

My worldview of education has been continually shaped and solidified throughout Liberty University's School Counseling Program in several ways. When I began, I had very little knowledge of the true role of a school counselor. I had just completed my Bachelors in Elementary Education when I started the program. Since then, I have gained experience as a sixth grade teacher and collaborated often with the school counselor. Those classroom experiences as a teacher, along with advancing through program courses and into the Practicum has developed a foundation on which I have built my philosophy of education.

The reason I sought out this profession to begin with stems from a concern I had during student teaching. That question was, "How is a student expected to learn when they are lacking basic needs?" I began to see the role of the school counselor in a different light. I saw the opportunity to be a true advocate for students. As I have progressed through the program, I have learned the ins and outs of what being an advocate for student's looks like. School counselors have a responsibility to advocate for students focused on the three domains; academic, career, and social/emotional development. Each of these domains are equally important, multifaceted, and are conducive for student success. In order to effectively approach these domains the school counselor must be a skilled leader, unbiased collaborator, and lifelong learner.

Throughout my courses I have learned the importance of creating a culturally sensitive and developmentally appropriate comprehensive school counseling program. It is not a one size fits all presumption. School counselors are entrusted to collaborate and build relationships with administrators, students, families, other stakeholders and community agencies. There are many considerations that a school counselor has to take in order to ensure that the strategies and interventions being utilized throughout the program are providing students with equitable opportunities for success.