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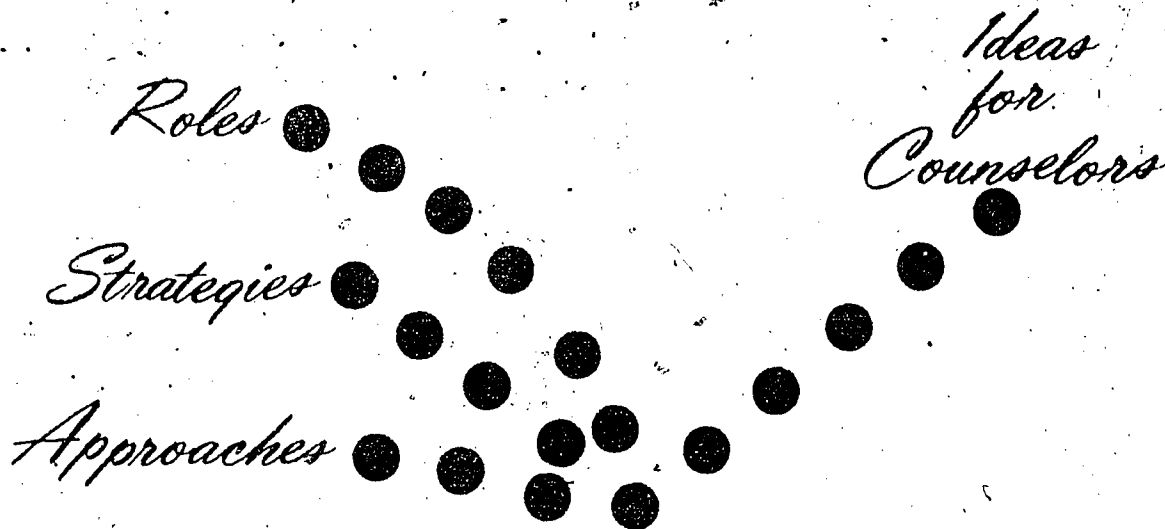
ABSTRACT

This paper concentrates on three main points: (1) sharing counselor experiences with other counselors; (2) stimulating professional thought and action of counselors not involved in career education; and (3) emphasizing the crucial roles counselors can play in career education if they choose. The author's belief is that the ideas and suggestions offered can be used to strengthen the role of counselors and enhance the effectiveness with which they function. Another salient aspect of the counselor's efforts in career education is that it moves to one of active involvement with teachers, parents and community. Counselors then find that through career education, they can share the counseling process with many people.
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The High School Counselor and Career Education



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I. information and background

This paper has been written with three specific purposes in mind. They are:

- (1) to share experiences of counselors with counselors,
- (2) to stimulate professional thought and action by counselors not involved in Career Education,
- (3) to emphasize the crucial roles counselors may play in Career Education if they choose.

It is not assumed that every idea and guideline for counselors suggested here should be adopted by every counselor. Each counselor and counseling staff needs to look at their setting and determine how to modify this material to serve their needs. It is believed that the ideas and suggestions offered can be used to effectively strengthen the role of counselors and enhance the effectiveness with which they function.

Career Education as a concept is action-centered and experience oriented. For a counselor to be effectively involved in Career Education, he must orient his role to that of being and doing.

The Arizona Career Education Matrix identifies eight career elements: Self-Awareness, Educational Awareness, Career Awareness, Economic Awareness, Decision Making, Beginning Competency, Employability Skills, Appreciations and Attitudes. Each of these elements is a natural part of the counselor's role. Career Education can help the counselor put these elements into action. It can help the counselor focus on many areas of counseling and guidance that he has already been doing.

Career Education further emphasizes the need to place education in the mainstream of contemporary society, rather than apart from it. The counselor's role in Career Education then becomes one of active involvement with teachers, parents and the community. Counselors will find that through Career Education they will share the counseling and guidance function with many people.

They will thus be able to help many more young people in preparing themselves for life.

The Career Education movement and the guidance movement have much to gain by joining forces. It is hoped that after reading this material, it will seem that way to you.

II. career education for high school counselors

The following compilation of suggested roles for counselors in Career Education represents several sources. The primary contributor comes from a meeting held at Ohio State in the Fall of 1975. The author was one of twelve counselors selected from across the United States to attend a mini-conference held by Ken Hoyt on the counselor and Career Education. Intensive discussion sessions were held where all counselors contributed their ideas. None of the counselors in attendance found themselves fulfilling all of these roles. What follows is largely a consensus of several sources of the possible roles for counselors involved in Career Education.

These suggested roles depict the Career Education counselor as being actively involved in Career Education implementation. He will be involved with many various groups concerned with student development.

A. Leadership roles for counselors in Career Education:

1. Assist in coordination and implementation of Career Education.
2. Have administration approve a counselor Career Education role for the year.
3. Assist administrators in understanding Career Education concepts.
4. Assist teachers in understanding Career Education concepts and their classroom application.
5. Manage the scope and sequence aspects of Career Education.
6. Provide leadership in eliminating the influence of both racism and sexism as cultural restrictors of opportunities available to minority persons and to females.

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7. Serve as an educational liaison between the school and the business-industry-labor community.
8. Explain Career Education to parents and to the broader community.
9. Conduct student needs assessments, identify appropriate evaluation measures and assist in interpreting results for further Career Education efforts.
10. Serve on curriculum committees to facilitate Career Education implementation into total curriculum planning.

A second role commonly accepted by counselors in Career Education is working closely with teachers. Almost without exception school counselors working in Career Education feel that counselor-teacher relationships have improved because of the ways they have found to work with teachers as part of a collaborative Career Education effort. This effort is much more successful when approached from a "sharing" rather than a "showing" basis.

B. Working with teachers in Career Education:

1. Assist interested teachers in relating their subject matter to careers.
2. Help teachers with self-awareness activities in classes.
3. Develop and provide teachers with Career Education activities that can be used in classes.
4. Provide in-service education to teachers who are interested in teaching decision making and values clarification.
5. Serve as a liaison between academic and vocational teachers.
6. Work with teachers to develop parent involvement in classroom activities involving careers.
7. Develop a resource person list for teachers to use as guest speakers in their classrooms.

The third ever vital part of the counselor's role concerns working directly with students in the classroom. The greatest advantage to counselors gained here is more exposure to students and help to greater numbers of students in career decision making.

C. Working directly with students in Career Education:

1. Assist students in educational planning for high school and beyond.
2. Serve as a coordinator and implementor of Career Education field trips.
3. Establish and help operate Career Education resource center for students (and teachers).
4. Be directly involved in teaching students units or specific courses relating to Career Education.
5. Be actively involved in job placement involving part-time work experiences and full-time job placement for students leaving school.
6. Encourage students to involve the home and family in the career decision making process.

III. problems faced by counselors

At the mini-conference for counselors held at Ohio State, considerable time was devoted to specific problems facing counselors interested in Career Education involvement. Several of these will be dealt with here briefly in order to show that there is an awareness by counselors involved in Career Education of problems to be faced and to suggest a few of the strategies utilized to overcome these problems.

- A. The problem of getting in. Experienced counselors regard this as a major problem for counselors across the nation today. Many times Career Education efforts have bypassed the counselor. Vocational teachers, an important component of secondary education efforts, have often been asked to assume the primary burden for Career Education efforts at the high school level. Many other schools have directed their efforts on in-service Career Education directly at academic teachers, again bypassing the counselor. For these

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reasons teachers across the country consider themselves more knowledgeable about Career Education than counselors. To overcome this problem, counselors experienced in Career Education offer three major recommendations:

1. Study Career Education concepts in detail to understand how they represent more than a simple extension of vocational education.
 2. Recognize that Career Education calls for changes in counselor role and function as well as changes in teacher role.
 3. Take the initiative yourself in working with teachers in Career Education.
- B. The counselor as a teacher. Counselors experienced in Career Education frequently find themselves involved in classrooms actively involved with students in the teaching/learning process. Sometimes this involves team teaching; at other times, units; and, at still other times, teaching a particular course.

Counselors involved in Career Education suggest that, when counselors either volunteer or are asked to perform in the classroom, they spend time with the regular teacher planning for their appearance. One useful suggestion is to see the teacher as a consultant to the counselor and that the counselor has much to gain from the teacher's expertise.

- C. The "Self" versus "Careers" dilemma. This is one very important problem today that must be faced by counselors. Counselors over the past several years have tended to narrow their field of expertise to "self" counseling. They have neglected the important component of "careers" counseling or restricted it to college orientation. There is no feasible way for counselors to artificially divide the person. A counselor in Career Education must be a collaborative member of a Career Education team. Counselors experienced in Career Education feel that counselors must deal with the whole person, that all parts must fit together rather than be regarded as separate entities.

IV. *strategy for change*

If you as a counselor are to secure an active role in the Career Education movement, it may be helpful to familiarize yourself with a strategy for change. The following suggested steps for change are intended to provide one example of sequential steps to take if serious educational role change is sought.

- A. Define the counselor role in relationship to Career Education.
- B. Examine counseling/Career Education objectives.
- C. Assess specific needs.
- D. Contact building principal and discuss the counseling role in relationship to Career Education.
- E. Outline possible program and submit for approval by administration and school board.
- F. Familiarize staff members of school with role.
- G. Seek out faculty interested or actively involved in Career Education.
- H. Assist interested staff in determining their needs and utilization of your knowledge.
- I. Suggest ideas and materials for Career Education activities.
- J. Assist interested individuals in the total process of developing Career Education activities.
- K. Team with staff to present Career Education activities to students.
- L. Examine activities' effectiveness.
- M. Continue the procedure with other interested teachers.
- N. Evaluate the procedures used and initiate appropriate changes.

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In preparing this paper, heavy reliance was made upon ideas and experiences already being undertaken by counselors and people involved in Career Education. This seems appropriate because it is felt that we learn best from people who are actually doing Career Education. There are many counselors around the United States who are actively changing their role to include Career Education. Hopefully this trend will continue.

U.S. Department of Health, Education & Welfare, The School Counselor and Career Education. Kenneth Hoyt, Director, office of Career Education, Office of Education. U.S. Government Printing Office, Washington: 1976.

Career Education Mini-Conference, Ohio State University, Columbus, Ohio: October, 1975

Career Guidance Strategies in Arizona, Arizona State Department of Education, Phoenix, Arizona.

CHECKLIST

The following checklist is to be used by counselors to identify their current position relating to involvement in counselor Career Education activities.

1. Planning time has been spent by the counseling staff in defining the counselor/Career Education role.
2. Administration has approved a counselor Career Education role for the year.
3. In-service time has been used to explain the counselor Career Education role to fellow staff members.
4. Counselors have spent time assisting teachers in understanding Career Education concepts.
5. Direct contact by the counseling staff has been made with business-industry-labor to insure participation.
6. Parents have been informed about Career Education efforts under way in the school.
7. Parental involvement has been actively sought by counselors in conjunction with fellow staff members.
8. Current student needs assessments have been conducted and appropriate follow-up undertaken.
9. Counselor involvement in school curriculum meetings to further explain Career Education and curriculum is under way.
10. Counselors are actively working to insure equal educational and career planning opportunities for all students regardless of race or sex.
11. Counselors are assisting interested teachers in relating their subject matter to various career opportunities.
12. Counselors are assisting teachers in developing student self-awareness activities in the classroom.
13. Counselors are working with teachers on student decision-making and values-clarification units.
14. ~~Counselors are working with vocational instructors on expanding their awareness of vocational education and its relationship to Career Education.~~
15. Time has been spent developing a resource person list for teachers to use as guest speakers in their classrooms.

CHECKLIST

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16. Time has been spent to develop and provide teachers with Career Education activities (units) that can be used in classes.
17. Counselors are assisting students in educational planning for high school and beyond.
18. Counselors are serving as coordinators and implementors of Career Education field trips.
19. Counselors are helping operate a Career Education resource center for students and teachers.
20. Counselors are directly involved in teaching students units or specific courses relating to Career Education.
21. Counselors are actively involved in job exposure activities for students.
22. Counselors are participating in job placement involving work experiences and full-time job placement for students leaving school.
23. Counselors have developed a comprehensive scope and sequence for Career Education objectives and activities for grades 9-12.