The Evolving Identity of School Counselors as Defined by the Stakeholders

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Abstract

To better understand the evolving identity of school counselors, this article examines the value stakeholders place on the roles of elementary school counselors. The School Counselor Role Survey (SCRS) was administered to assess stakeholders' perceptions of the importance of the school counselor roles advocated by The Education Trust and the American School Counselor Association (ASCA). The survey combined the three content areas of the ASCA National Standards and the five domains of The Education Trust's Transforming School Counseling Initiative (TSCI). Results found that all stakeholder groups perceived the most important role of an elementary school counselor is to be that of a mental health professional.

The Evolving Identity of School Counselors as Defined by the Stakeholders

Debate continues over whether school counselors are educators first and counselors second, or counselors first and educators second. While the American School Counseling Association (ASCA) continues to focus on the counselor-as-educator, the Association of Counselor Educators and Supervisors (ACES), along with other professional counselors within the American Counseling Association (ACA), call for a unified professional identity. The ASCA National Standards for School Counseling Programs and The Education Trust's Transforming School Counseling Initiative (TSCI) emphasize the belief that every student should benefit from the school counseling program. ASCA National Standards were developed to guide school counselors in the development of comprehensive school counseling programs. The National Standards provide an overview of the attitudes, skills and knowledge that all students should ascertain from participating in a school counseling program. They were written and refined by a diverse group from the school counseling community: school personnel, parents, students, business leaders, counselor educators. The ASCA National Standards seek to firmly establish the role and function of the school counselor (ASCA, 2004).

In the early 1990s, The Education Trust collaborated with the DeWitt Wallace Fund to study and improve school counseling programs nationwide. They began by examining how school counselors were trained. Their research revealed that students were not being adequately prepared by institutions of higher education, so, in 1997 six universities received grants from the DeWitt Wallace Fund to improve the training of school counselors. Thus, The Education Trust TSCI was born (Education Trust, 2005).

The work of both groups, ASCA and The Education Trust, encourages school counselors to adopt an academic focus on whole school and system issues rather than a mental health, personal/social focus with individuals and small groups. Echoing their recommendations was Martin (2002) who endorsed the need to "move school counseling from an ancillary service-oriented profession to one that becomes a critical player in accomplishing the mission of schools, academic success and high achievement for *all* students" (p. 6).

On the other hand, Guerra (1998) observed opposition from some school counselors and counselor educators to the shift from a mental health focus to an academic achievement focus. In order to better understand the proponents and opponents of the transformed school counselor, it becomes critical to focus on which counselor roles are valued by stakeholders (i.e., principals, teachers, school counselors, and counselor educators).

Historically, changes in the profession of school counseling have paralleled trends in educational reform and legislation. To understand the development of school counseling in the United States, it is necessary to view it as part of a larger educational system that is constantly being affected by other factors. The shifts in school counselors' roles and functions reflect the profession's efforts to respond to social, economic, and political trends.

In the early 1980s, the crisis situation of public education came to the forefront of public awareness, generating dialogue about the need for school reform. In 1989 President Bush organized the Governor's Education Summit which "led to a new wave of education reform driven by accountability and under girded by a set of general

educational goals for the nation" (Hansen, 1993, p. 15). Language changed from "reform" to "restructuring," introducing such concepts as site-based management, collaborative decision making, teacher empowerment, and increased community involvement (Hansen). Throughout this time and well into the 1990s, school counselors were affected by these changes, particularly with responsibilities related to school-wide testing and accountability practices.

The 21st century ushered in the No Child Left Behind Act (2001) with its main goal of closing the achievement gap between minority and disadvantaged youth and their peers. The focus shifted from "input" to "outcome," rendering all school personnel responsible for student achievement. The roles and functions of school counselors have followed the recent shift into accountability practices, making the improvement of student achievement the mission of school counseling programs (House & Hayes, 2002; Martin, 2002). School counselors currently work in the age of accountability (Hughes & James, 2001; Myrick, 2003; Whiston & Sexton, 1998) and are being asked to share responsibility for student achievement. According to Myrick, school counselors are now being held more accountable for student achievement than at any previous time in history. Counselors' roles are undergoing transformations as they become "key players" (Dahir & Stone) and "leaders and change agents" within schools (Bemak, 2000). This shift reflects the school counseling profession's attempt to transform from a mental health to an academic achievement focus (Bemak, 2000; Dahir & Stone, 2003, Martin, 2002).

However, leaders in the profession believed school counseling programs must continue to be transformed if they were to be aligned more closely with the prevailing

educational values (Fullan, 1982). For example, Paisley and Borders (1995) accused educational administrators, legislators, and school reformers of failing to include school counselors in their decision making. Similarly, Herr (1984) concluded that school counselors had been neglected in the reform movement. In response to these oversights and omissions of school counselors from the reform agenda, a number of major initiatives (e.g., ASCA National Standards and Education Trust's TSCI) were developed in an attempt to move the profession from an ancillary to a leadership position in school reform efforts. The ASCA National Standards targeted practicing school counselors, aiming to change the way they delivered their school counseling programming. The Education Trust's TSCI sought to change the way school counselors were trained. TSCI requires that school counselors adopt the "new vision" and shift their focus from mental health to an academic/student achievement focus; from individual student concerns to whole school and system concerns; from record keepers to users of data to effect change; and from guardians of the status quo to agents for change, especially with regard to educational equity for all students (House & Martin, 1998).

The ASCA National Standards for School Counseling Programs and The Education Trust's TSCI emphasized the belief that every student should benefit from the school counseling program. Furthermore, school counselors are expected to adopt an academic focus on whole school and system issues rather than a mental health focus with individuals and small groups. However, many school counselors and counselor educators have resisted the movement away from a mental health focus to an academic achievement focus (Guerra, 1998). According to Guerra, this shift has not been welcomed or adopted by many school counselors and counselor educators who believe

The Education Trust's Initiatives severely diminish school counselors' mental health role (deHaas, 2000). House and Martin (1998), advocates of the initiatives, concede that academic achievement has become the primary focus, but they insist this does not completely negate mental health counseling. A study conducted by Perusse and Goodnough (2001) suggested that counselor educators continued to rate school counselor preparation for brief counseling with individuals, families, and groups at the highest levels and responsibilities with the phrase *schoolwide* at the lowest levels.

The question remains, are school counselors educators first and counselors second, or counselors first and educators second? Hoyt (1993), frustrated with the change from the term guidance counselor to school counselor, reported that approximately one of three ASCA leaders viewed school counselors as educators first. Despite this lack of support, the current trend of the "transformed" school counselor being endorsed by ASCA is leading back to the traditional idea of the "guidance counselor" and placing greater value on the role of educator rather than counselor (Hoyt). However, ASCA's focus seems to be at odds with the call of ACA and ACES for a unified professional identity for all counselors.

Although ASCA's National Standards and the domains from the TSCI promote the transformation of school counseling, mandates from leadership alone will not transform school counselors' roles or counselor education programs (Perusse & Goodnough, 2001; Perusse, Goodnough, Donegan, & Jones, 2004). According to Fullan's theory of change (2001), stakeholders' support is central in determining the rejection or adoption of innovations. It is important to note that adoption or acceptance of an innovation partly depends on its consistency with individuals' values, and values

are central in guiding individuals' actions and attitudes toward ideas and situations. So, in order to better understand the proponents and opponents of the transformed school counselor, it becomes critical to focus on which counselor roles stakeholders value and identify any differences among stakeholders. Therefore, the purpose of the study is to examine the value that stakeholders place on elementary school counselors' roles. The goals are to (1) provide useful data to leaders within the counseling and school counseling professions, counselor educators, principals and school boards, and school counselors themselves; and (2) identify areas of stakeholders' support for or opposition to the implementation of the "new vision" of school counseling.

Method

Participants

An e-mail was sent to 800 participants inviting them to complete the online administered School Counselor Role Survey (described in more detail below). Two hundred elementary school counselors, 200 elementary school principals, and 200 elementary school teachers were selected from MGI Lists, a division of Marketing General Incorporated. Another 200 counselor educators were selected from an American Counseling Association list. The electronic message provided a brief description of the study, a statement about participant anonymity and consent to participate in the study, and directions for accessing the instrument via the secure electronic link generated by *SurveyMonkey.com*. In total 353 (48.7%) usable surveys were returned, with each group responding as follows: 35.1% school counselors; 23.5% school principals; 18.4% school teachers; and 22.9% counselor educators. The majority of participants (83.3%) were Caucasian, 7.6% were Black, and 7.1% were either Asian-

American, Bi/Multiracial, Hispanic-American, or Native American. Most participants were female (75.9%) with 24.1% being male.

Instrumentation

The School Counselor Role Survey (SCRS), developed by the first author, is a 40-item survey designed to assess stakeholders' perceptions of the importance of the school counselor roles advocated by The Education Trust and ASCA. Of the 40 items, 37 related to the importance of school counselor roles, and three requested demographic data. The survey combined the three content areas of the ASCA National Standards (i.e., academic development, career development, and personal/social development) and the five domains of The Education Trust's Transforming School Counseling Initiative (TSCI) (i.e., leadership, advocacy, teaming and collaboration, counseling and coordination, and assessment and use of data). A five-point semantic differential response scale was used to rate the importance of each of the counseling roles: 1 = *Not Important At All*; 2 = *Not Very Important*; 3 = *Neutral*; 4 = *Somewhat Important*; 5 = *Extremely Important*.

A sample question for each of the content areas is listed below:

1. Academic Development: How important is it for elementary school counselors to coordinate resources for students and staff to improve academic achievement?

2. Career Development: How important is it for elementary school counselors to advocate for student expanding students' career awareness and knowledge?

3. Personal/Social Development: How important is it for elementary school
   counselors to provide short-term personal/social counseling with individual
   students, groups, and families?

Validity. The School Counselor Role Survey was developed to appropriately

integrate the TSCI domains and the National Standards content areas in a format that

would be easily understood and used by participants. Table 1 depicts the interaction of

TSCI domains and the National Standards. Typical activities of a school counselor had

been identified for each of the five TSCI domains. These were then edited to direct the

focus of the item to each content area. That is, items were written to address each cell

representing the intersection of domain and content. Table 1 also indicates the number

of items within each cell.

Table 1

School Counselor Role Survey: Domains and Content Area Questions

Content Area	Leadership	Advocacy	Domains Teaming/ Collaboration	Counseling/ Coordination	Assessment/ Use of Data	Total
Academic	4	3	2	4	4	17
Career	1	2	1	2	2	8
Personal/Social	4	1	3	2	2	12
Total	9	6	6	8	8	37

Reliability. The reliability for the School Counselor Role Survey was examined

as data were compiled and analyzed. Cronbach's Alpha for the overall survey (i.e., the

37 items) was .95. The reliability statistics for each subscale ranged from .75 to .95.

Scoring and Score Interpretation. Each item on the survey was scored on a 5-

point scale (i.e., 1-5). An overall score and eight subscale scores were computed. The

overall score was computed on the basis of the average of all non-missing items for the 37 items on the survey. Each subscale score represented the average of non-missing items within a specific subscale.

Results

Analysis Across Domains and Content Areas

The overall mean score ($M = 3.84$) of the stakeholder groups as a whole indicated that they find the roles set forth in the instrument to be *Somewhat Important*. Of the five domains advocated by the TSCI, stakeholders scored Teaming and Collaboration the highest ($M = 4.19$) and Leadership ($M = 3.81$) as the second highest. Assessment and Use of Data ($M = 3.77$) and Counseling and Coordination ($M = 3.76$) were very close in their mean scores and comprised the middle ranks of the five domains. The lowest scored domain was Advocacy ($M = 3.67$). When compared to the score range interpretation for the instrument, the overall means for each of the domains indicate that these roles are *Somewhat Important*.

Of the three content areas advocated by the ASCA National Standards, stakeholders scored the Personal/Social content area as the highest ($M = 4.45$). The Personal/Social area received the highest mean ratings of all the domains or content areas. Academic was the second highest content area with a mean of 3.61. The content area of Career received the lowest ratings ($M = 3.35$) of all the content areas and domains. When compared to the score range interpretation for the instrument, the means for the content areas of Personal/Social and Academic indicate that these roles are *Somewhat Important*. Personal/Social almost met the range interpretation criteria for *Extremely Important* (4.51-5.0), falling short by .06 of a point. The mean of stakeholders

as a group indicated that they are *Neutral* concerning the importance of career roles. Descriptive summaries for the nine sub-questions are presented in Table 2.

Analyses Across Stakeholder Groups

An analysis of the data for differences between subgroups of stakeholders' perceptions of the importance of elementary school counselor roles was investigated with a series of ANOVAs and Scheffe post hoc procedures. Summaries of these results for each of the six domains and three content areas are presented in Table 3.

Significant differences were found between stakeholder groups on four of the five TSCI domains: Advocacy, Teaming and Collaboration, Counseling and Coordination, and Assessment and Use of Data. Leadership was the only domain where no significant differences between groups were found. Significant differences were found also between stakeholder groups on two of the three content areas: Career and Personal/Social. No significant differences were found between groups for the Academic content area.

In general, significant differences for the domains and content areas were found most often between counselor educators and principals and between counselor educators and teachers. Significant differences were found between counselor educators and school counselors for the domain of Counseling and Coordination and the Career content area. School counselors differed significantly with principals and teachers in the Personal/Social content area. However, school counselors, principals and teachers did not differ significantly on any of the domains.

Table 2

SCRS Means and Standard Deviations for the Domains and Content Areas

Area	Subscale	Statistics	School Counselors	Principals	Teachers	Counselor Educators	Total Sample
Domains	Leadership	M	3.82	3.72	3.78	3.91	3.81
		SD	0.56	0.58	0.66	0.50	0.58
	Advocacy	M	3.72	3.51	3.39	3.97	3.67
		SD	0.80	0.84	0.85	0.68	0.82
	Teaming/Collaboration	M	4.23	4.18	3.95	4.33	4.19
		SD	0.63	0.66	0.74	0.54	0.65
	Counseling/Coordination	M	3.67	3.66	3.73	4.02	3.76
		SD	0.71	0.72	0.72	0.55	0.69
	Assessment/Use of Data	M	3.80	3.51	3.62	4.10	3.77
		SD	0.80	0.84	0.74	0.62	0.79
Content Area	Academic	M	3.60	3.55	3.55	3.76	3.61
		SD	0.79	0.84	0.78	0.71	0.79
	Career	M	3.24	3.07	3.19	3.95	3.35
		SD	1.07	1.18	1.09	0.81	1.09
	Personal/Social	M	4.56	4.33	4.26	4.54	4.45
		SD	0.46	0.50	0.61	0.37	0.50
Total	Total Score	M	3.85	3.71	3.69	4.07	3.84
		SD	0.62	0.64	0.67	0.51	0.63

Table 3

Summary of the ANOVA and Scheffe Post-Hoc Results

Domain/Content Area	Type SS	SS	df	MS	F	p	Post Hoc
Leadership	Between	1.76	3	0.58	1.76	.160	
	Within	115.45	349	0.33			
Advocacy	Between	14.94	3	4.98	7.87	.000	CE-P
	Within	220.89	349	0.63			CE-T
Teaming and Collaboration	Between	5.54	3	1.85	4.49	.004	CE-T
	Within	143.78	349	0.41			
Counseling and Coordination	Between	7.36	3	2.45	5.30	.001	CE-SC
	Within	161.72	349	0.46			CE-P
Assessment and Use of Data	Between	16.20	3	5.40	9.30	.000	CE-P
	Within	202.63	349	0.58			CE-T
Academic Roles	Between	2.30	3	0.77	1.24	.290	
	Within	215.09	349	0.62			
Career	Between	39.05	3	13.02	11.88	.000	CE-SC
	Within	382.33	349	1.10			CE-P
							CE-T
Personal/Social	Between	5.77	3	1.92	8.18	.000	CE-T
	Within	82.09	349	0.24			SC-P
							SC-T
Overall Value	Between	6.89	3	2.30	6.11	.000	CE-P
	Within	131.22	349	0.38			CE-T

Note: Scheffe post hoc procedures were used to identify significant pair-wise comparisons. Only the significant results are reported between counselor educators (CE), principals (P), teachers (T), and school counselors (SC).

Limitations

For this study, each respondent's personal opinions, beliefs, attitudes, and experiences at that particular moment in time represented a potential limitation. The study sought to examine stakeholders' perceptions of the value of school counselor roles. Although value is one of the most stable affective characteristics (Krathwohl, Bloom, & Masia, 1999), it is possible for an individual to alter his/her beliefs. In addition, responses were assumed to represent the respondent's values, but the data were self-reported. Respondents could have answered in a socially desirable manner to appear knowledgeable.

Discussion

Several trends emerged from comparing the means for the domains, content areas, and total scores across all stakeholder groups. The Personal/Social content area overwhelmingly received the highest overall mean and the highest mean for each stakeholder group. This suggests that stakeholders view school counselors' role as primarily addressing students' personal and social issues, a role more in line with the view of school counselors as mental health specialists. It also appears that stakeholders support a mental health emphasis for school counselors, despite the emphasis on academic achievement brought about by educational reform practices and the implementation of No Child Left Behind legislation.

Although significant differences existed between the means of school counselors and principals, school counselors and teachers, and counselor educators and teachers, the average rating for each of the groups was above 4.0, suggesting that all stakeholder groups found the personal/social role at least somewhat important. Additionally, the

Personal/Social content area also showed the highest mean for any subscale. It is perhaps understandable that school counselors and counselor educators would highly value this content area because most school counselor education programs emphasize a mental health orientation (Collison et al., 1998; Education Trust, 1997; Paisley & Hayes, 2003). This research suggests that principals and teachers also value the Personal/Social role and view it as the primary responsibility of the elementary school counselor.

In comparison with the Personal/Social content area, it appears that stakeholders place less value on an academic role for school counselors. This finding suggests that school counselors have certainly distanced themselves from the "guidance counselors" of the past, whose primary focus was on academic and career counseling. Given that the role of the first school counselors, "guidance counselors," was to identify and foster the development of students who showed promise in the subjects of math and science (Lambie & Williamson, 2004), the higher valuing of the Personal/Social component highlights the inroads that have been made in the profession of school counseling since the National Defense Education Act (NDEA) of 1958.

Of the three content areas, Career received the lowest overall mean from stakeholders. Overall, the results suggest that stakeholders do not believe career roles for elementary school counselors to be as important as personal/social and academic roles. Like the results for the Academic content area, this finding further emphasizes the difference between today's school counselor and the role as defined by the NDEA.

Among the five domains, Teaming and Collaboration received the highest overall mean score, suggesting that stakeholders view school counselors as part of the

educational team. It appears that stakeholders believe that school counselors have important contributions to make to the educational process and are not viewed as isolated personnel who "hide" in their offices.

Counselor educators consistently rated the domains and content areas higher than other stakeholder groups, with the exception of school counselors', who rated the Personal/Social content area slightly higher. This finding contradicts criticism by The Education Trust (1997) that counselor educators lack the vision needed to transform the profession of school counseling. The Education Trust has consistently pointed to "added on" courses to comply with suggested curricular changes; counselor educators' lack of experience as school counselors; lack of contact with practicing school counselors; and generic, core counselor preparation curriculum as evidence of counselor educators' disregard for the current reform movement. However, this study seems to support Perusse and Goodnough's study (2001), which indicated that counselor educators perceived The Education Trust's five domains as important. This study also suggests that counselor educators support the role of the transformed school counselor advocated by The Education Trust and ASCA, especially in comparison with other stakeholder groups.

Implications

The primary role of school counselors has been a matter of considerable debate over the past several few years. The burning question is: Are school counselors counselors first and educators second, or are they educators first and counselors second? The results of this study indicate that all stakeholder groups view elementary school counselors as mental health professionals first and foremost. However, because

principals and teachers consistently rated the domains and content areas lower than did counselor educators and school counselors, much work seemingly needs to be done to educate principals and teachers on the role and functions of school counselors. The results also suggest that both principals and teachers support the TSCI's domains and the ASCA National Standard's content areas.

The mean scores of school counselors consistently fell between those of counselor educators and principals and teachers, resurrecting the question of whether counselor education programs should strive to prepare graduates to meet the "real" job demands of principals (Hart & Prince, 1970). Historically, there has been little agreement between principals and school counselors concerning roles (Perusse et al., 2004; Podemski & Childers, 1982; Remley & Albright, 1988), but the findings of Perusse et al. indicated some reconciliation between elementary school counselors and principals. The findings of this study support their findings in that the means for school counselors and school principals did not differ significantly on any of the eight subscales, except the Personal/Social content area. The results of this study suggest there is dissonance between what is valued by counselor educators and what is valued by principals and teachers. In other words, there may be significant differences between those who teach theory (counselor educators) and those who deal with practitioners (principals and teachers). Because counselor educators are key personnel in shaping future school counselors, the profession must determine which groups' directives they will follow, those of ASCA and The Education Trust, or those of ACES, CACREP, and stakeholders as suggested by this study. Their decision will have implications for the future professional identity of school counselors. The high value placed on the

Personal/Social content area by the stakeholders of this study points to a strengthening professional identity for the school counselor as a mental health professional as opposed to a specialized educator within the school system. This is good news for the school counseling leaders, counselor educators, and school counselors who have worked to rid the public of the "guidance counselor" image. The stakeholders' valuing of the Personal/Social area suggests that counselors have indeed been successful in transforming their image. It appears that stakeholders concur regarding the importance of elementary school counselors fulfilling mental health roles and responsibilities.

The valuing of the Personal/Social roles aligns stakeholders with the call by ACA and ACES for a unified professional identity. However, ASCA and The Education Trust continue to lobby for school counselors to adopt an academic orientation instead of a mental health orientation. For a profession that has traditionally struggled with its professional identity, this mandate could prove detrimental to school counselors. The results of this study suggest that, by de-emphasizing the Personal/Social component of school counseling, ASCA and The Education Trust are not in alignment with the stakeholders who believe the Personal/Social aspect to be more important than academics. These differing values can set the stage for role incongruence, a situation in which school counselors have conflicting expectations from two or more groups, and role conflict, a situation in which school counselors have conflicting demands from two or more role senders (Culbreth et al., 2005.).

The consequences of this role stress can be far-reaching, potentially encompassing many levels of the profession. School counselors themselves can be affected both personally and professionally (Coll & Freeman, 1997). Role conflict has

been linked with job-related tension and fatigue (Beehr, Walsh, & Taber, 1976), job dissatisfaction (Beehr et al., 1976), feeling overwhelmed (Lamdie & Williamson, 2004), feelings of helplessness (Wells & Ritter, 1979), and feelings of powerlessness (Kottkamp & Mansfield, 1985). Role conflict and confusion can result in high absenteeism (Van Sell, Brief, & Schuler, 1981), low job effectiveness (Miles & Perrault, 1976), and low productivity (Van Sell et al.). Finally, and arguably most importantly, role stress can result in a weakened professional identity (Anderson & Reiter, 1995; Brott & Myers, 1999; Gysbers, 1990; Johnson, 1993). This weakening of an already fragile professional identity for school counselors seems counterproductive. To strengthen the profession of school counseling, all groups (ASCA, Education Trust, CACREP, ACES, and stakeholders) must reach a consensus on what comprises the primary role and responsibilities of school counselors.

Recommendations for Future Research

The findings of this study suggest several areas for further exploration. While stakeholders greatly value a mental health role for elementary school counselors, future studies could examine stakeholders' perceptions concerning the role and function of middle and high school counselors. Additionally, since stakeholders indicated they found the domains of the TSCI to be *Somewhat Important*, the degree in which school counselors are actually involved in these roles within their schools could be examined. Finally, research studies more qualitative in nature could be conducted through interviews to better understand why stakeholders place a higher value on certain domains and content areas.

Conclusion

This study examined the value that stakeholders place on the elementary school counselors' roles advocated by ASCA and The Education Trust. The goals of the study were to (1) provide useful data to leaders within the counseling and school counseling professions, counselor educators, principals and school boards, and school counselors themselves, and (2) identify areas of stakeholders' support for or opposition to the implementation of the "new vision" of school counseling.

While stakeholders believe the Transforming School Counseling Initiative's domains and ASCA content areas are important, and seemingly they are open to the roles, the results of this study suggest that stakeholders would be hesitant to adopt the academic roles of school counselors at the expense of the personal/social roles. Yet, the New Vision School Counselor's primary focus and role is academic achievement. Stakeholders believe that school counselors do have a role to play in the area of academics and believe it to be important. However, unlike The Education Trust and ASCA, the results indicate that stakeholders do not believe the academic role to be the primary responsibility of elementary school counselors. However, it appears that The Education Trust and ASCA have the support of a key group - counselor educators. In comparison with other stakeholder groups, counselor educators placed the most value and importance on the concepts in the TSCI domains and National Standard's content areas. Yet, they have been accused by The Education Trust (1997) of lacking vision and failing to act on these beliefs.

The other stakeholder groups, elementary school counselors, principals, and teachers, also seem open to the ideas of The Education Trust and ASCA. However, as

with counselor educators, a potential barrier to the implementation of the TSCI domains is its primary focus on academic achievement. It appears that either ASCA or The Education Trust will have to modify their stance and make a personal/social focus at least as important as an academic focus, or they will have to continue to work to convince stakeholders of the relative importance of an academic orientation and relative unimportance of a mental health orientation.

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