Informant Review of the Literature: The Role of the Professional School Counselor in

Supporting Racially Diverse Students in Predominantly White K-12 Educational Institutions

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In partial fulfillment of the requirements for CNS 720

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March 23, 2019

Abstract

What is it like to be a member of a K12 school with a minimal presence of racial diversity, and what can professional school counselors do to support those that feel "othered?" To this end, an exploration of the experience of racially diverse students in predominantly White K12 educational institutions follows. Beyond knowing and understanding this microcosm, this literature review seeks to explore what professional school counselors can do to lead change efforts to support students in the racial minority in predominantly White schools. A review of the literature was conducted to unearth the multivariate and complex nature of race in our schools and what leadership practices the school counselor can engage to promote equity and social justice from a lens of transformative leadership.

Keywords: Social justice, transformative leadership, ASCA National Model, school counselor leadership, advocacy

Informant Review of the Literature: The Role of the Professional School Counselor in Supporting Racially Diverse Students in Predominantly White K12 Educational Institutions

As a professional school counselor in a rural school district that is comprised of 91.9% White students (Future Ready PA Index, 2018), I interact with only a handful of racially diverse students that represent a small percentage of our student population. It is within this context that I also bear witness to the troubling effects this skewed racial representation has on the well-being of students of color. In the United States of America in the 2010-2011 school year, 57% of all operating regular school districts were located in rural areas, while 20% of districts were located in suburban areas, 18% in towns, and 5% in cities. Within these rural school districts, the racial composition ranges anywhere from 66% to 80% White students, 7% to 12% Black students, 8% to 16% Hispanic students, and the remaining small percentages make up 1-3% Asian/Pacific Islander, American Indian/Alaskan Native, and biracial subcategories (National Center for Education Statistics, 2011).

What is it like to be a member of a K12 school with a minimal presence of racial diversity, and what can professional school counselors do to support those that feel "othered?" To this end, an exploration of the experience of racially diverse students in predominantly White K12 educational institutions follows. Beyond knowing and understanding this microcosm, I want to know what professional school counselors can do to lead change efforts to support students in the racial minority in our predominantly White schools. A review of the literature was conducted to unearth the multivariate and complex nature of race in our schools and what leadership practices the school counselor can engage to promote equity and social justice from a lens of transformative leadership.

INFORMANT REVIEW OF THE LITERATURE

Racial Diversity in Predominantly White K-12 Educational Institutions

Historically, the aims of education were to create and reproduce a working-class society in an era of industrialization. Universal education, which has become increasingly standardized, provides a way for the state to superimpose structural, ideological, and bureaucratic practices without further consideration of the population that would attend schools. Our present-day experience with education is rooted in this history, and as a result, we are seeing symptomatic and systemic inequity in our marginalized students (Allen, Scott, & Lewis, 2013).

The literature provides insight into the myriad of nuances and hues that are created with the presence of race in schools. It is true that students attend school to learn, and there is much learning happening in formal and informal, and spoken and unspoken ways. The challenge takes on a different quality when the imbalance of racial representation is visible and actively lived in an external way during crucial developmental years. The skew is not only evident in unavoidable, visible ways in predominantly White schools, but it is also reinforced and experienced in a pervasive, subliminal, and systemic ways. Between micro-level and macro-level systems, and everything in between, students of color are encountering the front lines of oppression in a multiplicity of ways, which is resulting in an outcropping of manifestations and textures that continue to marginalize our students of color, extending the dominant White narrative into future generations.

Dominant Narrative & Structural Racism

Unfortunately, the dominant narrative of White privilege transcends school building walls. It is pervasive and inextricably connected to the school experience, covertly disguised as policy, perceptions, programs, and other oppressive mechanisms in the educational system and society. This dominant narrative is preserved through vehicles such as structural racism that is

referenced repeatedly in the literature. For the purpose of this discussion, Jone's (2018) conceptualization of structural racism will be used, which says that it "…codifies individual, cultural, and other types of racism in perpetual systems. Like institutional racism, structural racism focuses on organizations rather people, but while institutional racism may purposefully try to single out a particular group, structural racism is neutral on its face. This [false] neutrality makes structural racism difficult to measure and even more difficult to end."

To demonstrate this dominant narrative and structural racism, consider racial classification of schools. Attending a school that is White-dominated carries a certain message about achievement and quality, not only for individuals but also for the school as a whole (Ispa-Landa & Conwell, 2019). One set of research findings demonstrates that individuals often personify racial stereotypes in the form of institutions, like schools (Barajas & Ronnkvist, 2007), and another shows that students from nondominant groups who observe White achievement at school often racially categorize academic achievement as "White," which can threaten group cohesion (O'Connor, Mueller, L'Heureux Lewis, Rivas-Drake, & Rosenberg, 2011).

Moreover, other studies suggest that academic achievement and equity gaps are further perpetuated through academic tracking efforts to create ability-stratified student groups that often place Black and Hispanic students, in particular, into lower tracks that often prepare them for vocational occupations, rather than higher tracks with advanced courses and four-year colleges. This system of segregation between advantaged and lesser-advantaged students affirms the dominant narrative and fuels inequity in the form of messages about power, self-concept, and self-efficacy (Ansalone & Ming, 2006). Subtle attacks on students' intellectual abilities and teachers' negative interpretations of students' behaviors and intentions have strong influences on students. What's more is that educators are asking all students to learn from a hegemonic

curriculum that is shaped to reflect the interests of the dominant social class, leaving out important elements of cultural context. At times, it reinforces miseducation for historically marginalized populations by suppressing or omitting cultural values, messages, and historical truths (Allen et al., 2013).

To stretch the systemic nature of academic tracking further, it can also be traced to housing and residential segregation because depending on the zip code or neighborhood, different racial groups will interface more than others. This is demonstrated in Echols, Solomon, and Graham's (2014) study on cafeteria seating patterns who found that Asian and White students are more likely to be place in higher performing academic tracks, while Black and Latino students are more likely to be placed in lower performing tracks. Thus, there is residential and academic segregation making social interaction in the cafeteria (or elsewhere) unlikely, thereby perpetuating separation.

Moreover, the disparities between the overrepresentation of African Americans and Hispanic students in special education as well as their under representation in gifted and talented programs serve as a systemic microaggression. Card and Giuliano (2016) posit that the referral processes by which students are nominated for gifted evaluation tend to systematically miss many qualified minorities and economically disadvantaged students, and they discovered that the implementation of a universal screening process led to a 174% increase in the odds of being identified as gifted among all disadvantaged students, with a 118% increase for Hispanics and a 74% increase for Blacks. Taken together, it is hypothesized that parents and teachers often fail to recognize the potential of many poor, immigrant, and minority children with moderate to average achievement levels because when their subjective perspective is removed, unrepresented groups are identified using objective screening tools. Taking this assessment piece one step

further, the use of multiculturally competent assessments that are normed on diverse populations are undeniably needed.

Students identified as English Language Learners (ELLs) and students with non-English speaking parents have to navigate an additional language barrier to academic success and integration into the school system. In fact, advancement to postsecondary education for ELLs can be seriously constrained by a lack of academic preparation during high school due to restrictive curricular choices. Currently, ELLs lag behind their non-ELL peers in their level of access to advanced college preparatory courses because their opportunities for rigorous coursework are systemically reduced due to linguistic barriers (Kanno & Kangas, 2014).

These experiences and systems of inequality are maintained even as students try to enter post-secondary education. Neinhusser, Vega, and Carquin (2016) studied the experience of racially diverse youth during the college choice process and identified several themes that correspond to cultural microaggressions. Well-intentioned professionals delivered biased messages in the form of discriminatory financial aid policies, restricting or denying college choice information, insensitive behavior or language, narrowed college expectations, constrained life opportunities, and undocumented immigrant blindness. Unfortunately, every respondent who participated in this study encountered multiple episodes of these microaggressions in their college choice process.

Interpersonal Racism

Interpersonal racism occurs between individuals and can often tap into unconscious bias, which posits that an individual perceives someone of a different race in a negative way in an automatic way. For example, a study done by Voight, Hanson, O'Malley, and Adekanya (2015) indicates that in the average middle school, Black and Hispanic students experience less safety,

connectedness, relationships with adults, and opportunities for participation in comparison to their White peers, which results in a negatively impacted school climate. These racial school climate gaps correlate with racial achievement gaps. In other words, the lower the morale and engagement of a racial group, the greater the achievement gap that was experienced by them. It is a lived oppression of "otherness" that correlates with lower academic achievement producing an undercurrent of injustice. Bottiani, Bradshaw, and Mendelson (2016) gathered similar findings, such that Black students perceived significantly lower caring from teachers relative to their White peers and reported less equitable treatment when in the racial minority at their respective schools.

Interestingly, the perceived equity gap was most discordant in schools that were majority White or majority Black, indicating that the racial population that was less represented faced greater issues with equitable treatment (Bottiani et al., 2016). Similarly, Fisher, Middleton, Ricks, Malone, Briggs, and Barnes (2015) found that there was race-based victimization for the numerical minority in schools, whether the majority group was White or Black; the underrepresented group suffered. Therefore, in the 66% of rural, predominantly White schools in the United States, race-based victimization is an every day reality for minority students.

Park and Chang (2015) performed a qualitative study to explore the precollege experiences of students with racial diversity, and they discovered that White students who came to college from predominantly homogenous, White high schools did not recognize the importance of the diverse individuals that were present in their high school until attending college where diversity was more prevalent, indicating a form of color blindness that ignores the experience of diverse individuals. Conversely, students who came to college from highly

heterogenous, diverse high schools experienced more "otherness" at a post-secondary institution

when they were more exposed and vulnerable to the societal White narrative.

Internal Manifestations (mental health, racial identity development)

Racial macro- and microaggressions continually assault the health and well-being of

students by taking a psychological toll through the cumulative effect of racial trauma. Daily

exposure to racial trauma is exacerbated by transgenerational trauma that is transmitted through

families, generation after generation, which further burdens individuals' stress response systems

and impacts overall wellness (Menakem, 2017; Nadal, 2018).

To this end, Priest, Perry, Ferdinand, Paradies, and Kelaher (2014) found that primary

and secondary students from minority ethnic groups reported higher levels of isolation and more

racist experiences relative to the majority group. Direct experiences with racism were correlated

experienced a higher intensity of loneliness and depressive symptoms. Furthermore, they also

found that students from the majority group reported higher levels of loneliness and depressive

symptoms if they had more friends from different racial groups than their own. Conversely,

minority students experienced no effect of loneliness or depressive symptoms when they

maintained a diverse friend group.

Similarly, Stotts and Olson (2019) found a common strand in a study with Native

American students who lived on a reservation and attended a predominantly White high school.

The students in this study felt as though their voices were not always valued, which created

stagnation around their racial identity development. The researchers point out that during

adolescence, White students are figuring out how to relate to others like themselves, and

minority students are facing the challenge of what it means to be different. They put energy

toward the duality of their lived experience, which inherently causes dissonance, sacrifices, and

struggle. Accordingly, Georgiades, Boyle, and Fife (2012) report that immigrant and racial/ethnic composition of schools and perception of belongingness have strong links with emotional and behavioral problems. This assertion is confirmed in Moosung, Madyun, Lam, and Jumale's (2014) study that found that Somali immigrant students, who had healthy peer connections, a strong connection to achievement and cultural identity, and received support within an inclusive environment were able to experience academic success, positive identity development, and overall well-being.

Changing the Narrative

The literature is clear; students from minority groups are experiencing oppression in schools, and it is impacting every intersection of their being in ways that continue to burden their development and success (Bottiani et al., 2016; Fisher et al., 2015; Kanno et al., 2014; Menakem, 2017; Nadal, 2018; Neinhusser et al., 2016; Priest et al., 2014; Stotts et al., 2019). The aforementioned research repeatedly mentions the power of relationships, belongingness, acceptance, and inclusivity as protective factors in helping all students, minority and majority, to succeed (Georgiades et al., 2012; Moosung et al., 2014; Park et al., 2015; Voight et al., 2015). In the face of insurmountable social, financial, and educational barriers, Williams and Portman (2014) identified the following themes as a framework to facilitate change towards equity in education: a.) shared responsibility for educational outcomes; b.) being a part of the solution; c.) parental involvement by any means; d.) natural support systems; e.) school counselors as change agents; and f.) community collaboration to raise a scholar. Notice the systemic and communal nature of affecting change. Interestingly, research endorses these themes at the level of school counselor practice, and they are couched in the American School Counselor Association (ASCA)

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National Model (2012; Appendix A). An exploration of the role of the school counselor in

facilitating change pathways follows.

The Role of the School Counselor

"School counselors are certified/licensed educators with a minimum of a master's degree

in school counseling, making them uniquely qualified to address all students' academic career,

and social/emotional needs by designing, implementing, evaluating, and enhancing a

comprehensive school counseling program that promotes and enhances student success" (Lee,

2001). Through leadership, advocacy, and collaboration, school counselors promote equity and

access to education and opportunity in K-12 schools for all students. School counselors support

a safe learning environment, safeguard the human rights of all members of the school

community, and provide culturally relevant prevention and intervention as a part of a

comprehensive school counseling program (Young, Dollarhide, & Baughman, 2015).

The ASCA National Model Framework for School Counseling Programs

School counseling has evolved considerably, now emphasizing systematic, data-driven,

comprehensive school counseling programs that provide services for all students. In response to

this call to action, the ASCA National Model (2012) was created and has arguably become the

most recognized framework for organizing the diverse roles and responsibilities of school

counselors to establish comprehensive programs (Strear, Van Velsor, DeCino, & Peters, 2019).

The ASCA National Model (2012) is guided by four functions—foundation, delivery,

management, and accountability—and it focuses on promoting student achievement for all

students.

Research indicates that intentional and structured implementation of a comprehensive

school counseling program and services leads to counselors' increased capacity to influence

positive educational outcomes in the academic, social/emotional, and career domains (Burkard, Gillen, Martinez, & Skytte, 2012; Carey, Harrington, Martin, & Hoffman, 2012; Wilkerson, Pérusse, & Hughes, 2013). Moreover, Duarte and Hatch (2014) discovered that comprehensive programs also contribute to improved school climate and safety, a necessity for any student to learn. The research is filled with many more examples of how school counselor programs are an effective tool in impacting change and closing achievement gaps (Bruce, Getch, & Ziomek, 2009; Davis, Davis, & Mobley, 2013; Leon, Villares, Brigman, Webb, & Peluso, 2011; Malott, Paone, Humphreys, & Martinez, 2010; Watkinson & Herski, 2014; Wilkerson, Perusse, & Hughes, 2013).

School Counselor as Leader

School counselors are in a pivotal position to facilitate change and educational reform by assuming a leadership role in the transformation of their school counseling programs because it is designed to reach every student and the whole school (Strear et al., 2019). In fact, leadership is an essential skill required for the successful implementation of effective, comprehensive programming (Michel, Lorelle, & Atkins, 2018). As a result, the ASCA National Model (2012) identifies school counselor leadership as one of four foundational themes of the profession along with advocacy, collaboration, and systemic change.

Because the ASCA National Model (2012) has underpinnings in the work of Bolman and Deal (2008), their definition of leadership will be used here, which says that, "Leadership is enacting a vision and motivating others to work together to achieve that vision. It is the art of mobilizing others to want to struggle for shared aspirations" (p. 30). Parceling this out further, the ASCA National Model (2012) features four leadership contexts: structural leadership, human resource leadership, political leadership, and symbolic leadership (Bolman & Deal, 2008).

Within these leadership contexts, Dollarhide (2003) identified leadership activities that move the model and leadership contexts into action, including (a) leading by example; (b) recognizing power dynamics; (c) building connections across stakeholders, and (d) establishing a school counseling program vision that benefits all students. Young and Bryan (2015) explored what leadership looks like from the perspective of the school counselor and discovered five dimensions for practice: social justice advocacy, resourceful problem-solving, interpersonal influence, systemic collaboration, and professional efficacy. Looking at school counselor leadership from the different angles of context (Bolman & Deal, 2008), activities (Dollarhide, 2003), and dimensions (Young & Bryan, 2015), this framework is designed to meet the diverse needs of school communities and represents the foundation of social justice for school counselors.

School Counselors as Social Justice Advocates

As calls for school counselors to be leaders in schools continue to grow (Young & Dollarhide, 2018), the need to specifically name and incorporate multicultural and social justice advocacy into school counselor leadership is the expectation, not the exception (Ratts & Greenleaf, 2018; Williams & Greenleaf, 2012). Social justice advocacy involves school counselors challenging systemic barriers that obstruct the academic, social/emotional, and career aspirations of their students (Feldwisch & Whiston, 2015). School counselor leaders are conceptualized as culturally responsive change agents who integrate best practices to initiate, develop, and implement equitable services and interventions for all students (ASCA, 2012). There is an essential relationship between leadership skills and advocacy outcomes (Betters-Bubon & Shultz, 2018).

Correspondingly, the school counseling profession clearly states the necessity for the acquisition of advocacy-oriented skills and abilities in official documents like the ASCA School Counselor Professional Standards and Competencies (2019), ASCA Position Statements (2017), and the Council for Accreditation of Counseling and Related Programs (CACREP) Standards (2015). Moreover, the Multicultural and Social Justice Counselor Competencies (MSJCC; Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2016) rightly influence the work of school counselors because they require the consideration of intersectionalities, the acknowledgment of issues of power and privilege, and a contextual approach when responding to the multicultural and social justice issues experienced by students in America's schools (Ratts et al., 2018).

Social justice advocacy in school counseling is centered on mitigating the effects of oppression on students and improving equity and access to educational services (Grimes, Haskins, & Paisley, 2014). More specifically, research with rural populations identifies social justice advocacy as a key strategy to address inequities in rural education (Cuervo, 2012). Marginalized students cannot be expected to reach their potential if they feel unsafe or if they lack resources for success. Thus, school counselors must use their leadership skills in tandem with social justice-oriented attitudes to close achievement gaps and focus their efforts on ensuring the success for every underserved and underrepresented student.

Transformative Leadership Framework

Transformative leadership is an equity-focused framework that is a marriage of leadership, social justice advocacy, and collaboration to create systemic change. In general, scholars agree that transformative leadership theory involves "an exercise of power and authority that begins with questions of justice, democracy, and the dialectic between individual accountability and social responsibility" (Weiner, 2003, p. 89). In transformative leadership, the

leader accepts the responsibility for and embraces the need for systemic change for life both inside and outside the organization and actively works to achieve that as the goal of leadership (Young et al., 2018). Whereas transformational leadership focuses primarily on what can be changed within the organization itself, transformative leadership models take into account wider systemic contexts. Shields et al. (2018) posit eight tenets for transformative leadership: deep and equitable change; deconstruction of knowledge frameworks; inequitable distribution of power; individual and collective good; emancipation, equity, and justice; interconnectedness; critique and promise; and moral courage. All of these tenets require a systemic lens.

Similarly, the ASCA National Model (2012) seeks to provide a systemic framework for comprehensive programming. By overlaying the two models—transformative leadership and the ASCA National Model—a symbiotic relationship is formed. In the themes that surround the ASCA National Model, school counselors apply three skills—leadership, advocacy, and collaboration—to facilitate systemic change (ASCA, 2012) much like transformative leadership theory posits (Shields et al., 2018). The eight tenets of transformative leadership theory also correspond with the four components that ground the model and work of school counselors: foundation, delivery system, management, and accountability. Table 1 shows how transformative leadership and the ASCA National Model (2012) overlap to enable a school counselor to practice leadership, advocacy, and collaboration to bring about systemic change on behalf of equity, inclusion, and justice.

Table 1. Tenets of Transformative Leadership and the ASCA National Model.

	ASCA Themes				ASCA Components			
	Leadership	Advocacy	Collab	Systemic	Foundation	Mgmt	Delivery	Account
1. Deep and equitable change	X			X				X
2. Deconstructing and reconstructing knowledge	X	X		X	X		X	
3. Address the inequitable distribution of power	X			X	X			X
4. Emphasize both private and public good	X		X	X	X	X		
5. Emancipation, democracy, equity, and justice	X	X		X	X		X	
6. Interconnected interdependence and global awareness	X		X	X	X		X	
7. Critique and promise	X			X	X	X		
8. Need for moral courage	X			X	X	X		

The positionality of the school counselor and the school counseling program is important to the efforts of equity and access in education. In separate studies done by Feldwisch and Whiston (2015) and Crooks, Stenger, and Gesselman (2015), it was found that school counselors report moderate to high social justice advocacy attitudes and beliefs, which meant they were more likely to translate to action. With the ASCA National Model (2012) and transformative leadership theory as guides, professional school counselors are more equipped to handle the complex nature of systemic change and supporting our students of color in predominantly White schools.

Leadership Practices

In order to determine how to translate theory to practice, the literature provides evidence of how to move these frameworks into action. After all, by remaining neutral and saying and

doing nothing, it communicates a stance that supports oppressive and marginalizing practices (Moss & Sing, 2015). To address this need, the American Counseling Association (ACA) has developed advocacy competencies that are grounded in multicultural counseling (Sue, Arredondo, & McDavis, 1992), whereby the construct of advocacy is broken down into more manageable parts. There are six domains that counselors may be involved, including client/student empowerment, client/student advocacy, community collaboration, systems advocacy, public information, and sociopolitical advocacy. Within context, the counselor can determine what dimensions and interventions are most appropriate for the individual, school, and/or community.

Repeatedly, the research indicates that comprehensive school counseling programs and transformative leadership involve collaboration and teamwork with an emphasis on socioecological practices that make connections between students, stakeholders, and communities (Bryan, Young, Griffin, & Holcomb-McCoy, 2018; Grimes et al., 2014; Strear et al., 2019), which is precisely what the literature says about best practices to support historically marginalized populations (Georgiades et al., 2012; Moosung et al., 2014). One way to do this is through school, family, and community partnerships (Betters-Bubon et al., 2018; Evans, Zambrano, Cook, Moyer, & Duffey, 2011; Grimes et al., 2014; Moss et al., 2015; Young & Bryan, 2015). One example included the engagement of Latino families by providing differentiated accessibility to school resources by bridging geographical, language, and cultural barriers, and enacting strategies such as avoiding judgement, setting realistic goals, collaborating with school staff, modelling reciprocal communication, and demonstrating investment in the families' life (Betters-Bubon et al., 2018). Similarly, Grimes et al. (2014) found success in multicultural advocacy in rural communities by anchoring on the community's resources and

social capital. In other words, there needs to be an integration of the personal and the professional by doing such things as visiting homes, attending the neighborhood ballpark, and connecting with local organizations in such a way to build relationships, partnerships, and a reputation of being a member of the community.

In addition to deep community partnerships and integration, there is also an element of bolstering the school counseling program from the inside out. This can be done in two main ways: the use of data and administrative support (Strear et al., 2019). In this way, justification for programming is evidenced, data-driven decision making occurs, a stronger identity as a leader and change agent is formed, and strong school counselor-principal partnerships can be fostered (Michel et al., 2018). By using data and administrative support, school counselors can connect to school-wide initiatives, like multitiered systems of support, to incorporate the counseling curriculum into everyday operations in systemic ways (Lopez & Mason, 2018). Moreover, school counselors can use their knowledge of social emotional learning to partner with teachers in their classrooms (Bowers, Lemberger-Truelove, & Brigman, 2018), and they can be implement school wide programming that promotes a prosocial and inclusive culture (Bryan et al., 2018). Knowing what to do is within a school counselor's scope and practice, and responding to needs and closing gaps require leadership actions.

Implications for School Counselor Education and Professional Development

Although school counselors lack formal training in leadership, they have the ASCA National Model (2012) to use as a framework, and they also have leadership capacity by adaptively utilizing the skills learned in their counseling programs (i.e., active listening skills, fostering rapport, conceptualization skills, etc.). In this way, they have the ability to gain trust, build relationships, and enhance communication, thereby creating a ripe environment for

horizontal leadership, reciprocity, and synergy amongst stakeholders. The essential, soft skills of

leadership are a part of a school counselor's skill set, but the research indicates that the school

counselor must possess self-efficacy in order to feel comfortable and confident in implementing

interventions aimed at social justice (Bryan et al., 2018), so although many counselor education

programs address the importance of leadership and advocacy, few offer targeted courses that

require development of these skills (Lowe et al., 2018). Importantly, Crook, Stenger, and

Gesselman (2015) found that school counselors who participate in relevant continuing education

endorsed higher levels of social justice advocacy.   Taken together, there is a call for counselor

educators to incorporate school counselor leadership training into the curriculum, and there is a

need for professional development for practicing school counselors.

Similarly, counselor educators can help to foster the identity of school counselors as leaders by

intentionally implementing leadership practices into their curriculum (Michel et al., 2018; Strear

et al., 2019). For example, counselor educators need to become aware of specific strategies on

how to develop and utilize current partnerships to meet the needs of marginalized students

(Bryan et al., 2018). Furthermore, counselor educators and supervisors can incorporate exercises

to assess the perceptions and beliefs students have about school counselor leadership, and use the

School Counselor Leadership Survey (SCLS) to provide students with information about specific

school counselor leadership practices, rather than relying on generalized assumptions about

leadership from other instruments (Young et al., 2015). Counselor educators in training

programs can also encourage students to attend professional conferences, join professional

associations, and seek leadership positions. Furthermore, during practicum or internship, pre-

service school counselors can be encouraged to be intentional about seeking out experiential
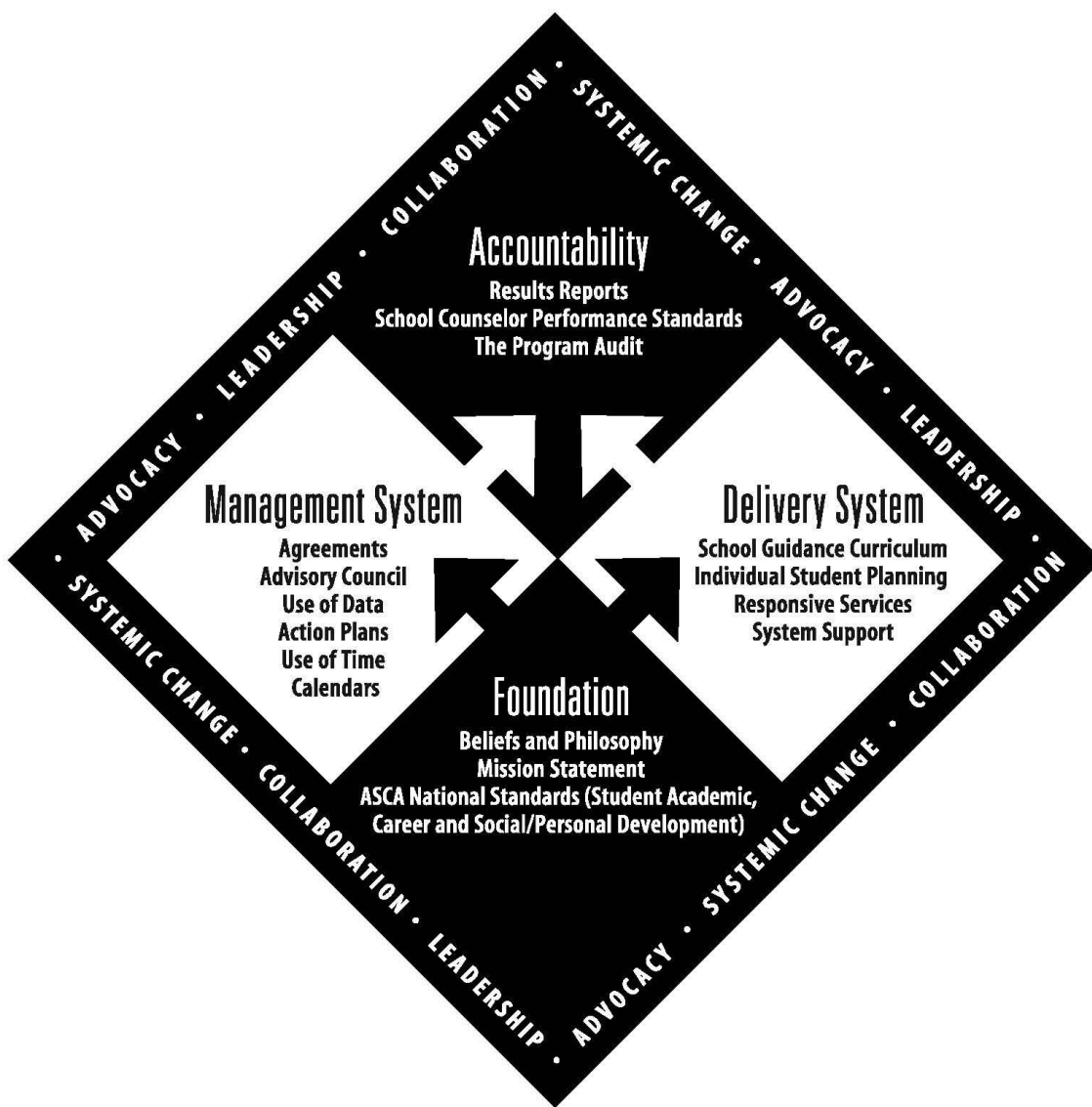
learning activities related to school counselor leadership from their site supervisors (Michel et al., 2018).

Because data drives decisions for more equitable programming, school counselors have conveyed a need for training on how to harness data to inform the direction and effectiveness of the school counseling program (Strear et al., 2019). Accountability leadership is a skill set that can be a powerful tool in building and guiding equitable programming (Ratts et al., 2018). School counselors are located at the fulcrum of data flow in educational institutions. Therefore, it becomes necessary to capitalize on harnessing that data for the sake of leadership, social justice advocacy, collaboration, and systemic change.

Appendix A

Accountability
Results Reports
School Counselor Performance Standards
The Program Audit

Management System
Agreements
Advisory Council
Use of Data
Action Plans
Use of Time
Calendars

Delivery System
School Guidance Curriculum
Individual Student Planning
Responsive Services
System Support

Foundation
Beliefs and Philosophy
Mission Statement
ASCA National Standards (Student Academic,
Career and Social/Personal Development)

COLLABORATION · SYSTEMIC CHANGE · ADVOCACY · LEADERSHIP · ADVOCACY · SYSTEMIC CHANGE · COLLABORATION · LEADERSHIP · ADVOCACY · SYSTEMIC CHANGE · COLLABORATION · LEADERSHIP

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