

Working with Boards of Education American School Counselor Association

Here are some tips for school counselors to keep in mind when dealing with administration and local boards of education:

1. Focus on student results, not what counselors do.
2. Data speak louder than words. Use charts and graphs to show results data.
3. Build a booster club, better known as an advisory committee that will speak on your behalf at board meetings.
4. Use a student to speak on behalf of school counselors and follow that success story with numbers representing success with many students. For example, have a 19- or 20-year-old student address the board on how if it weren't for the school counselor that he/she would not be in college. Follow it up with a chart showing the percentage increase of students attending a four-year university over the last three years due in part to the efforts of the counselor.
5. No matter what your administration proposes in cuts, it is the local school board that must approve them. The board needs to be lobbied, taken to lunch, etc. You, the community, elected the board members to represent you. Let them know what you want.
6. Become politically active in community affairs.
7. Frame the school counseling program as an investment in the students in that school. The board presentation is like an annual dividend meeting demonstrating the return on the investment in student results.
8. Create an accountability report card -- click [here](#) for examples from the SPARC program.

For additional information, check out this list of articles addressing the effectiveness of school counseling:

Effectiveness of School Counseling

Many states have made important strides in class-size reduction, higher academic standards, greater accountability and improved teacher preparation. The important missing link in these initiatives to improve student learning is the need for more school counselors and other student support services, such as school psychologists, school social workers, and school nurses. In many states, students' access to counselors varies by grade level, and some school districts have no counseling programs at all. When counseling programs exist, counselors are often asked to add administrative duties such as testing, supervising and class scheduling.

School counselors provide counseling programs in three domains: academic, career and personal/social. Their services and programs help students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction. Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

Following is a collection of sources addressing the effectiveness of school counseling and other student support services, including their contribution to the personal and academic success of students.

Academic Achievement

Dahir, C.A., Stone, C.B. (2003). Accountability a m.e.a.s.u.r.e. of the impact school counselors have on student achievement Professional School Counseling, 6(3), 214-220.

Poynton, T., Carlson, M., Hopper, J. A., & Carey, J. C. (2006). Evaluation of an innovative approach to improving middle school students' academic achievement. Professional School Counseling, 9(3), 190-196.

Sink, C. (2005). Fostering academic development and learning: Implications and recommendations for middle school counselors. Professional School Counseling, 9(2), 128-135.

Webb, L., Brigman, G., & Campbell, C. (2005). Linking school counselors and student success: A replication of the student success skills approach targeting the academic and social competence of students. Professional School Counseling, 8(5), 407-413.

Accountability/Advocacy

Dahir, C.A., Stone, C.B. (2003). Accountability a m.e.a.s.u.r.e. of the impact school counselors have on student achievement Professional School Counseling, 6(3), 214-220.

Eschenauer, R., & Chen-Hayes, S.F. (2005). The transformative individual school counseling model: An accountability model for urban school counselors. Professional School Counseling, 8(3), 244-248

Galassi, J.P., & Akos, P. (2004). Developmental advocacy: Twenty-first century school counseling. Journal of Counseling and Development, 82(2), 146-157.

Myrick, R.D. (2003). Accountability: Counselors count. Professional School Counseling, 6(3), 174-179

Career Counseling

McWhirter, E.H., Rasheed, S., & Crothers, M. (2000). The effects of high school career education on social-cognitive variables. Journal of Counseling Psychology, 47(3), 330-335

Comprehensive School Counseling Program

Galassi, J.P., & Akos, P. (2004). Developmental advocacy: Twenty-first century school counseling. Journal of Counseling and Development, 82(2), 146-157.

Gysbers, N.C. (2004). Comprehensive guidance and counseling programs: The evolution of accountability. Professional School Counseling, 8(1), 1-14.

Johnson, S., & Johnson, C.D. (2003). Results-based guidance: A systems approach to student support programs. Professional School Counseling, 6(3), 180-185.

Lavoritano, J.E., & Segal, P.B. (1992). Evaluating the efficacy of short-term counseling on adolescents in a school setting. Adolescence, 27(107), 535-543.

Lapan, R.T., Gysbers, N.C., & Petroski, G.F. (2003). Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. *Professional School Counseling* 6(3), 186-197.

Conflict Resolution/Bullying

Brinson, J.A., Kottler, J.A., & Fisher, T.A. (2004). Cross-cultural conflict resolution in the schools: Some practical intervention strategies for counselors. *Journal of Counseling and Development*, 82(3), 294-301.

Crothers, L.M., & Levinson, E.M. (2004). Assessment of bullying: A review of methods and instruments. *Journal of Counseling and Development*, 82(4), 496-503.

Hay, I., Byrne, M., & Butler, C. (2000). Evaluation of a conflict-resolution and problem-solving program to enhance adolescents' self-concept. *British Journal of Guidance & Counseling*, 28(1), 101-113.

Group Counseling

Baggerly, J., Parker, M. (2005). Child-centered group play therapy with african american boys at the elementary school level. *Journal of Counseling and Development*, 83(4), 387-396.

Gerrity, D. & DeLucia, J. (2007). Effectiveness of groups in the schools. *Journal for Specialist in Group Work*, 32(1), 97-102.

Milsom, A., & Paisley, P. (2007). Group work as an essential contribution to transforming school counseling. *Journal for Specialist in Group Work*, 32(1), 9-14

Health

Henry, J., Coker, J.K., & McNab, W. (2005). The school counselor: An essential partner in today's coordinated school health climate. *Guidance & Counseling*, 20(3).

Kaffenberger, C. (2006). School reentry for students with a chronic illness: A role for professional school counselors. *Professional School Counseling*, 9(3), 223-231.

Thomas, D.V., & Looney, S. (2004). Effectiveness of a comprehensive psycho-educational intervention with pregnant and parenting adolescents: A pilot study. *Journal of Child and Adolescent Psychiatric Nursing*, 17(2), 66-77.

Supervision

Crutchfield, L.B., & Borders, L.D. (1997). Impact of two clinical peer supervision models on practicing school counselors. *Journal of Counseling and Development*, 75(3), 219-230.

Studer, J.R., & Oberman, A. (2006). The use of the ASCA national model in supervision. *Professional School Counseling*, 10(1), 82-87.

Violence Prevention/ Safe Schools

D'Andrea, M. (2004). Comprehensive school-based violence prevention training: A developmental-ecological training model. *Journal of Counseling and Development*, 82(3), 277-286.

Johnson, J.L., Sparks, E., Lewis, R.G., & Niedrich, K. (2006). Effective counseling strategies for supporting long-term suspended students. *Professional School Counseling*, 9(3), 261-264.

Lapan, R.T., Gysbers, N.C., & Petroski, G.F. (2003). Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. *Professional School Counseling* 6(3), 186-197.

Schaefer-Schiumo, K., & Ginsberg, A.P. (2003). The effectiveness of the warning signs program in educating youth about violence prevention: A study with urban high school students. *Professional School Counseling*, 7(1), 1-8.

Smith, D.C. & Sandhu, D.S. (2004). Toward a positive perspective on violence prevention in schools: Building connections. *Journal of Counseling and Development*, 82(3), 287-293.

Stanley, P.H., Juhnke, G.A., & Purkey, W.W. (2004). Using an invitational theory of practice to create safe and successful schools. *Journal of Counseling and Development*, 82(3), 302- 309.