



Why School Counseling Directors/Coordinators?

Professional school counselors have a positive impact on student achievement through programs and services that are a part of a comprehensive school counseling program. The development and implementation of these programs, as outlined by “The ASCA National Model: A Framework for School Counseling” (ASCA, 2012), requires a collaborative effort among well-trained, highly competent professional school counselors. School counselor directors/coordinators provide leadership at the district and state levels to ensure:

- the employment of highly qualified school counselors
- the development, implementation and evaluation of comprehensive school counseling programs that benefit all students
- the availability of professional development, consultation and supervision relevant to school counseling
- the use of performance appraisal instruments based on the appropriate role of the professional school counselor

MEETING THE CHALLENGE

School counselor directors/coordinators collaborate with professional school counselors to develop, implement and evaluate comprehensive school counseling programs. Comprehensive school counseling programs, aligned with school, district and state missions, promote academic achievement and success for all students as they prepare for the ever-changing world of the 21st century. The ASCA National Model® serves as a guide for today’s professional school counselor, who is uniquely trained to implement this program. Driven by student data and based on standards of academic, career and personal/social development, these programs lead to results measured by improvement in academics, attendance and behavior of all students.

School counselor directors/coordinators:

- advocate for the needs of students, based on school and district data
- work to eliminate barriers to access and equity to a rigorous education for all students
- provide information about the need for a K-12 comprehensive school counseling program to school-, district- and state-level administrators, school boards and the community



- provide leadership toward the implementation of the comprehensive school counseling program at the school, district and state levels
- provide leadership in the process of hiring qualified, diverse professional school counselors.
- encourage membership and involvement in professional school counselor associations
- advocate for programs and services that lead to student success and achievement with school staff members, parents, district- and state-level staff, school board members and the community
- advocate for a professional school-counselor-to-student ratio of 1:250
- advocate for professional school counselors to spend 80 percent of their time in direct services to students as defined by the ASCA National Model
- provide individual and group supervision to school counselors in practice
- provide leadership in the evaluation process to ensure school counselor performance appraisal is aligned with the appropriate role of the professional school counselor
- ensure regularly scheduled professional development for school counselors and for the continuous

- improvement of the school counseling program
- collaborate in the supervision of school counseling interns/fieldwork students
- coordinate the integration of school counseling programs with the total educational curriculum of the school district and state
- collaborate with school staff and community members on district and state leadership teams
- encourage professional school counselors to participate in school leadership teams
- provide leadership to promote equity in policies and procedures that impact students
- collaborate or serve as a liaison with school and community officials regarding crisis response efforts

SUPERVISION OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

School counselor directors/coordinators have advanced training in supervision and school counseling programs. School counselor directors/coordinators provide direction to school administrators if these administrators supervise professional school counselors. School counselor directors/coordinators also provide

feedback and support to professional school counselors as the school counselors develop and implement comprehensive school counseling programs.

The ASCA National Model provides in-depth information on the development of a comprehensive school counseling program. The primary responsibility of the school counselor director/coordinator in a district or state is to provide leadership and support in the development and implementation of a comprehensive school counseling program based upon the identified needs of the students in the individual school building, district or state.

A CREDENTIALLED AND/OR LICENSED PROFESSIONAL

Professional school counselor directors/coordinators hold a master's degree or higher in counseling or the substantial equivalent and meet licensure and credentialing requirements in school counseling as defined by each state. These degree and licensure requirements include the completion of supervised practicum and internship/fieldwork experiences. Many states require that school counselor directors/coordinators hold administrative and/or supervisory licensure in addition to school counseling licensure.

Why School Counseling Directors/Coordinators?

The development and implementation of comprehensive school counseling programs requires a collaborative effort among well-trained, highly competent professional school counselors. School counselor directors/coordinators ensure that highly qualified school counselors are hired, professional development, consultation and supervision are provided and that school counselors are evaluated in relationship to the professional competencies as outlined by the ASCA National Model. School counselor directors/coordinators also provide leadership for the development and implementation of an effective comprehensive school counseling program. Their efforts include promoting or coordinating the design, delivery, evaluation and improvement of comprehensive school counseling programs in a systematic manner to improve the academics, attendance and behavior of all students.