

The Essential Role of School Counseling Directors/Coordinators



Research shows implementation of a school counseling program, as outlined in “The ASCA National Model: A Framework for School Counseling Programs,” improves student achievement and success. The development and implementation of school counseling programs requires the leadership and collaborative effort of well-trained, highly competent school counselors. School counseling directors/coordinators provide leadership, advocacy and collaboration at the school, district and state levels to ensure the development, implementation and assessment of school counseling programs that benefit all students.

SUPERVISION OF COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

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

School counseling directors/coordinators provide leadership to ensure:

- implementation of the school counseling program at the school, district and/or state levels
- integration of school counseling programs with the total educational curriculum of the school, district and/or state
- hiring of qualified, diverse school counselors
- individual and group supervision to school counselors in practice
- a school counselor performance appraisal process aligned with the appropriate role of the school counselor

School counseling directors/coordinators advocate for:

- students’ needs, based on school and district data
- the elimination of barriers to access and equity to a rigorous education for all students
- equity in policies and procedures that have an impact on students
- policies supporting the implementation of school counseling programs for all students
- school counselors to participate in school leadership teams
- programs and services leading to student success and achievement with

school staff members, parents, district- and state-level staff, school board members and the community

- a student-to-school-counselor ratio of 250:1
- school counselors to spend 80 percent or more of their time in direct and indirect services to students as defined by the ASCA National Model

School counseling directors/coordinators collaborate with:

- school counselors to assess the professional development needs of school counselors in the school, district and/or state
- adult learning experts to ensure regularly scheduled professional development, consultation and supervision for the continuous improvement of the school counseling program
- school staff and community members on district and/or state leadership teams
- school and community officials regarding crisis response efforts
- school counselor educators to ensure school counseling training and preparation is founded on school counseling programs and emphasizes the school counselor's role as educational leader, advocate, collaborator and systemic change agent

- college and university personnel in the supervision of school counseling interns/fieldwork students
- education stakeholders to provide information about the need for a K–12 school counseling program to school-, district- and state-level administrators, school boards and the community
- school counselor professional associations to encourage membership and involvement

School counseling directors/coordinators hold a master's degree or higher in school counseling or the substantial equivalent and meet licensure and credentialing requirements in school counseling as defined by each state. They also have advanced training in supervision and school counseling programs, and many states require school counseling directors/coordinators to hold administrative and/or supervisory licensure in addition to school counseling licensure. While they provide feedback and support to school counselors in the development and implementation of a school counseling program, they also provide direction to school administrators if these administrators supervise school counselors.

In the absence of a district coordinator with school counseling credentials, the district or school administrator who oversees the school counseling program should seek guidance from the state coordinator for school counseling, the state school counselor association or the American School Counselor Association.

RESEARCH ABOUT THE EFFECTIVENESS OF SCHOOL COUNSELING

Research shows school counseling programs, as outlined by “The ASCA National Model: A Framework for School Counseling Programs,” have a positive impact on student achievement, career and social/emotional development. Results of research about the effectiveness of school counseling can be found at schoolcounselor.org/effectiveness.

THE ASCA NATIONAL MODEL: A FRAMEWORK FOR SCHOOL COUNSELING

For more information about school counseling programs based on the ASCA National Model, go to schoolcounselor.org/ascanationalmodel.

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