



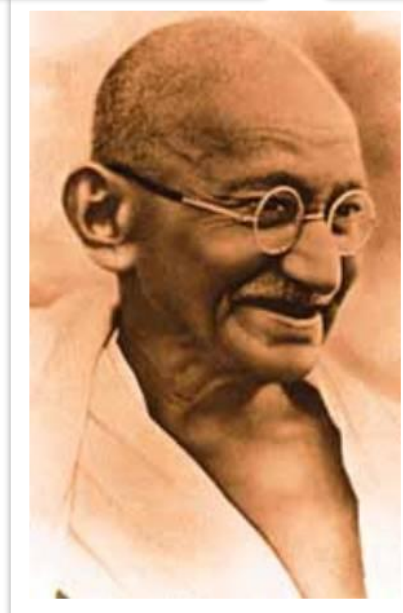
# School Counseling Leadership

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# What Does Leadership Look Like?



**Answer: YOU**



# Leadership Contexts

Bolman & Deal, 2008

## Structural Leadership

Build viable organizations

## Human Resource Leadership

Empower and inspire followers

## Political Leadership

Use of interpersonal and  
organizational power

## Symbolic Leadership

Interpret and re-interpret the  
meaning of change

# Effective Leaders...

Bolman & Deal (2008)

## 2 things

1. Understand  
problems & challenges

2. Engage in activities  
& employ skills

# Effective Leaders...

Bolman & Deal (2008)

## 2 things

**1. Understand  
problems & challenges**

2. Engage in activities  
& employ skills

**Within each of the  
four contexts**

# Leadership

p. 2

Leadership Context (Bolman & Deal, 1997/2008)	School Counseling Leadership Activities (Dollarhide, 2003)	Leadership Components of the ASCA National Model
<i>Structural leadership:</i> Leadership in the building of viable organizations	<ol style="list-style-type: none"><li>1. Build the foundation of an effective school counseling program.</li><li>2. Attain technical mastery of counseling and education.</li><li>3. Design strategies for growth of the school counseling program.</li><li>4. Implement an effective school counseling program.</li></ol>	<ol style="list-style-type: none"><li>1. Define program focus, select appropriate student competencies, and adhere to professional competencies.</li><li>2. Analyze results of school counselor competency assessment to inform areas of growth for professional development.</li><li>3. Analyze results of school counseling program assessment and design strategies to continue to improve the comprehensive school counseling program.</li><li>4. Analyze program results. (curriculum, small-group and closing-the-gap results reports), and consider implications about program effectiveness.</li></ol>



# Structural Leadership

## Build Viable Organizations

Dollarhide, 2003	ASCA National Model
Build the foundation	Define program focus, student & professional competencies
Attain mastery of counseling & education	Analyze SC Comp Assessment to inform professional development plan
Design strategies for program growth	Analyze SC Program Assessment and design strategies to improve program
Implement an effective SC Program	Analyze program results and consider program implications

# Human Resource Leadership

Empower and inspire followers

Dollarhide, 2003	ASCA National Model
Believe in people	Belief statements about all students
Communicate belief	Vision, mission, program goals
Be visible & accessible	Annual & weekly calendars
Empower others	Instruction to students (knowledge, attitudes, skills)

# Political Leadership

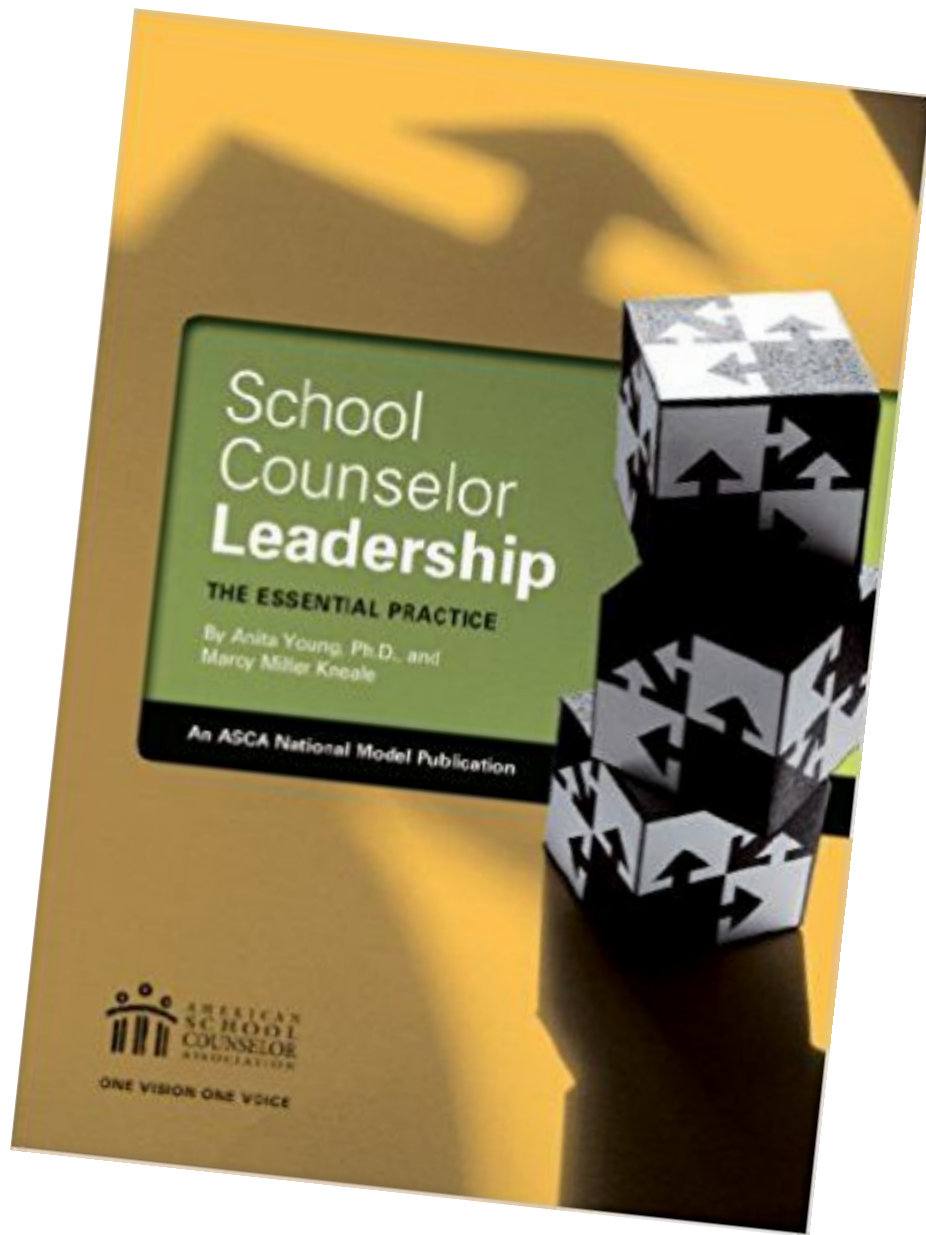
Use of interpersonal and organizational power

Dollarhide, 2003	ASCA National Model
Understand distribution of power	Facilitate annual agreement
Build linkages	Participate in school and district committees
Use persuasion and negotiation	Advocate for support

# Symbolic Leadership

Interpret and reinterpret the meaning of change

Dollarhide, 2003	ASCA National Model
Symbols & metaphors to gain attention	School data profile and program results
Frame experience in meaningful way	Lessons and activities around student needs
Discover & communicate vision	Vision statement
Maintain relationship with community	Direct services to students Indirect services with adults
Model health	ASCA Ethical Standards
Lead by example	Regularly evaluate strengths & weaknesses of program



ASCAU



# ASCA National Model

Implementation  
in your district.

Program  
Assessment

# Advocacy

Supervisors understand the impact of political and social influences on practice and can navigate effectively through systems as an advocate for students and school counselors.

*How do you advocate for your school counselors/school counseling programs?*



# Advocacy Activity p. 82

1. School Counselor Ratios
2. School Counselor Access to Students
3. Student Access to Resources
4. School Counselor Evaluations
5. Access to Professional Development
6. School Counselor Hiring Practices

Select a topic, find others who selected the same topic



# How would you advocate?

In one sentence, describe the issue and the impact on students.	Who is in a position to affect this issue either directly or indirectly, and how do their values or priorities connect to this issue?
In 2-3 sentences, using data, explain how this issue affects student achievement, attendance, or behavior	What are the risks and consequences (pos and neg) in addressing this issue, and what are some ways to minimize negative consequences?
What is the desired outcome of this advocacy effort?	Is there a specific time when the issue needs to be addressed?
What are the existing policies or political agendas that either support or conflict with the issue	What is the key message that needs to be conveyed, and how can it be communicated?
Who is aware that the issue exists	Outline the steps you will take to advocate on behalf of this issue.

# Culturally Responsive School Counseling Practices

Do the counselors in your district have the awareness, skills and knowledge necessary to engage in **culturally proficient work leading to equitable outcomes?** How do you know?

If not, how can you ensure that they do?



Leadership in School Counseling, Equitable Policies and Practices Reflection Questions, pg. 63

Leadership Dilemmas - pg 67

# Consultancy Model

Gather into Groups of Two



<b>Round 1</b>	Person one presents a topic in which they'd like feedback.	5 min
	Person 2 asks clarifying questions	2 min
	Person 2 provides feedback and suggestions	5 min
	Person 1 summarizes what they heard and any next steps needed for clarification	2 min
<b>Round 2</b>	Switch roles and repeat	

# Contact Information

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**Let's stay in touch**

Enter your contact information here

<https://tinyurl.com/WiscoLeaders>