University of Rochester  
Warner Graduate School of Education and Human Development  
Department of Counseling and Human Development  

SYLLABUS  

EDU 450 INTRODUCTION TO SCHOOL COUNSELING  

Fall 2012  

September 10, 2012-December 10, 2012  
Mondays 4:50 p.m.—7:30 p.m.  
Dewey 1-305  

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Course Description  

Introduction to School Counseling is an introduction to the counseling profession with an emphasis on the counselor’s role in educational settings. Students will examine the responsibilities of the counselor from an historical, theoretical, and practical point of view. Through reading, discussions, class activities and presentations by practicing counselors, we will explore the social and political transitions which have taken place in the counseling profession. The impact which these transitions have had on the present and future role of counselors will be an underlying theme throughout the course. Emphasis will be placed on the school reform movement, national and state models of school counseling programs, and implications for counselors. Students will explore the school counselor’s work in the context of leadership, advocacy, collaboration, consultation, coordination of services, multiculturalism and working with diverse student populations, technology and the use of data to inform decisions.  

Course Objectives  
All inserts in italics refer to CACREP Professional Standards
The major goal of this course is to provide a strong foundation for the practice of professional counseling in school settings. The following curricular objectives are designed to meet this overall goal as an important initial stage of training for school counselors:

1. To understand the historical, philosophical, societal, cultural, economic, and political dimensions of the school counseling movement, including:
   - Historical and contemporary trends in counseling \((IIG.1a)\) and \((SC-A.1)\)

2. To investigate the roles, functions, and professional identity of School counselors, including:
   - The relationship of the counselor with other school personnel and other human service providers \((IIG.1b)\) and \((SC-A.3)\)
   - The counselor’s role as a systems consultant and change Agent, and advocate for students \((IIG.1i)\)
   - The counselor’s role in advocating on behalf of the counseling profession \((IIG.1h)\)
   - An overview of the counselor’s role in career development, including an introduction to career development theories, the role of diversity and gender in career development, career and educational planning, assessment in career planning, and other career counseling approaches applicable to specific populations.
   - The counselor’s role in group counseling, specifically examining the types of groups that counselors conduct in school settings.
   - The counselor’s role in assessment and/or diagnosis, including historical perspectives on assessment.
   - The personal characteristics of effective counselors and self-care strategies. \((IIG.1d)\)
   - Ethical and legal considerations related to school counseling practice. \((IIG.1j)\)

3. To learn about the structures and operations of professional counselor associations—especially the American Counseling Association (ACA) and its divisions and affiliates—and also about
professional training standards, credentialing bodies, and ethical codes pertaining to the practice of school counseling; \( (IIG.1f \text{ and } IIG.1g) \)

4. To gain awareness of professional issues unique to school counseling; \( (SC-B.2) \)

5. To explore the contextual implications of socio-cultural, demographic, and diversity of students served by school counselors including:
   - Multicultural and pluralistic characteristics of school populations \( (IIG.2a) \)
   - Practice of multicultural counseling
   - Specific experiential learning activities to promote cultural self-awareness \( (IIG.2b) \)
   - Assessment issues with multicultural groups \( (IIG.7f) \)
   - Implications of policies, programs, and practices on needs of students and families.

6. To develop an awareness of the school counseling program and its function within the total school environment, including:
   - A knowledge of the school environment, including the pre-K-12 curriculum goals and objectives
   - An awareness of strategies designed to enhance the learning environment of schools and create a climate that is positive for the entire school community.
   - Integration of the school counseling program into the total school curriculum through individual and group guidance activities designed to assist all students with academic, career and personal/social competencies and development.
   - The importance of building collaborative and consultative relationships with parents, teachers, support personnel, and community resources in order to promote the objectives of the counseling program and facilitate successful student development and achievement for all students. Understands current National and State models in relation to the total educational program. \( (SC-A.5) \)
• Knowledge of specific techniques for planning and presenting counseling related education programs to the school and community.

7. To understand the principles of planning, implementing and assessing whole school counseling programs and utilizing community resources to advocate and support the development of all students, including:
• The use of needs assessments and program evaluations with the purpose of using the findings to both develop programs and to modify current programs.
• Knowledge of specific program interventions including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, encouragement of self-help, and crisis intervention strategies. (IIIG.1c)
• Understanding institutional and social barriers that impede client’s development and advocacy processes designed to eliminate such barriers.

8. To master the fundamental elements of basic listening and communication skills that serve as the building blocks for more intermediate and advanced counseling skills.

9. To understand the importance of using data to inform decisions and to strengthen school counseling programs.

Methods of Instruction

Class discussions will be based on the readings from the required texts and handouts given in class; therefore, students are expected to come to class prepared by completing each of the assigned readings. Throughout the semester there will be a variety of in-class activities, including counselor-client role-plays, counseling technique activities, small group activities, and student presentations. Throughout this course, there will be a commitment to diversity and inclusion. (see statement below)

Commitment to Diversity and Inclusion
The Warner Graduate School of Education and Human Development is dedicated to fostering a learning community that represents and builds on the rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. Consistent with our dedication to education, leadership, counseling, and human development that can transform lives and make the world more just and humane, we recruit, support and learn with and from students, staff, and faculty from the broadest spectrum of human diversity. Likewise, we seek the same through our interactions with the broader local and global community. See the following link for the Warner School’s statement: (http://www.rochester.edu/warner/warnerataglance/diversity.html). See http://www.rochester.edu/diversity/philosophy.html for the University of Rochester’s statements about diversity.

It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. It is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. This course is an opportunity to practice these social justice skills in our social interactions and academic work.

**Course Requirements**

Required Readings:


Current journal articles and handouts will also be assigned at each class and discussed during the following class. These materials will be provided by the instructor.
Recommended Readings:

**Advocacy**


Collaboration


**Data and Accountability**


**Journals:**
*Professional School Counselor* (ASCA Research Journal)
*School Counselor* (ASCA Practitioner Resource)
*New York State School Counseling Journal* (NYSSCA Journal)
*Journal for the Professional Counselor* (NYCA Journal)
*Journal of Counseling and Development* (ACA Journal)
*Phi Delta Kappan*

**Websites:**
ASCA  [www.schoolcounselor.org](http://www.schoolcounselor.org)
ACA   [www.counselor.org](http://www.counselor.org)
NYSSCA [www.nyssca.org](http://www.nyssca.org)
Technology [www.schoolcounseling.com](http://www.schoolcounseling.com)
http://www.school-jobs.net/jobs/
NYSED   www.nysed.gov
Association of Secondary School Principals  www.principals.org
The College Board  www.collegeboard.com
National Office for School Counselor Advocacy  
www.collegeboard.com/nosca
Center for School Counseling Outcome Research  www.2edtrust.org
National Association of College Admissions Counselors  www.nacanet.org

Resources:
ACAC Ethics and Standards of Practice
ASCA Position Statements
   Cross/Multicultural Counseling
   The School Counselor and Comprehensive School Counseling Programs
   Responsibilities of Users of Standardized Tests
   The School Counselor and Child Abuse/Neglect Prevention
2001 CACREP Standards for School Counselors
ASCA Role Statement for School Counselors
National Office for School Counselor Advocacy Position Statements

Specific Requirements:

1. **Attendance/Participation**: Each student is expected to attend all classes, complete assigned reading materials from textbooks and handouts prior to class. Active participation in class discussions, role plays, reflections, and project based learning is important for professional growth. (10% of grade) (see attached attendance rubric)

2. **Interview of a School Counselor**: Each student is expected to participate in an interview project to increase awareness of school counseling programs. Schedule a visit to a school counseling department in an elementary, middle or high school. The purpose of the visit is to gain an awareness of the scope of the school counseling program, how services are delivered, and how the school program supports student achievement. The written report should be approximately 3-5 pages in length. (20% of grade) Oral reports will be given in class. (10% of grade) (see attached rubrics)
3. **Counseling Skill Development**: Students will participate in role-plays of typical counselor-client interactions and in-class activities/demonstrations to practice counseling skills and techniques.

4. **Visioning Paper for Counseling**: Each student is expected write a vision paper addressing the issues listed below: (50% of grade) (see attached rubric)

   How would you change the system so that it would support the work of the school counselor? Possible areas to be addressed:

   - Accountability/use of data
   - Student Outcomes and Standards
   - Parent engagement
   - Business/community engagement and support
   - Leadership, advocacy
   - Issues of equity and access
   - Professional development
   - School improvement teams/site-based decision-making
   - Health and Human services support systems
   - Collaboration/teamwork

5. **Examination**: Each student will pass an exam covering the historical and contemporary trends in school counseling. (10% of grade)

**Ability Accommodation**

If there is any student in the class who has need of accommodations in accordance with the Americans with Disabilities Act of 1990 and Section 504, of the Rehabilitation Act of 1973, please feel free to come and discuss these needs with the instructor. It is imperative that students requiring special accommodations provide the Warner School of Education
Disabilities Coordinator (Ms. Brenda Grosswirth, 275-1009) with appropriate documentation of the disability prior to discussing accommodations with the instructor.
### Introduction to School Counseling  
**Fall 2012 Class Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC AND ASSIGNMENT</th>
</tr>
</thead>
</table>
| Sept. 10  | - Welcome  
- Overview of course/review syllabus  
- “Totally Us” Activity  
- “Lived Stories: Participatory Leadership in School Counseling”  
- “The Transformed School Counselor” |
| Sept. 17  | - Counseling Process, Communication Skills and Helper Characteristics ([IIG-1d](#))  
- Text Chapter 1 Working in 21st-Century Schools ([IIG-1a](#)) and ([SC-A.1](#))  
- “On Becoming a Counselor” ([SC-B.2](#))  
- “Educators’ Roles in Advancing The Academic Agenda For All Students” ([IIG-1b](#))  
- “MEASURE-ing Success in East High School, Rochester, New York”  
- “School Counselors Walking the Walk and Talking the Talk: A Grounded Theory of Effective Program Implementation” |
| Sept. 24  | - Text Chapter 4 School Counselors as Leaders ([IIG.1f](#))  
- Text Chapter 5 School Counselors as Advocates  
- NYSSCA Comprehensive Model ([SC-A.5](#))  
- “Advocating for Better Futures for all Students: A New Vision for School Counselors”  
- “Transforming School Counseling: A National Perspective”  
- “The Road to Leadership. .. Understanding Social Capital”  
- “A Closer Look at the Principal-Counselor Relationship: A Survey of Principals & Counselors”  
- “Finding A Way: Practical Examples of How An Effective Principal-Counselor Relationship Can Lead to Success for All Students” |
| October 1 | - Text Chapter 6 School Counselors as Consultants ([IIG.1i](#))  
- “Developmental Advocacy: Twenty-First Century School Counseling” |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
</table>
| October 8 | - Text Chapter 7 School Counselors as Coordinators, Collaborators, and Managers of Resources (SC-A.3)  
- “The Counselor and the Family: An Ecosystemic Approach”  
- “Academic Equity”  
- “The NYS School Counselor and Academic Intervention Services (AIS)”  
- “School Counselors and the Use of Agency and Fee for Service Personnel in Schools” |
| October 15| - Skill Practice: The Counseling Process  
- Text Chapter 8 Implementing the National Standards and the ASCA Model (SC-A.5) |
| October 22| - Text Chapter 9 Accountability and Data-Driven Decision-Making  
- “Transforming School Counseling Practice Through Collaboration and the Use of Data: A Study of Academic Failure in High School”  
- “Joining the Data Generation”  
- Crisis Counseling (IIG.1c)  
- Counselors and Grief Work  
- Caregiver Burnout Survey(IIG-1d)  
- Practicum Overview |
| October 29| - Text Chapter 10 Addressing Diversity in Schools (IIG.2a) (IIG.2b) (IIG.7f)  
- Culturally Responsive Counseling and Teaching  
- “The New York State Counselor and Character Education” |
| November 5| - Text Chapter 11 Legal and Ethical Issues for School Counselors (IIG.1j)  
- “The New York School Counselor and School Safety Plans” |
| November 12| - Examination and Oral Reports on Interviews |
| November 19| - Text Chapter 12 Career Planning and Student Transitions  
- Grief and Loss/counselor implications  
- “Stepping in Time” Award Winning Documentary on Grief Resource Network |
| November 26| - Text Chapter 13 Promoting a Safe and Respectful Learning Environment  
- Transforming School Counseling Practice through |
| Collaboration and the Use of Data: A Study of Academic Failure in High School”
| “School Counselor: Professional Performance Review Criteria”

December 3
- Text Chapter 14 Transitioning Into the Field of School Counseling, Professionalism (IIG.1h) (IIG.1g) and Self-Care for Counselors (IIG-1d)
- “Typical Academic Challenges School Counselors Face in the World of Education Reform, High Standards and Accountability”
- Interview write-ups due

Dec. 10
- Special topics in school counseling: challenges and opportunities (assessment, data driven instruction, family/school/community collaboration, psychotropic drugs)
- “Social Justice Counseling: Fifth Force in Field”
- In class presentation of Visioning Paper
- Visioning Paper due
Standards Rubric for Introduction to School Counseling

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Learning Objective</th>
<th>Observable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC-A.1 history and philosophy of the counseling profession</td>
<td>the history, philosophy, and trends in school counseling and educational systems..</td>
<td>Passing of an exam which includes testing of history, philosophy and trends in school counseling.</td>
</tr>
<tr>
<td>SC-A.3 Professional roles, functions, and relationships</td>
<td>the roles, functions, settings and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.</td>
<td>Visioning paper on elements of an ideal school counseling program and reflecting on these issues in the counselor interview paper.</td>
</tr>
<tr>
<td>SC-A.5 Current models of programs</td>
<td>current models of school counseling programs (e.g., American School Counselor Association (ASCA) National Model and their integral relationship to the total educational program.</td>
<td>Visioning paper on elements of an ideal comprehensive school counseling program.</td>
</tr>
<tr>
<td>SC-B.2 Advocating for identity and program</td>
<td>the ability to articulate, model and advocate for an appropriate school counselor identity and program..</td>
<td>Visioning paper on elements of an ideal school counseling program. Reporting in class on same.</td>
</tr>
</tbody>
</table>
**EDU 450 Introduction to School Counseling**  
**Counselor Interview Rubric of Written Report**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar</strong></td>
<td>Multiple grammatical and stylistic errors</td>
<td>Some errors in grammar and/or format that do not interfere with clarity</td>
<td>Few grammatical and/or stylistic errors</td>
<td>Nearly error-free which reflects clear understanding and thorough proofreading</td>
<td>1</td>
</tr>
<tr>
<td><strong>Sentence Structure and presentation</strong></td>
<td>Unclear, incorrect, and/or ineffective sentence structure. Paper was not typed</td>
<td>Paper was typed but not in proper format. Simplistic and/or awkward sentence structure.</td>
<td>Paper was typed using 12 pt font and double spaced. Organized and complex sentence structure that has some stylistic variation</td>
<td>Paper was typed and double-spaced. Sentence structure is varied in composition and length</td>
<td>1</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Apparent confusion with the use of language</td>
<td>Simplistic and/or unclear language</td>
<td>Effective language</td>
<td>Rich and precise language</td>
<td>1</td>
</tr>
<tr>
<td><strong>Organization of Paper</strong></td>
<td>Weak organization of ideas</td>
<td>Somewhat unfocused and/or unclear</td>
<td>Logical organization of ideas</td>
<td>Careful and relevant organization of ideas</td>
<td>1</td>
</tr>
<tr>
<td><strong>Meaningful Development of Ideas</strong></td>
<td>Ideas are unclear and/or not well-developed</td>
<td>Unelaborated ideas that are not fully explained or supported; repetitive details</td>
<td>Depth of thought supported by elaborated, relevant supportive evidence provides clear vision of the idea; contains details</td>
<td>Depth and complexity of thought supported by rich, pertinent details; supporting evidence leads to high-level idea development</td>
<td>1</td>
</tr>
<tr>
<td>Analysis regarding the role of the School Counselor (SC-A.3)</td>
<td>The student failed to make a meaningful analysis of the role of a counselor in a school setting and provided no examples from the interview.</td>
<td>Some analysis of the role of a counselor in a school setting with one or two examples from the interview.</td>
<td>Analysis of the role of the school counselor is included and many examples from the interview are provided.</td>
<td>Thorough analysis of the role of the school counselor is provided with numerous examples from the interview.</td>
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<tr>
<td>Description of counselor roles during crises.</td>
<td>No description of role of the school counselor during a crisis is provided.</td>
<td>Some description of the role of the school counselor during a crisis is provided.</td>
<td>Good description of the role of the school counselor during crises, disasters, and other trauma-causing events.</td>
<td>Thorough and meaningful description of the operating of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma causing events.</td>
<td></td>
</tr>
<tr>
<td>Ethical and legal considerations regarding the work of the school counselor.</td>
<td>Failure to identify any ethical and legal considerations specifically related to the practice of school counseling.</td>
<td>Some description of ethical and legal considerations related to the practice of school counseling but examples were lacking.</td>
<td>Identified and described ethical and legal considerations related to the practice of school counseling and provided an example of same.</td>
<td>Identified and described ethical and legal considerations related to the practice of school counseling and provided several examples of same.</td>
<td></td>
</tr>
<tr>
<td>Personal Style, Growth, and Learning as a Result of the Interview</td>
<td>Failed to identify any personal growth or learning as a result of the interview.</td>
<td>Identified some personal growth but failed to give an in-depth description of how the interview facilitated same.</td>
<td>Identified areas of personal growth but failed to give meaningful analysis of how the interview facilitated self awareness in relation to the role of the professional school counselor.</td>
<td>Meaningful analysis of how the interview facilitated his/her awareness of self in relation to the role of the professional school counselor.</td>
<td></td>
</tr>
</tbody>
</table>
EDU 450 Introduction to School Counseling

RUBRIC FOR ORAL REPORT OF COUNSELOR INTERVIEW

STUDENT NAME

Name of Counselor Interviewed and District:

n/o = Not Observable  1 = Insufficient  2 = Emergent/needs improvement  3 = Basic proficiency  4 = Outstanding

P-A-S-S CHART:

PURPOSE: Does this presentation convey that the student has reflected on an interview with a practicing school counselor and is able to present same to peers and professor? n/o 1 2 3 4

AUDIENCE: Are fellow students very clear regarding the knowledge gained and insights shared? n/o 1 2 3 4

SUBJECT: Does this presentation reflect the student’s knowledge of the role of the professional school counselor? n/o 1 2 3 4

SELF: Does this presentation project that the presenter is perceived as a beginning professional counselor, one who engages in self-reflection to address issues which impact the role of the counselor in a school setting? n/o 1 2 3 4

CHARACTERISTICS OF AN ORAL REPORT OF COUNSELOR INTERVIEW:

n/o 1 2 3 4 - Provides a thorough, organized summary of counselor interview conducted in a school setting.

n/o 1 2 3 4 - Demonstrates an in-depth reflection of counselor’s statements regarding role of the counselor in a school setting. (SC-A.3)

n/o 1 2 3 4 - Describes counselor roles and responsibilities during crises, disasters, and other trauma-causing events.

n/o 1 2 3 4 - Uses insights/examples from the interview to describe the ethical and legal considerations specifically related to counselors in a school setting.

n/o 1 2 3 4 - Is able to articulate, model and advocate for an appropriate school counselor identity and program. (SC-B.2)

n/o 1 2 3 4 - Is able to effectively answer questions from audience regarding presentation.

n/o 1 2 3 4 - Identifies self-reflections and growth as a result of the interview with a practicing school counselor.

Overall this presentation is (1 = insufficient  2 = emergent  3 = proficient  4 = outstanding) in meeting the requirement.
University of Rochester
Warner Graduate School of Education
Department of Counseling and Human Development

EDU 450: INTRODUCTION TO SCHOOL COUNSELING

RUBRIC FOR “VISIONING” ASSIGNMENT

STUDENT NAME __________________________________________________________
n/o = Not Observable  1 = Insufficient  2 = Emergent/needs improvement  3 = Basic proficiency  4 = Outstanding

P-A-S-S CHART:

PURPOSE: Does this paper convey that the student has developed a vision of school counseling which is based on the National (ASCA) standards and New York State’s (NYSSCA) model for a comprehensive school counseling program? Does the paper convey a vision of school counseling which fosters conditions that insure educational equity, access and academic success for all students?  n/o  1  2  3  4

AUDIENCE: Does this paper reflect that it was written with the idea that the intended audience is the “profession of school counseling,” In other words, is it objective, formal and professional?  n/o  1  2  3  4

SUBJECT: Is the subject of this paper addressing the issue of the “new vision” of school counseling whereby the school counselor acts as an advocate, leader, team member, as well as consultant who works with students, teachers, school leaders, families and the community to create successful pathways for students?  n/o  1  2  3  4

SELF: Does this paper project that the author is perceived as a beginning professional school counselor, who engages in self-reflection to address issues impacting the areas of students’ academic achievement and social-emotional well-being?  n/o  1  2  3  4

CHARACTERISTICS OF A VISIONING PAPER FOR SCHOOL COUNSELING

n/o  1  2  3  4 - Provides a reflective overview of a vision of school counseling including the roles, functions, settings and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (SC-A.3)

n/o  1  2  3  4 - Defines and identifies three themes of an ideal school counseling program. Relates to current models of school counseling programs. Statement of themes are followed by development of themes. Paper is well-organized with a clear beginning, middle and conclusion. (SC-A.5)

n/o  1  2  3  4 - Provides many interesting, innovative, descriptive and insightful supporting details that enhance understanding of student’s vision for an exemplary school counseling program. Includes issues of cultural and diversity and opportunities/barriers to student development.

n/o  1  2  3  4 - Articulates and advocates for an appropriate school counselor identity and program. (SC-B.2)

n/o  1  2  3  4 - Ideas progress logically and lead naturally to the next idea through conclusion drawn.

n/o  1  2  3  4 - Paper conveys that the student has mastered professional writing and current APA style.

Overall this paper is (1 = insufficient  2 = emergent  3 = proficient  4 = outstanding) in meeting the requirement
SCHOOL COUNSELING CACREP Standards

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.

2. Understands ethical and legal considerations specifically related to the practice of school counseling.

3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

4. Makes appropriate referrals to school and/or community resources.

5. Assesses barriers that impede students’ academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.

2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

3. Analyzes and uses data to enhance school counseling programs.
ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.

2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

4. Understands systems theories, models, and processes of consultation in school system settings.

5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.


N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

2. Locates resources in the community that can be used in the school to improve student achievement and success.

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

4. Uses peer helping strategies in the school counseling program.

5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.

2. Knows strategies of leadership designed to enhance the learning environment of schools.

3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

4. Understands the important role of the school counselor as a system change agent.

5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).