

professional school counselor and implementing a comprehensive school counseling program?

- d. Write your philosophy of education. Include your philosophy as a portfolio exhibit.

5. Philosophies of School Counseling

- a. Review and discuss the four philosophies of school counseling. Discuss in-depth the pros and cons of each of the philosophies in the context of today's schools, educational reform, and the needs of today's children and adolescents.
- b. Reflect on your philosophy of school counseling. How does your philosophy fit with the today's schools and the needs of today's children and adolescents? How does your philosophy of school counseling fit with your philosophy of counseling and education?
- c. Think about the basic assumptions and beliefs you have about school counseling and the role of today's professional school counselor. How do you see your assumptions and beliefs influencing your role as a professional school counselor and your approach comprehensive school counseling?
- d. Write your philosophy of school counseling. Include your philosophy as a portfolio exhibit.

6. Comprehensive School Counseling Programs

- a. Discuss comprehensive school counseling and the ASCA National Model in light of your philosophy of school counseling. What are the similarities and differences?
- b. Reflect on the ASCA Role Statement and the National Standards, including the ASCA Mindsets and Behaviors for Student Success. Explain the importance of the role of the professional school counselor and a school counseling program? How do your philosophies of counseling, education, and school counseling interact and respond to the statement and standards?
- c. Think about the ASCA School Counselor Competencies. What is the relationship between the competencies, role statement, and national standards? Analyze your professional development using these three areas. What areas are your development do you need to expand your knowledge, skills, and awareness in order to master the competencies in order to perform the role of a professional school counselor in implementing a school counseling program that aligns with the national standards.
- d. Conduct a brief assessment of an existing school counseling program using the four components of the ASCA National Model. Prepare a report of your findings. *Tip:* Consider working with a site supervisor or school counselor in a nearby district on this project. This could be a valuable service to a school counselor!

Multiple-Choice Questions

1. According to the 2009 Stands of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), school counselors must be able to:
 - a. become nationally certified.
 - b. demonstrate professional school counselor competencies.
 - c. encourage students to remain in school.
 - d. accurately diagnose students' mental health issues and disorders.

2. External tests of professional competencies may be used to document the professional attainment in school counseling as:
 - a. a prerequisite for state licensure/certification.
 - b. an evaluation to document the development of advanced for refined skills.
 - c. a nationally certified school counselor.
 - d. all of the above.
3. The desire of the profession to recognize and document professional competence is to:
 - a. make sure that school counselors who have not been teachers are competent to serve as professional school counselors.
 - b. increase the number of nationally certified school counselors.
 - c. ensure that only the best professionals work in our schools.
 - d. none of the above.
4. Past and present perceptions are that former teachers make the best school counselors, however, recent research suggests:
 - a. teaching experience is not a predictor of a counselor's success.
 - b. teachers and non-teachers both face challenges in their professional development.
 - c. non-teachers make the best school counselors.
 - d. a and b.
5. Aspiring school counselors who do *not* have prior teaching experience could gain such experience through:
 - a. substitute teaching or working as a teacher's aide in the classroom.
 - b. coaching.
 - c. parenting.
 - d. all of the above.
6. The most notable personal qualities of a professional school counselor are:
 - a. passion, intelligence, creativity, imagination, and adaptability.
 - b. flexibility, creativity, imagination, passion, courage, and commitment to social justice.
 - c. creativity, imagination, flexibility, courage, belief, and passion.
 - d. none of the above.
7. Why is a commitment to diversity and social justice important in school counseling?
 - a. Because it is the law.
 - b. Because everyone deserves the change to learn.
 - c. Because counselors in general are charged with the responsibility to advocate for our clients.
 - d. All of the above.
8. Which of the following is *not* descriptive of what counseling is?
 - a. Counseling is both an art and a science, requiring intellect and intuition.
 - b. Counseling is an unintentional, unambiguous relational process.
 - c. Counseling is unique in its focus.
 - d. Counseling is a helping relationship with certain specific qualities.

9. One useful way to conceptualize how to facilitate change with the client is to use the principles of learning described by:
- Social Learning Theory.
 - Epistemological development.
 - Systems theory.
 - a and b.
 - b and c.
10. The philosophy of education that hold the primacy of subject matter, mastery of content, and preservation of the existing national cultural heritage is referred to as:
- Progressive Education.
 - Administrative Education.
 - Traditional Education.
 - Social Learning Education.
11. The philosophy of education that hold the primacy of the child, active learning, recognition of students' individual differences, the drive to relate school to real life, and an agenda that includes transforming the national cultural heritage is referred to as:
- Social Learning Education.
 - Progressive Education.
 - Administrative Education.
 - Traditional Education.
12. The manifestation of professional who brought health and other social services into the schools and the move to involve schools in community issues best describes the:
- Traditional Administrative Movement
 - Traditional Progressive Movement.
 - Social Progressive, or Social Reconstructionist Movement.
 - Administrative Progressive Movement.
13. The philosophy of education that arose from the need to organize education to be more cost-effective in times of rapid growth in enrollment is referred to as the:
- Administrative Progressive Movement.
 - Social Progressive, or Social Reconstructionist Movement.
 - Traditional Administrative Movement.
 - Traditional Progressive Movement.
14. Education today is more likely to be described by:
- teaching methods that energize both teaching and learning.
 - constructivist educational strategies.
 - Adlerian and Reality Therapy education.

- d. all of the above.
15. Career as the outcome of schooling and directive guidance and advisement best describe school counseling known as:
- a. Developmental Guidance.
 - b. Vocational Guidance.
 - c. Comprehensive School Counseling.
 - d. None of the above.
16. A focus on growth-oriented counseling over problem-solving best describes:
- a. Mental Health Emphasis.
 - b. Comprehensive School Counseling.
 - c. Developmental Guidance.
 - d. All of the above.
17. The type of school counseling that focused on developmental rather than remedial goals and brought school counseling to the elementary and middle school levels is known as:
- a. Vocational Guidance.
 - b. Developmental Guidance.
 - c. Comprehensive School Counseling.
 - d. Mental Health Emphasis.
18. ASCA defines a professional school counselor as an individual who:
- a. is a certified/licensed educator with a minimum of a master's degree.
 - b. addresses all students' academic, personal/social and career development needs.
 - c. promotes and enhances student success and supports a safe learning environment.
 - d. all of the above.
19. The National Standards highlight three content areas that summarize the development themes of schools. The order of these themes is:
- a. academic, personal and social, career.
 - b. academic, career, personal and social.
 - c. personal and social, academic, career.
 - d. career, academic, personal and social.
20. Which is *not* a competency that school counselors are expected to demonstrate?
- a. Establish the foundations of a school counseling program aligning with the ASCA National Model.
 - b. Acquire the attitudes, knowledge, and skills demonstrated in the ASCA National Model.
 - c. Plan, organize, implement, and evaluate a comprehensive, developmental, result-based school counseling program that aligns with the ASCA National Model.