

School Counseling

STANDARD ONE

The school counselor understands the central concepts, tools of inquiry, and structures of the discipline, and can create experiences that support the learning process for students.

KNOWLEDGE

The school counselor knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to counseling.

The school counselor knows the multicultural counseling competencies adopted by the professional associations within the discipline.

The school counselor knows methods of integrating counseling curriculum and related program content into the total school curriculum.

The school counselor knows that students' conceptual frameworks and their personal and world views influence their learning and development.

Evidences

The school counselor knows national and state models for comprehensive developmental school counseling programs (e.g., American School Counselor Association Standards for School Counseling Programs, National Occupational Information Coordinating Committee [NOICC] Standards, and the National Framework for State Programs of School Counseling).

The school counselor knows approved professional ethical guidelines regarding the counseling of multicultural and specific populations (e.g., American School Counselor Association and American Counseling Association).

The school counselor knows how to developmentally and sequentially provide information, knowledge and skills through academic, career, and personal/social development.

The school counselor has knowledge of different cultures and knows how to interact effectively with diverse populations.

The school counselor knows that diversity in schools, families, and communities affects individual behavior.

DISPOSITIONS

The school counselor has enthusiasm for the profession and helps connect it to everyday life.

The school counselor realizes that knowledge within the discipline is not a fixed body of facts, but is a complex and dynamic construct of ideas.

The school counselor accepts multiple perspectives.

The school counselor values interdisciplinary collaboration.

Evidences

The school counselor values school board and individual school policies.

The school counselor values innovative strategies and theories in the profession.

The school counselor respects student opinions, practices, values, and emotional reactions that are different from those of the counselor.

The school counselor is willing to work cooperatively with professional colleagues and school support personnel.

The school counselor is willing to reassess existing beliefs in light of new information.

PERFORMANCE

The school counselor keeps abreast of new ideas and understandings within the profession.

The school counselor approaches the profession critically and evaluates new claims and interpretations in the field.

The school counselor effectively uses multiple representations and explanations of concepts that capture key ideas and link them to students' prior experiences.

The school counselor represents and uses a variety of viewpoints, theories, methods of inquiry, and standards of evidence characteristic of the profession.

The school counselor engages students in generating knowledge and testing personal assumptions and beliefs according to the methods of inquiry and standards of evidence characteristic of the discipline.

The school counselor includes multicultural perspectives in service delivery and conveys the view that knowledge is developed from the vantage of the culture.

The school counselor creates opportunities for experiences that allow students to integrate subject area content with lifeskills.

The school counselor ensures that service delivery represents best practices within the profession.

The school counselor communicates effectively through reading, writing, speaking, and listening and assists students in developing these skills.

Evidences

The school counselor abides by established laws and ethical and professional standards.

The school counselor participates in professional development opportunities on a continuing basis.

The school counselor conducts counseling program evaluation and follow-up studies and shares results with students, families, and school personnel.

The school counselor manages available funds effectively.

The school counselor develops skills and strategies to counsel diverse populations and recognizes that helping styles and approaches should be culturally sensitive.

The school counselor uses effective research practices to evaluate and interpret information.

STANDARD TWO

The school counselor plans a school counseling program that is comprehensive in scope and developmental in nature.

KNOWLEDGE

The school counselor understands principles of program development and knows processes for implementation and evaluation of the program.

The school counselor knows how to apply interdisciplinary and multicultural approaches to program design.

The school counselor recognizes the continuum of development from a life span perspective.

The school counselor knows the principles of effective interpersonal communication.

The school counselor knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The school counselor knows how to use various modalities, including technology, to address individual and group needs.

The school counselor knows how to use a variety of assessment tools.

Evidences

The school counselor understands the needs of and potential barriers to effective counseling with multicultural and specific populations.

The school counselor has knowledge of culture-specific developmental issues.

The school counselor has knowledge of common treatment issues specific to the culture of the students.

The school counselor understands the fundamental principles of basic domains of development through the lifespan.

The school counselor understands when to use group counseling, individual counseling, or consultation.

The school counselor knows how to ask open-ended questions when possible and closed-ended questions when needed.

The school counselor knows how to adjust communication to the developmental level of the student.

The school counselor knows how to communicate in specific and concrete, rather than general and abstract, terms.

The school counselor knows how to demonstrate congruence between verbal and nonverbal behavior.

The school counselor knows how to assist individuals in setting goals and identifying strategies for reaching goals.

The school counselor knows how to assist individuals in reassessing their goals, values, interests, and career decisions.

The school counselor knows how to collaborate with others to promote student achievement.

The school counselor knows how to effectively interpret and disseminate data to meet the needs of individual students.

The school counselor knows how to conduct program needs assessments and evaluations.

The school counselor knows how to address individual student needs using technology.

DISPOSITIONS

The school counselor is willing to use different approaches to promote student success.

The school counselor is willing to learn new modes of service delivery and to use a variety of resources.

The school counselor values diversity.

The school counselor is willing to use technology as a tool in school counseling service delivery.

The school counselor is committed to improving practice through the use of formal and informal assessments.

The school counselor is committed to lifelong learning.

Evidences

The school counselor respects students' cultural beliefs and values because they affect the students' world view.

The school counselor respects the values, morals, and behavioral patterns of diverse groups.

The school counselor supports the use of research to plan and develop the school counseling program.

The school counselor is willing to use evaluation results to revise program ideals, goals, and services as needed.

The school counselor advocates for relevant professional development.

PERFORMANCE

The school counselor provides a comprehensive program of services that are developmentally appropriate for the students.

The school counselor adapts the program to accommodate individual student abilities and needs.

The school counselor reviews resources and materials for potential use.

The school counselor develops and uses interventions that encourage students to see, question, and interpret ideas from diverse perspectives.

The school counselor models and promotes the principles of effective interpersonal communication.

The school counselor asks questions to stimulate discussion as well as creative and critical thinking.

The school counselor uses various modalities, including technology, to address individual and group needs.

The school counselor uses a variety of assessment tools to enhance student growth and development.

The school counselor uses feedback and assessment to improve professional practice.

The school counselor provides opportunities for students to develop positive attitudes toward lifelong learning.

Evidences

The school counselor develops and delivers a comprehensive school counseling program that addresses the basic domains of student development.

The school counselor develops and delivers a comprehensive school counseling program based on knowledge of individual students, families, and the community.

The school counselor plans and conducts classroom guidance activities not to exceed three 30-minute sessions per day or ten 30-minute sessions per week.

The school counselor presents guidance units that give attention to particular developmental issues or areas of concern.

The school counselor collaborates with teachers and other school personnel to deliver parts of the guidance curriculum.

The school counselor assists students with transitions between grades or educational levels.

The school counselor uses assessment tools and data to assist students in making academic, personal/social, and career choices.

The school counselor conducts needs assessments of students, teachers, and parents to determine goals and priorities for the school counseling program.

The school counselor adapts and develops evaluation instruments to measure student outcomes related to the school counseling program.

The school counselor uses results of formative and summative program evaluation and follow-up studies to improve the school counseling program.

The school counselor selects media and technology appropriate to school counseling goals and objectives.

STANDARD THREE

The school counselor plans counseling services that facilitate student development in academic, career, and personal/social domains.

KNOWLEDGE

The school counselor recognizes the continuum of development from a lifespan perspective.

The school counselor knows how to apply counseling techniques and strategies based on different learning and personality theories.

The school counselor knows how to evaluate and use a variety of materials to support different school counseling services.

The school counselor understands how students' physical, social, emotional, and cognitive development influence learning and applies these factors when making intervention decisions.

The school counselor is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, and cognitive); the school counselor can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The school counselor understands the importance of peer relationships in development.

The school counselor knows how to find information and services to support students.

Evidences

The school counselor understands the role of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both typical and atypical behavior.

The school counselor understands the district and school crisis plan.

The school counselor understands when to use group counseling, individual counseling, or consultation.

The school counselor knows how to identify the impact of group work on individual behavior.

The school counselor knows how content and process variables, leadership styles, and environmental conditions influence group dynamics.

The school counselor has knowledge of the special services within the school district and community.

The school counselor knows how to assist individuals in preparing for multiple roles throughout the lifespan.

The school counselor has knowledge pertaining to individuals with exceptionalities, consequences of stress and trauma, the development of mental health, and the importance of supportive relationships.

The school counselor knows techniques for crisis prevention, intervention, and postvention.

The school counselor knows how to use resources, aids, and materials for counseling students with special needs.

The school counselor knows that exceptionalities and medications may affect behaviors and educational, career, social, and psychological status at various age levels.

The school counselor has an understanding of peer mediation and conflict resolution.

The school counselor knows how to use community resources and allied health professionals which may be used by students and families and how to make effective referrals and collaborate with community program personnel.

DISPOSITIONS

The school counselor is willing to encourage and promote a positive school environment.

The school counselor believes that all students can learn and persists in helping all students achieve success.

The school counselor accepts the responsibility to create an environment that encourages students to learn by building on their strengths and interests.

The school counselor appreciates individual differences among students, shows respect for their diverse talents and abilities, and is committed to helping them develop self-confidence and competence.

The school counselor is willing to find and use a variety of materials, techniques, and strategies to meet the needs of students.

The school counselor recognizes that all students are capable of contributing to one another's development.

Evidences

The school counselor is responsive to students, staff, and families in crisis.

The school counselor is willing to participate in the crisis intervention plan.

The school counselor is willing to deal with conflict in individual and group settings.

The school counselor is willing to use peer groups in counseling.

The school counselor is willing to facilitate student expression and self-exploration.

The school counselor believes in the student's capacity to solve problems, to self-manage, and to grow.

The school counselor respects students' religious and/or spiritual beliefs and values because they affect world view, psychological functioning, and self-expression.

The school counselor is willing to promote an educational community that encourages student responsibility, nurtures collaboration, invites dialogue, and models attitudes and values of inquiry learning.

The school counselor is willing to identify personal attitudes and behaviors that may affect the school environment.

The school counselor believes that all students can learn and persists in helping all students achieve their potential.

PERFORMANCE

The school counselor applies concepts of human growth and development to all school counseling services and activities.

The school counselor varies program delivery using different techniques and strategies appropriate for diverse populations.

The school counselor selects, procures, and maintains appropriate materials to support the school counseling program.

The school counselor encourages student reflection on prior experiences to connect new ideas with familiar ones.

The school counselor provides students with opportunities to assume responsibility for shaping their own futures.

The school counselor provides opportunities for individual and group experiences.

The school counselor uses information and services to support student growth and development.

The school counselor applies appropriate psychological theories in school counseling service delivery.

The school counselor creates an environment that encourages student learning and development.

Evidences

The school counselor assists classroom teachers in implementing developmental guidance activities.

The school counselor coordinates the organization, accumulation, and maintenance of student counseling records and protects the confidentiality of such records.

The school counselor uses assessment data to assist with decisions on student placement.

The school counselor provides individual and small group counseling to meet academic, career, and personal/social needs of students.

The school counselor consults with teachers, administrators, and staff to support student success in the academic, career, and personal/social domains.

The school counselor actively participates in the implementation of the crisis intervention plan.

The school counselor plans the school counseling program based on needs assessment data.

The school counselor adapts methods of helping based on personal and cultural diversity.

The school counselor makes appropriate referrals to community health and social services.

STANDARD FOUR

The school counselor exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The school counselor is familiar with students, the communities from which they come, and other factors that shape their outlook, values, and orientation toward learning.

The school counselor understands how learning and behavior are influenced by individual experiences, talents, and prior learning as well as language, culture, family, and community values.

The school counselor understands the importance of treating self and others with respect and dignity.

The school counselor knows how to communicate effectively with diverse audiences.

Evidences

The school counselor knows how to identify students who need counseling services.

The school counselor understands diverse cultural perspectives of the community.

The school counselor knows how to articulate the school counseling program to diverse audiences.

The school counselor is aware of personal freedom of choice and acknowledges the student's capacity for responsible choice.

The school counselor knows how to assist individuals in understanding the relationship between interpersonal skills and success in life.

The school counselor is aware of the life experiences, heritage, and historical background of different cultural groups and how these factors may affect the appropriateness of counseling approaches.

The school counselor understands factors that constitute a basis for commonality among all humans.

DISPOSITIONS

The school counselor respects, accepts, and supports ALL students.

The school counselor appreciates the importance of effective communication.

The school counselor is committed to the expression of democratic values in the classroom and in school.

The school counselor is committed to the importance of personal and professional development.

Evidences

The school counselor is willing to verbally and nonverbally communicate a genuine interest in and caring for students.

The school counselor believes that the primary responsibility is to be an advocate for students.

The school counselor shows acceptance of differences between counselor and student subjective experiences and viewpoints.

The school counselor is willing to devote time and resources for self-reflection, self-awareness, and self-renewal.

The school counselor is willing to devote time and resources to professional growth and development.

PERFORMANCE

The school counselor promotes positive interpersonal relationships among students, families, school personnel, and the community.

The school counselor expresses empathy and warmth in interpersonal relationships.

The school counselor treats others with respect and dignity and expects similar treatment in return.

The school counselor communicates effectively with diverse populations.

The school counselor creates an environment that nurtures self-confidence, self-respect, and competence.

The school counselor considers the development of character, aspirations, and civic responsibilities when planning the school counseling program.

Evidences

The school counselor adapts the comprehensive developmental counseling program to meet the needs of diverse student populations.

The school counselor communicates effectively with students of different ages, developmental levels, and cultural backgrounds.

The school counselor communicates effectively with administrators, teachers, families, and the community to promote the school counseling program.

The school counselor communicates nonjudgmental openness and receptivity to diverse ideas and behaviors.

The school counselor communicates unconditional positive regard for the student's inherent worth without condoning harmful or maladaptive behaviors.

The school counselor communicates genuine empathy by being able to see the student's point of view.

The school counselor uses developmentally appropriate language and communications styles.

STANDARD FIVE

The school counselor works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being.

KNOWLEDGE

The school counselor understands the importance of reflecting on practice to improve service delivery.

The school counselor knows how to interpret, evaluate, and apply current research within the school counseling program.

The school counselor understands legal and ethical obligations as represented by statute, regulation, school board directive, court decision, or other policies and professional standards of practice.

The school counselor understands the process of change.

The school counselor understands schools as organizations within the larger community context.

The school counselor understands the importance of collaboration and consultation.

The school counselor understands how student groups function and influence people and how people influence students.

Evidences

The school counselor is aware of current social, legal, and economic trends and their impact on the school counseling program.

The school counselor knows how to support students' efforts to change their thoughts, feelings, and behaviors.

The school counselor knows how to assist families in understanding and responding to the lifespan developmental tasks of their children.

The school counselor knows how to collaborate and consult with teachers and other school personnel to promote student development.

The school counselor knows how to coordinate program evaluation projects.

The school counselor understands how research results can contribute to the improvement of the school counseling program.

DISPOSITIONS

The school counselor is committed to research, reflection, assessment, and learning as an ongoing process.

The school counselor appreciates the need for change in a dynamic organization.

The school counselor is willing to make important contributions to enhance the education of students and to improve the school.

The school counselor is willing to collaborate in school-improvement activities.

Evidences

The school counselor is willing to advocate for ALL students.

The school counselor is willing to encourage collaborative relationships among and between school, industry, and community.

The school counselor is willing to promote collaborative relationships between school and family.

The school counselor is willing to consult and collaborate with teachers and other school personnel.

PERFORMANCE

The school counselor reflects on the school counseling program to improve service delivery.

The school counselor uses research to improve service delivery.

The school counselor assumes responsibility for his/her own professional development.

The school counselor fulfills his/her legal and ethical obligations as represented by statute, regulation, school board directive, court decision, or other policies and professional standards of practice.

The school counselor works collaboratively for student and school improvement.

The school counselor seeks and uses human, material, community, and financial resources to improve student learning, development, and well-being and to improve the school.

The school counselor advocates for respecting students, promoting learning and development, and improving the school climate.

The school counselor develops and maintains a professional presence, maintains a professional growth plan, and advocates for the school counseling profession.

Evidences

The school counselor develops and coordinates a collaborative team approach to program implementation that involves all members of the school counseling team (e.g., students, counselors, families, teachers, administrators, and community resource persons).

The school counselor informs students, families, teachers, support personnel, and administrators about school counseling programs and services.

The school counselor develops and uses effective ways to approach students, staff, and families about procedures for obtaining individual or group counseling services.

The school counselor consults with students and families regarding home situations that affect student attitude and performance.

The school counselor consults with teachers regarding classroom situations that affect school climate and student performance.

The school counselor works collaboratively with school colleagues to interpret student assessment data.

The school counselor works collaboratively with school colleagues to provide professional development on issues in the personal/social domain that affect student performance.

The school counselor uses a collaborative referral process for assisting school personnel to obtain specialized services for students.