school counseling programs are viewed as integral to student achievement (Stone & Dahir, 2004). Affecting the instructional program, motivating and raising student aspirations to achieve at high levels, and collaborating to create safe school environments are some of the ways in which school counselors can fully participate in all aspects of school improvement and document efforts to help all children succeed.

SCHOOL COUNSELING: MOVING FORWARD WITH THE TIMES

> Counselors are ready to lead; administrators are prepared to support them; and students in schools across America need their help. (Bruce & Bridgeland, 2012)

Throughout this most recent wave of school improvement and legislative initiatives, relatively few areas of public education escaped the scrutiny of national attention. Yet, school counseling programs and school counselors were absent from many of the early conversations that spoke to changes in curriculum, instruction, and pedagogy. Thankfully this is no longer the situation. Since the mid-1990s the school counseling profession has undergone a transformation that parallels the call for change in schools (Education Trust, 1997). A brief retrospective examination of the history of school counseling offers insight into past perspectives and current initiatives that ultimately will influence the future.

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The counseling profession first took a seat in the American schoolhouse in the late 19th century (Schmidt, 2007). Jesse Davis introduced a guidance program into a Detroit high school curriculum in 1898 to help students develop character, avoid problems, and relate vocational interests to coursework (Brewer, 1932). These efforts established the beginnings of what was to evolve from vocational guidance to school counseling. Frank Parsons, often cited as the "father of guidance," is credited as the person who began this movement. Parsons's attention to vocational guidance was coupled with his concern about society's failure to provide resources for human growth and development, especially for young people (Schmidt, 2007). In working with youth, Parsons and his followers emphasized the following:

- The individual must have a clear understanding of her or his abilities, interests, ambitions, and limitation. Thus, the counselor assists individuals in learning about their personal characteristics.
- The individual must have knowledge of the world, the opportunities and options available, and an understanding of what requirements were needed for the chosen field. The counselor here assumed an information dissemination role.
- The individual must bring together knowledge of self and the awareness of the world of work. The counselor served as a guide to help the individual develop a clear and logical path to reach her or his goal.

Parsons's influence was long reaching and became the impetus and direction for expanding the concept of vocational guidance. World War I and its aftermath of the Great Depression resulted in a greater need for assisting students with vocational selection and placement. The term *vocational counselor*, rarely heard before the Depression, entered the educational vocabulary (Wittmer, 2000; Wittmer & Clark, 2007). Attempts to organize and expand guidance in the school setting in the 1930s led to the addition of educational and personal/social services (Gysbers, 2001). The traditional way of describing guidance as a vocational service was no longer in vogue; these newer views broadened the goals of the program and added to it the elements of counseling.

Between the Great Depression and the outbreak of World War II, new assessment instruments such as intelligence tests and vocational aptitude tests appeared on the market for employment purposes and then for use in the military. High schools began to administer intelligence measurements for children and welcomed group testing for purposes of pupil evaluation. The use of these new instruments led to the development of counseling approaches that related student traits with interest and ability. The progressive education movement, although short-lived, encouraged the school to play a greater role in the personal and social development of students (Nugent, 1994). In the 1940s major events such as the influence of Carl Rogers's client-centered theory, the impact of World War II, and the government's involvement in education strongly affected the future direction of guidance and counseling (Gladding, 2004). Mental measurement and vocational guidance further shaped the delivery and orientation of guidance services. The George-Barden Act of 1946 provided funds to support guidance and counseling in the schools and other settings.

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