

PORTRAIT OF A PROFESSIONAL SCHOOL COUNSELOR:

*Exemplifying Excellence in
Counselor Identity and Practice*

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Life After High School

NOLACCAN



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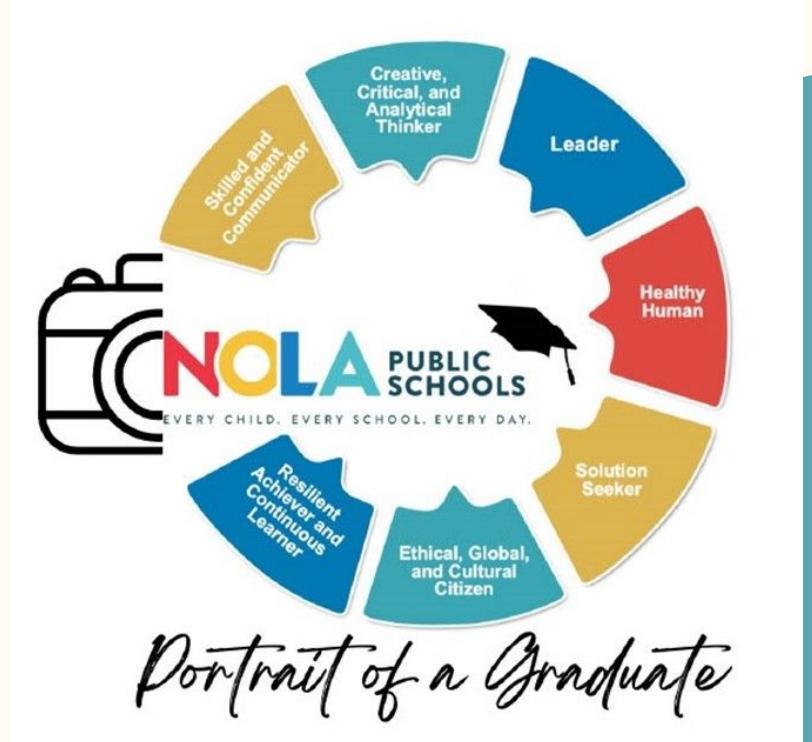
FRAMING OUR IDENTITY: FROM GRADUATE TO COUNSELOR



THE PORTRAIT OF A GRADUATE

TRAITS:

- Skilled & Confident Communicator
- Creative, Critical, & Analytical Thinker
- Leader
- Healthy Human
- Solution Seeker
- Ethical, Global, & Cultural Citizen
- Resilient Achiever & Continuous Learner



THE MIRROR: GRADUATE TO COUNSELOR

Just as the *Portrait of a Graduate* defines what we want students to become, the ASCA *Mindsets (M1–M7)* define what school counselors must embody to make that vision possible.

- These mindsets call us to **believe in every student's ability to learn, advocate for equitable access, and lead through collaboration and cultural responsiveness.**
 - Skilled Communicator:** M3 – Effective communication and collaboration
 - Critical Thinker:** M4 – Self-awareness and reflective practice
 - Leader:** M6 – Leadership and advocacy for equity
 - Healthy Human:** M1 – Belief in self and others' potential
 - Solution Seeker:** M7 – Commitment to continuous growth
 - Global Citizen:** M2 – Appreciation for diversity and cultural competence
 - Resilient Learner:** M5 – Perseverance and professional responsibility
- When counselors model communication, critical thinking, and resilience, students mirror those same traits in their own growth.



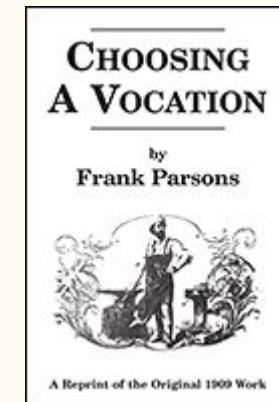
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THE EVOLUTION OF THE PROFESSIONAL SCHOOL COUNSELOR



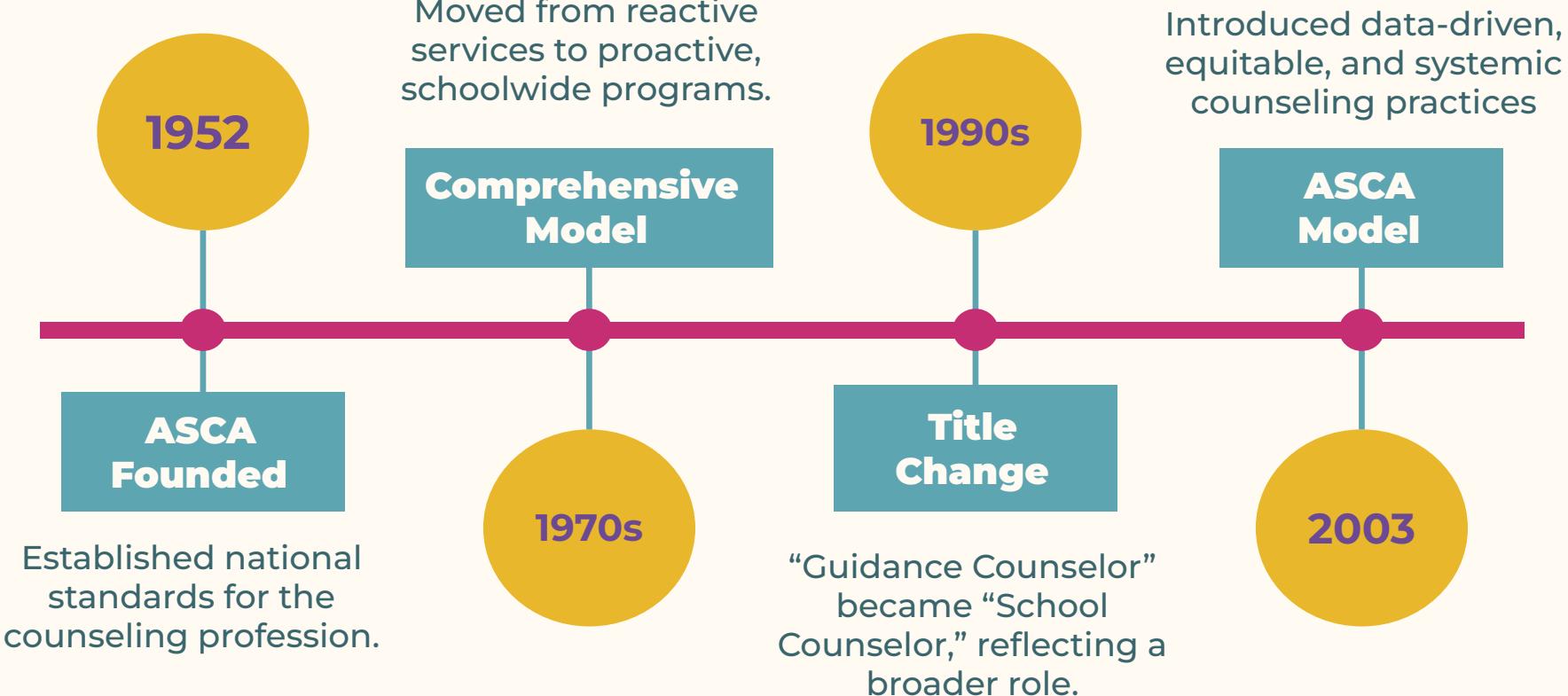
Founding of Vocational Guidance

- Frank Parsons (1908)—known as the “*Father of Vocational Guidance*”—established the **Vocations Bureau of Boston**, marking the formal beginning of the counseling profession.
- His 1909 publication, “*Choosing a Vocation*,” outlined a **three-part model** still foundational today:
 1. **Self-understanding** – assessing interests, values, and abilities.
 2. **Knowledge of the world of work.**
 3. **Logical reasoning** to align personal traits with career choices.
- Parsons’ framework emphasized *helping individuals find purpose through informed decision-making*—a principle that continues to guide modern school counseling.





From Guidance to Professional





Louisiana Standards & Certification



	Older 48-Credit Model (2000s–Early 2010s)	Current 60-Credit CACREP-Aligned Model
Focus	“Guidance Counselor” model; emphasis on academic guidance, scheduling, vocational exploration	“School Counselor” mental health professional; prevention, intervention, systems change
Core Coursework	Less standardized; varied per university; fewer clinical courses	Standardized CACREP core courses in assessment, diagnosis, research, ethics, multiculturalism, lifespan development
Clinical Training	Practicum ~100 hrs; Internship often 200–300 hrs	Practicum 100 hrs + Internship 600 hrs, school-focused with direct service minimums
Certification	2015: Praxis “Professional School Counselor” (0421/5421)	2022: Praxis School Counselor (5422)
Scope of Practice	Educational Support, Academic advising, scheduling, college-career planning, test coordination	MTSS leadership, SEL implementation, crisis response, trauma-informed support, data-driven practice

**When did the State
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2021 - House Bill 152

Guidance Counselors

VS

School Counselors

<ul style="list-style-type: none">Provide mostly reactive services, spending most of their time in Tiers 2 and 3, based on referralsServe some studentsFocus mostly on one domainUtilize a clinical model focused on student deficitsProvide ancillary supportHave a loosely defined, quasi-administrative roleTend to work in isolationView the CSCP as "their program"Uphold/protect the status quoAre gatekeepers of rigorous coursesHave little or no accountability for student successDepend mostly on the school's and district's resources when supporting students and familiesWhen results are shared, they tend to focus on the services provided and other process data	<ul style="list-style-type: none">Provide proactive, preventative services, spending a great deal of time in Tier 1 and using <u>data</u> to drive Tier 2 servicesServe ALL studentsFocus on all three domains to <i>impact student success</i>Utilize an educational model, focused on student strengthsAre integral members of the school leadership teamHave a clearly defined role grounded in professional standardsCollaborate closely with the entire school communityView the CSCP as "the school community's program"Act as systems change agents to promote equity for all studentsAdvocate for all students to have access to rigorous coursesIntentionally incorporate accountability measures into the CSCPBroker services from community agencies, as well as the school district's resources, when supporting students and familiesWhen results are shared, they tend to focus on how students are different as a result of the services provided
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03

MODELING EXCELLENCE: STANDARDS, RUBRIC, AND PRACTICE



ASCA Professional Standards & Competencies

What Excellence Looks Like in Practice



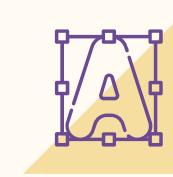
B-PF: Professional Foundation

Represents the counselor's core knowledge and ethical, culturally responsive mindset



B-SS: Direct & Indirect Student Services

Covers instruction, counseling, consultation, and collaboration that support student success.



B-PA: Planning & Assessment

Uses data, goal setting, and program evaluation to ensure counseling services have a measurable impact.

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These standards define what strong, student-centered counseling looks like in daily practice.

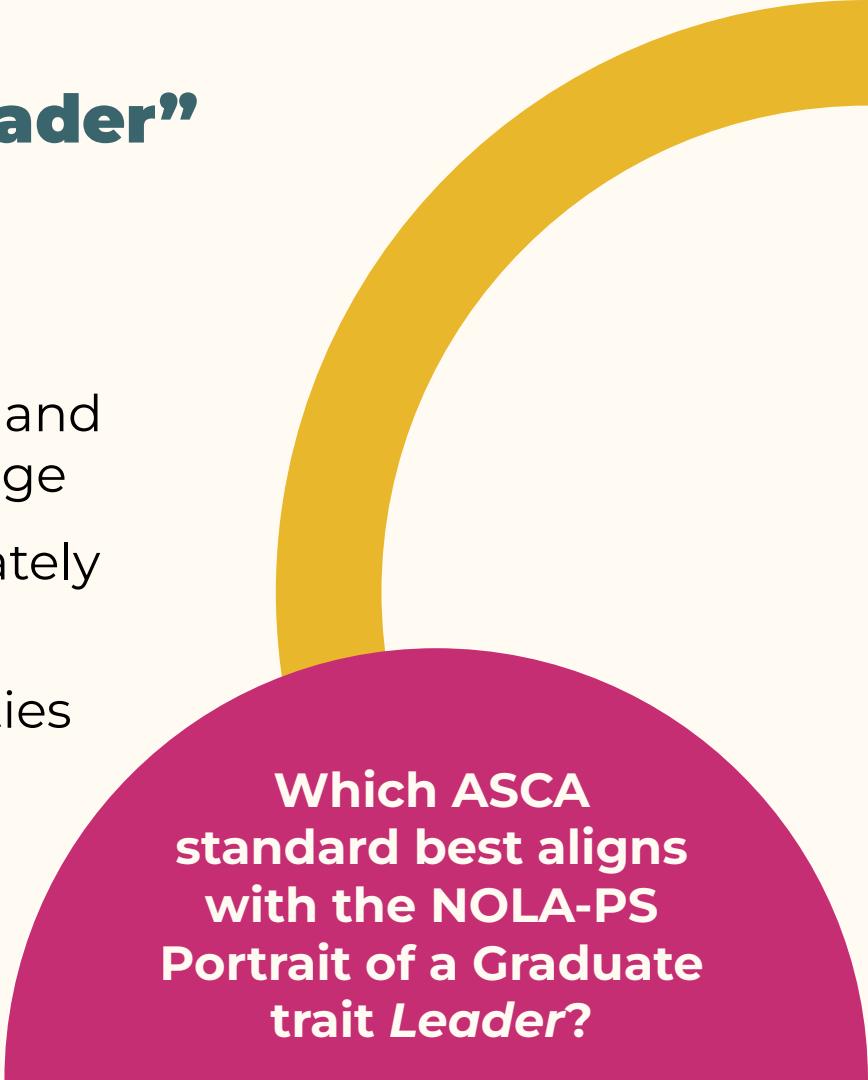
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Interactive Mapping Activity

*Match Portrait of a Graduate traits to
ASCA behaviors or ethical standards*

Match Scenario 1- “Leader”

- A. B-SS3 – Provide short-term counseling
- B. B-PF7 – Provide leadership and advocate for systemic change
- C. B-PA5 – Use time appropriately
- D. Ethical Standard A.2 – Confidentiality responsibilities

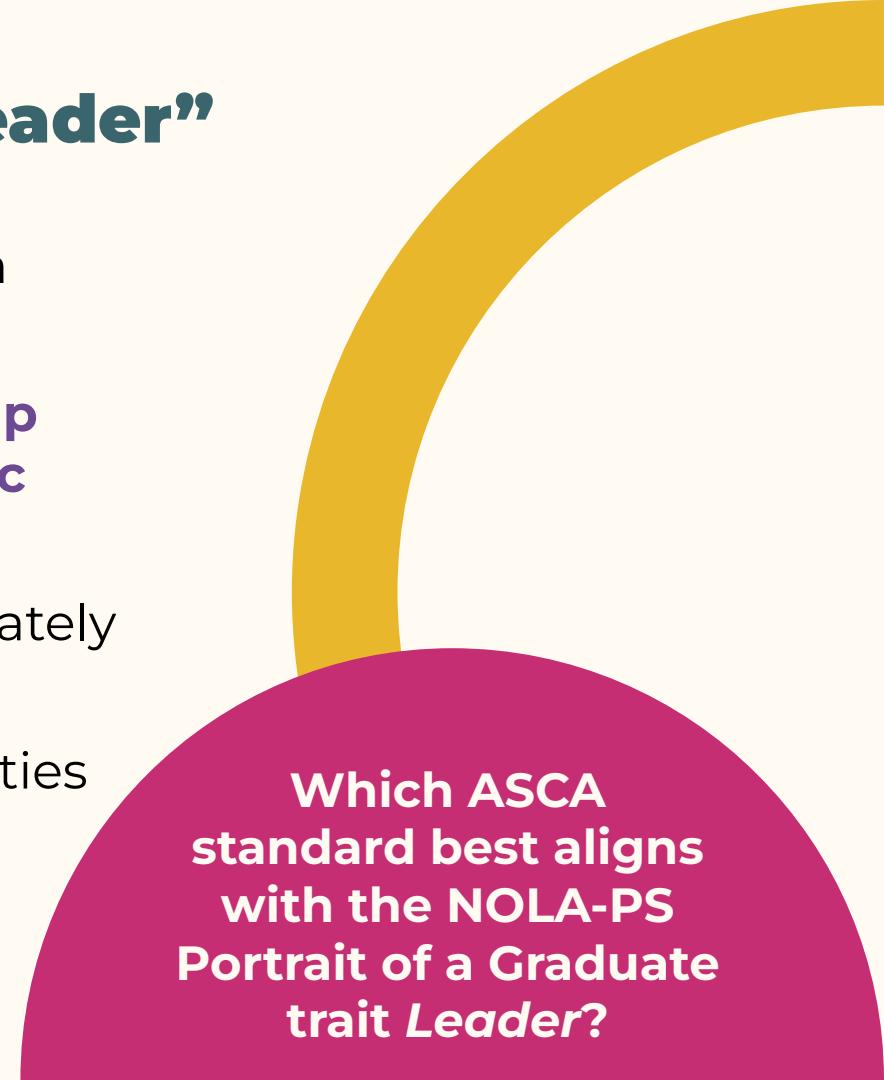


Which ASCA standard best aligns with the NOLA-PS Portrait of a Graduate trait **Leader**?



Match Scenario 1- “Leader”

- A. B-SS3 – Provide short-term counseling
- B. **B-PF7 – Provide leadership and advocate for systemic change**
- C. B-PA5 – Use time appropriately
- D. Ethical Standard A.2 – Confidentiality responsibilities



Which ASCA standard best aligns with the NOLA-PS Portrait of a Graduate trait *Leader*?



Match Scenario 2- “Healthy Human”

- A. Ethical Standard A.10 – Collaboration with courts
- B. Ethical Standard A.1 – Supporting student development and modeling wellness
- C. B-SS4 – Make referrals
- D. B-PA3 – Develop achievement gap plans



Which ASCA ethical expectation best matches the trait *Healthy Human*?

Match Scenario 2- “Healthy Human”

- A. Ethical Standard A.10 – Collaboration with courts
- B. **Ethical Standard A.1 – Supporting student development and modeling wellness**
- C. B-SS4 – Make referrals
- D. B-PA3 – Develop achievement gap plans

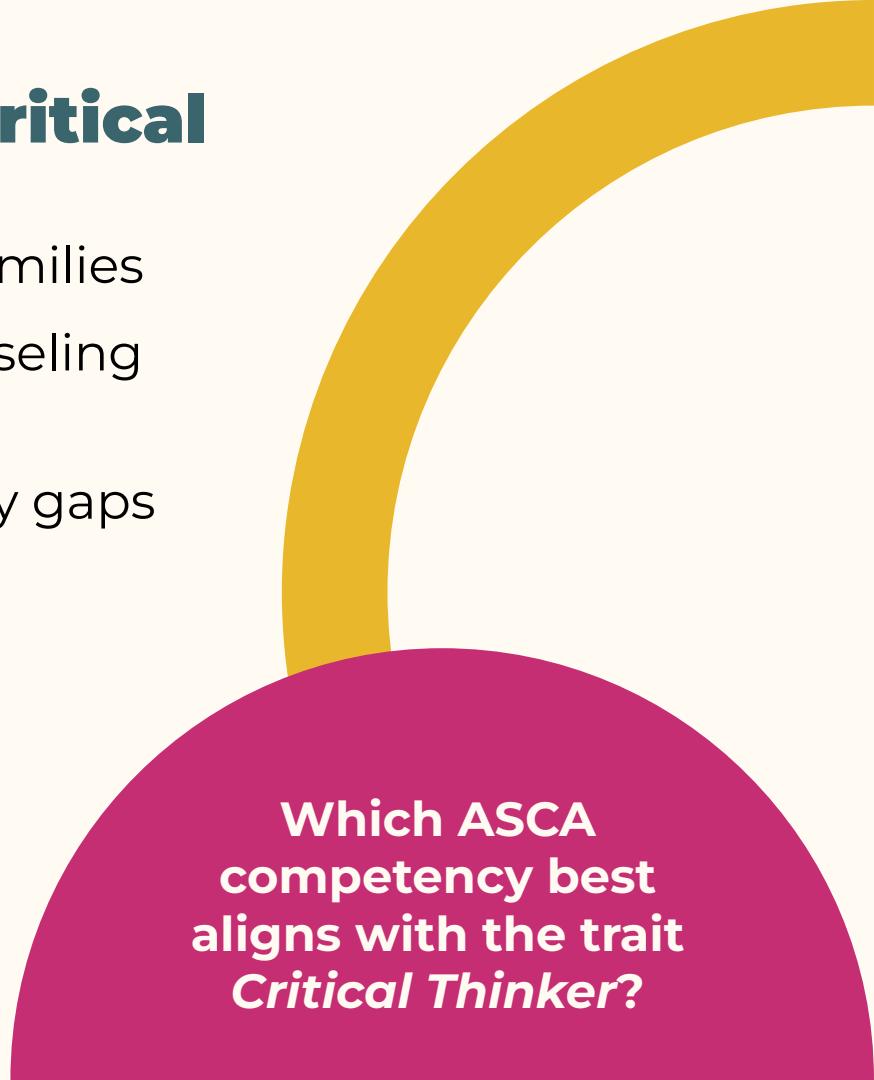


Which ASCA ethical expectation best matches the trait *Healthy Human*?



Match Scenario 3—“Critical Thinker”

- A. B-SS6 – Collaborate with families
- B. B-PF4 – Apply school counseling professional standards
- C. B-PA2 – Use data to identify gaps and inform decisions
- D. B-SS1 – Deliver classroom instruction

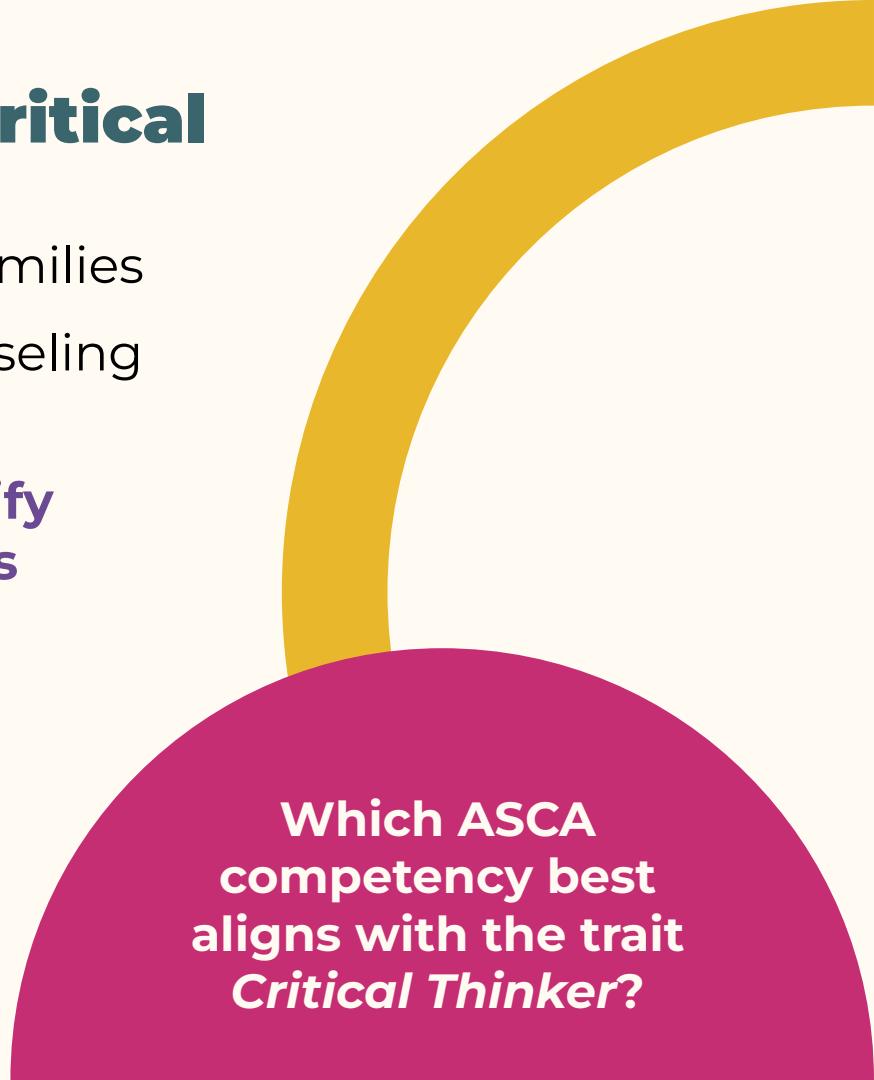


Which ASCA competency best aligns with the trait *Critical Thinker*?



Match Scenario 3—“Critical Thinker”

- A. B-SS6 – Collaborate with families
- B. B-PF4 – Apply school counseling professional standards
- C. B-PA2 – Use data to identify gaps and inform decisions**
- D. B-SS1 – Deliver classroom instruction



Which ASCA competency best aligns with the trait *Critical Thinker*?



Match Scenario 4- “Solution Seeker”

- A. B-PA3 – Develop and implement data-based plans to close achievement gaps
- B. B-PF2 – Apply knowledge of educational systems
- C. B-SS2 – Provide appraisal and advisement
- D. Ethical Standard B.4 – Responsibilities to colleagues



Which ASCA
standard best fits the
trait *Solution Seeker*?



Match Scenario 4- “Solution Seeker”

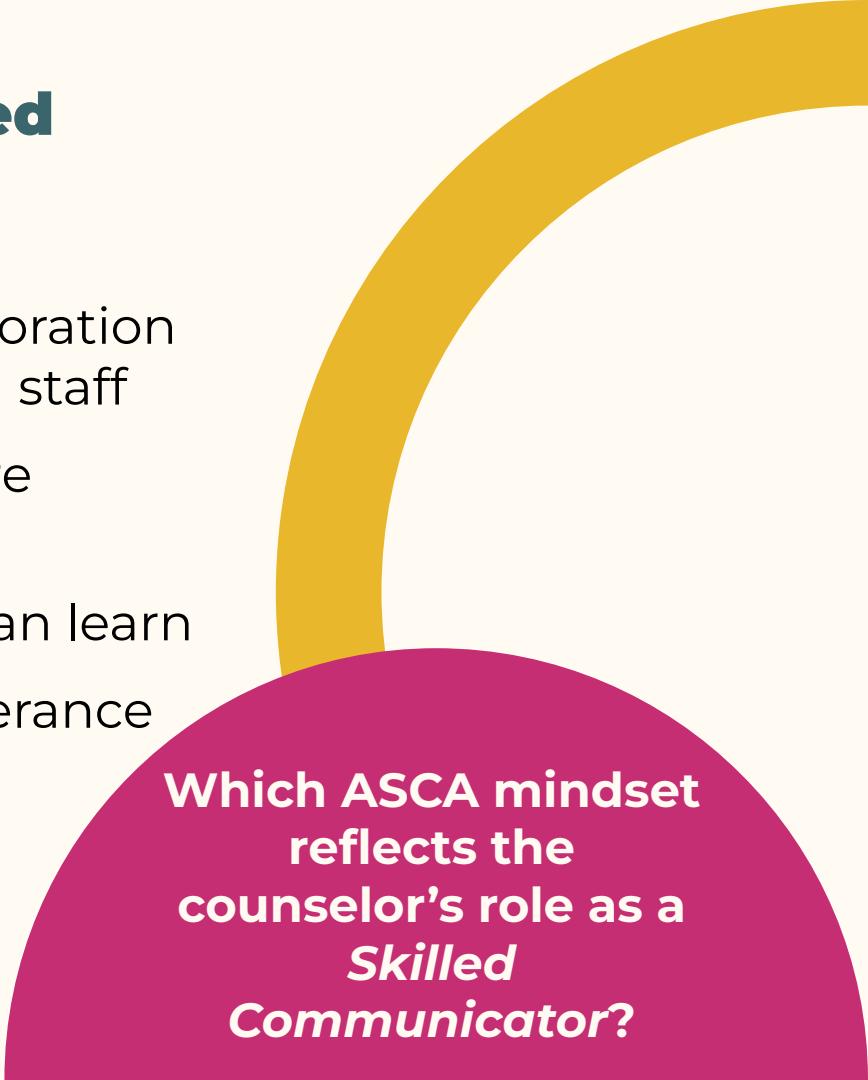
- A. B-PA3 – Develop and implement data-based plans to close achievement gaps
- B. B-PF2 – Apply knowledge of educational systems
- C. B-SS2 – Provide appraisal and advisement
- D. Ethical Standard B.4 – Responsibilities to colleagues



Which ASCA standard best fits the trait *Solution Seeker*?

Match Scenario 5- “Skilled Communicator ”

- A. M3 – Values effective communication and collaboration with students, families, and staff
- B. M6 – Believes counselors are leaders
- C. M1 – Believes all students can learn
- D. M5 – Demonstrates perseverance and responsibility



Which ASCA mindset reflects the counselor's role as a *Skilled Communicator?*



Match Scenario 5- “Skilled Communicator ”

- A. M3 – Values effective communication and collaboration with students, families, and staff
- B. M6 – Believes counselors are leaders
- C. M1 – Believes all students can learn
- D. M5 – Demonstrates perseverance and responsibility



Which ASCA mindset reflects the counselor's role as a *Skilled Communicator?*

Match Scenario 6—“Resilient Learner”

- A. B-SS1 – Deliver instruction aligned with ASCA Student Standards
- B. B-PF6 – Apply knowledge of cultural, social, and environmental influences to enhance student success
- C. B-PA4 – Assess and reflect on program impact to improve practice
- D. M7 – School counselors are leaders



Which ASCA standard/competency best reflects the trait *Resilient Learner*?



Match Scenario 6—“Resilient Learner”

- A. B-SST – Deliver instruction aligned with ASCA Student Standards
- B. **B-PF6 – Apply knowledge of cultural, social, and environmental influences to enhance student success**
- C. **B-PA4 – Assess and reflect on program impact to improve practice**
- D. M7 – School counselors are leaders



Which ASCA standard/competency best reflects the trait **Resilient Learner?**





Louisiana Counselor Rubric



<u>COUNSELING PROGRAM VISION, STRATEGIC GOAL SETTING, AND ACTION PLANNING</u>	<u>STUDENT SERVICES</u>	<u>LEADERSHIP, ADVOCACY, AND REFLECTION</u>
1. Development and Communication of Vision 2. Goal Setting, Action Planning, and Monitoring 3. Expectations	1. Student Support and Data Collection 2. Meeting Students' Needs 3. Organization and Management of Time and Student Records	1. Leadership and Advocacy 2. Reflective Practices
<u>PROFESSIONALISM AND INTEGRITY</u>	<u>SCHOOL AND COMMUNITY ENGAGEMENT</u>	
1. Professional Behavior 2. Integrity 3. Confidentiality	1. Collaboration with School Personnel 2. Collaboration with All Stakeholders	

Self-Assessment: “Choose one domain and identify an action to move from *Proficient* to *Exemplary*.”

Evidence and Artifacts for Counselors

- At the start of the school year, evidence collection begins for counselors. From scheduling to communicating the counseling program mission and meeting with students, families, and staff, counselors are impacting student growth and success directly or indirectly.
- Evidence of counselor practice is collected throughout the year via artifacts, data, observations, and conversations.***
- Examples:
 - Plans for counseling lessons or sessions*
 - Students support plans*
 - Counseling activity records*
 - Communication to families*
 - Meeting agendas*
 - Student data*



Louisiana Counselor Rubric and Evaluation Handbook

Released September 2025



Louisiana Counselor Rubric and Evaluation Handbook

THE REFLECTION: THE PORTRAIT OF A COUNSELOR

- **Skilled Communicator:** Communicates clearly and collaborates intentionally to build trusting, student-centered partnerships. *(ASCA M3 and Rubric—School & Community Engagement)*
- **Critical Thinker:** Uses data, reflective thinking, and analysis to guide ethical, strategic decisions. *(ASCA M4 and Rubric—Vision & Strategic Planning)*
- **Leader:** Leads with purpose and advocates for equitable systems that allow all students to thrive. *(ASCA M6 and Rubric—Leadership, Advocacy & Reflection)*
- **Healthy Human:** Models wellness, integrity, and balance as essential components of ethical practice. *(ASCA M1 and Rubric—Professionalism & Integrity)*
- **Solution Seeker:** Proactively seeks solutions and implements interventions that support academic, social/emotional, and behavioral growth. *(ASCA M7 and Rubric—Student Services)*
- **Global Citizen:** Promotes cultural responsiveness and creates inclusive spaces where every student and family feels valued. *(ASCA M2 and Rubric—School & Community Engagement)*
- **Resilient Learner:** Reflects, adapts, and grows—modeling resilience as both a mindset and a professional practice. *(ASCA M5 and Rubric—Leadership, Advocacy & Reflection, and/or Professionalism & Integrity)*



04

BECOMING THE PORTRAIT: ETHICS, REFLECTION, AND COMMITMENT



ETHICAL FOUNDATIONS

Anchoring Our Practice in Ethics and Integrity

- **ASCA Ethical Standards (2022):** Uphold equity, confidentiality, cultural responsiveness, and student advocacy as non-negotiable pillars of ethical counseling practice.
- **Louisiana Certification & Professional Accountability:** Reinforces these values through CACREP-aligned preparation, ongoing continuing education, and adherence to state and national professional codes.
- **Connection to Portrait of a Graduate:** Mirrors the *Global, Ethical, and Cultural Citizen* trait—acting as a change agent who values justice, empathy, and inclusion.



“Ethics are the compass that sustains trust, leadership, and purpose in every interaction.”

BUILDING YOUR PORTRAIT

From Reflection to Realization: Becoming the Portrait of a Professional School Counselor

Imagine you're looking into the mirror of your professional self. Who do you see? Who are you becoming?

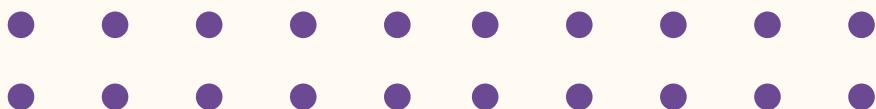
- **3 Mindsets I Embody:** The beliefs or values that ground your practice (e.g., empathy, equity, resilience, collaboration, purpose).
- **3 Actions I Commit To:** The behaviors you will practice daily to reflect those mindsets (e.g., advocating for marginalized students, prioritizing wellness, using data to inform decisions).
- **1 Word That Defines My Practice:** A single word that captures your professional essence (e.g., Empowerment, Integrity, Healing, Access, Courage).



“Who we are shapes who our students become.”

***“As we help our students
become leaders, thinkers, and
global citizens, may we
embody those same traits
with integrity and courage.”***

—Someone Famous





RESOURCES & REFERENCES

- [ASCA Ethical Standards \(2022\)](#)
- [ASCA Professional Standards & Competencies \(2025\)](#)
- [Louisiana Counselor Rubric and Evaluation Rubric \(2025\)](#)
- [NOLA-PS Portrait of a Graduate](#)
- [Counselor Identity Reflection Worksheet](#)



THANKS!

Do you have any questions?
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