**Statement of Purpose**

**The Problem**

School counselors play a crucial role in schools every day of the year. Through the American School Counselor Association’s Guide of National Standards, comprehensive programs are created in order to meet the social, career, and academic needs of students. Many students throughout their education often ask, “How will this affect me throughout my life?” As a school counselor we try to implement social, career readiness, and academic skills that the student can carry with them through post-high school graduation, as well as life. According to the U.S. Department of Education,

*“Research suggests that high-quality counseling services can have long-term effects on a child’s well-being and can prevent a student from turning to violence and drug or alcohol abuse. High-quality school counseling services can improve a student’s academic achievement. Studies on the effects of school counseling have shown positive effects on student’s grades, reducing classroom disruptions, and enhancing teachers’ abilities to manage classroom behavior effectively. High-quality school counseling services also can help to address students’ mental health needs”* (U.S. Department of Education, 2002). The ASCA National Model provides insight as to how to effectively run a school-wide program that ultimately leads to properly prepared students. With that being top priority, my curriculum design is intended to help high school level students be able to develop and implement the necessary skills needed for post-graduation in the social, career, and academic areas in life.

**Needs of the Learner**

 The learner will become prepared to use the necessary skills gained through the comprehensive school program. Acceptable behaviors that improve social interactions, such as those between peers or between students and adults will be a key goal as well as processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning (ASCA, 2014).

**Needs of the Society**

 In today’s society, there is much emphasis placed on the post-education, career readiness, and social skills needed in order to succeed in life. This understanding begins at a young age and allows for academic, career, and social development to develop gradually as the learner continues on into high school. By the time the learner reaches high school, the skills previously gained are put into effect as the student spends four years in high school figuring out how to activate and properly achieve the goals that they have set for themselves. The skills that they have obtained throughout their education, specifically high school, will prepare them to be a member of society as well.

**Value of Subject Matter**

 Throughout the school year, students will be provided with as much real world and hands on experience as possible so that students are able to transfer learning in the classroom to their own lives. School counseling programs create opportunities for students that prepare them for the future. In the article, “Toward a Blueprint for Youth: Making Positive Youth Development a National Priority,” published by the U.S. Department of Health and Human Services in 2002, the need for effective school counseling programs is emphasized:

 *“Today’s young people are living in an exciting time, with an increasingly diverse society, new technologies and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders and citizens, every student needs support, guidance and opportunities during childhood, a time of rapid growth and change. Children face unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement."*

The writers stress how important it is for students to learn through changing programs and lessons to better prepare them for their future roles.

**The Educational Goal**

 As developed alongside the American School Counselor Association’s Guide of National Standards, this comprehensive school counseling program develops students in the three core areas of academic, career, and social development. The comprehensive program allows for the student to gain skills, information, and experience that will help them after graduation from high school. This program will aim to help students meet the expectations for academic, social, and career development through a variety of learning strategies and by engaging students in as many real life examples and implications as possible.

**Work Cited**

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K- 12 College- and Career-Readiness Standards for Every Student.* Alexandria, VA: Author.

U.S. Department of Education, (2002). *No child left behind: A desktop reference.* Washington, DC: Author.

U.S. Department of Health and Human Services, (2002). *Toward a Blueprint For Youth: Making Positive Youth Development a National Priority.* Washington, DC: Author.