**Transcript Review Worksheet**

**73 Career Technical Education - School Counseling Coordinator**

The holder is authorized to coordinate and provide career and technical education school counseling services in grades 7-12.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Add Endorsement  Course Audit**

The CTE School Counseling Coordinator Endorsement is divided into two domains, the School Counseling domain and the Career and Technical Education domain.

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules).

| **Content**  **Topic** | **College/**  **University** | **Course**  **Number** | **# of Credits** | **Course**  **Title** |
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| *School Counseling Domain* |  |  |  |  |
| 1. **School Counseling Programs**  School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program. |  |  |  |  |
| 1.1. **Knowledge** |  |  |  |  |
| 1.1.1.The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model |  |  |  |  |
| 1.1.2.Barriers to student learning and use of advocacy and data-driven school counseling practices to close the information, opportunity, and achievement gaps |  |  |  |  |
| 1.1.3.Leadership principles and theories |  |  |  |  |
| 1.1.4.Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student |  |  |  |  |
| 1.1.5.Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student |  |  |  |  |
| 1.1.6.Legal, ethical and professional issues in pre-K–12 schools |  |  |  |  |
| 1.1.7.Developmental theory, learning theories, multicultural competency theory, social justice advocacy theory, counseling theories, and career counseling theories |  |  |  |  |
| 1.1.8.The continuum of mental health services, including prevention and intervention strategies to enhance student success |  |  |  |  |
| **1.2. Abilities and Skills** |  |  |  |  |
| 1.2.1.Plans, organizes, implements and evaluates a school counseling program |  |  |  |  |
| 1.2.2.Serves as a leader in the school, district/supervisory union, and community |  |  |  |  |
| 1.2.3.Advocates for student success at the student, school and public arena levels of intervention |  |  |  |  |
| 1.2.4.Acts as a systems change agent to create an environment promoting and supporting student success |  |  |  |  |
| **1.3. Awareness** |  |  |  |  |
| 1.3.1.Every student can learn, and every student can succeed |  |  |  |  |
| 1.3.2.Every student should have access to and opportunity for a high-quality education and school counseling program |  |  |  |  |
| 1.3.3.Students from traditionally under-represented groups face systemic inequities that need to be identified and interrupted |  |  |  |  |
| 1.3.4.Every student should graduate from high school and be prepared for employment or college and other post-secondary education |  |  |  |  |
| 1.3.5.School counselors are cultural beings with internalized biases that need to be identified and interrupted |  |  |  |  |
| 1.3.6.The effectiveness of school counseling programs should be measurable using process, perception and outcome data |  |  |  |  |
| 2. **Foundations**  School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program. |  |  |  |  |
| 2.1. **Knowledge** |  |  |  |  |
| 2.1.1.Beliefs and vision of a school counseling program that align with school improvement and student success initiatives at the school, district, and state level and reflect the structure and governance of the American educational system |  |  |  |  |
| 2.1.2.Educational systems, philosophies and theories and current trends in education, including federal and state legislation |  |  |  |  |
| 2.1.3.Learning theories |  |  |  |  |
| 2.1.4.History and purpose of school counseling, including traditional and transformed roles of school counselors |  |  |  |  |
| 2.1.5.Human development theories and developmental issues affecting student success |  |  |  |  |
| 2.1.6.District, state and national student standards and competencies, including ASCA Mindsets and Behaviors for Student Success and other student standards that may complement and inform the comprehensive school counseling program |  |  |  |  |
| 2.1.7.The three domains of academic achievement, career planning and personal/social development |  |  |  |  |
| 2.1.8.Multicultural and Social Justice Advocacy Competencies |  |  |  |  |
| 2.1.9.Macro-systemic forces that marginalize students from traditionally under-represented groups such as: classism, abilityism, Heteronormativity, color-blind modern racism, cis-normativity, sexism and sizeism. |  |  |  |  |
| **2.2. Abilities and Skills** |  |  |  |  |
| 2.2.1.Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level |  |  |  |  |
| 2.2.2.Develops a school counseling mission statement aligning with the school, district and state mission |  |  |  |  |
| 2.2.3.Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor |  |  |  |  |
| **2.3. Awareness** |  |  |  |  |
| 2.3.1.Has an impact on every student rather than a series of services provided only to students in need |  |  |  |  |
| 2.3.2.Is an integral component of student success and the overall mission of the school and school district |  |  |  |  |
| 2.3.3.Promotes and supports academic achievement, career planning and personal/social development for every student |  |  |  |  |
| 3. **Management**  School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program. |  |  |  |  |
| **3.1. Knowledge** |  |  |  |  |
| 3.1.1.Leadership principles, including sources of power and authority and formal and informal leadership |  |  |  |  |
| 3.1.2.Organization theory to facilitate advocacy, collaboration and systemic change |  |  |  |  |
| 3.1.3.Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards |  |  |  |  |
| 3.1.4.Time management, including long- and short-term management using tools such as schedules and calendars |  |  |  |  |
| 3.1.5.Data-driven decision making |  |  |  |  |
| 3.1.6.Current and emerging technologies such as use of the Internet, Web-based resources and information management systems |  |  |  |  |
| **3.2. Abilities and Skills** |  |  |  |  |
| 3.2.1.Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan |  |  |  |  |
| 3.2.2.Familiarity and understanding of the value of a diverse advisory council |  |  |  |  |
| 3.2.3.Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement |  |  |  |  |
| 3.2.4.Assesses use of time in direct and indirect student services and program management and school support |  |  |  |  |
| 3.2.6.Designs and implements action plans support activities aligning with school and school counseling program goals and conduct self-appraisals |  |  |  |  |
| **3.3. Awareness** |  |  |  |  |
| 3.3.1.A school counseling program/department must be managed like other programs and departments in a school |  |  |  |  |
| 3.3.2.Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor |  |  |  |  |
| 3.3.3.Management of a school counseling program must be done in collaboration with administrators |  |  |  |  |
| 4. **Delivery**  School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program. |  |  |  |  |
| **4.1. Knowledge** |  |  |  |  |
| 4.1.1.The distinction between direct and indirect student services |  |  |  |  |
| 4.1.2.The concept of a school counseling core curriculum |  |  |  |  |
| 4.1.3.Counseling theories and techniques that work in school, such as solution-focused brief counseling, cognitive behavioral theory, narrative theory, play theory and interventions, person-centered counseling, group work theory and family systems |  |  |  |  |
| 4.1.4.Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons |  |  |  |  |
| 4.1.5.Classroom management |  |  |  |  |
| 4.1.6.Principles of career planning and college admissions, including financial aid and athletic eligibility |  |  |  |  |
| 4.1.7.Principles of working with students from traditionally under-represented social locations, i.e. students of color, New Americans, English language learners, students with a (dis)ability, lesbian, gay, or bisexual (LGB) students, students from non-dominant religious traditions, gender non-conforming students, and students from poor and working class families. |  |  |  |  |
| 4.1.8.Principles of multi-tiered approaches within the context of a comprehensive school counseling program |  |  |  |  |
| 4.1.9.Responsive services (counseling and crisis response) including grief and bereavement |  |  |  |  |
| **4.2. Abilities and Skills** |  |  |  |  |
| 4.2.1.Implements the school counseling core curriculum |  |  |  |  |
| 4.2.2.Facilitates individual student planning |  |  |  |  |
| 4.2.3.Provides responsive services |  |  |  |  |
| 4.2.4.Understands how to make referrals to appropriate professionals when necessary |  |  |  |  |
| 4.2.5.Shares strategies that support student achievement with parents, teachers, other educators and community organizations |  |  |  |  |
| 4.2.6.Partners with parents, teachers, administrators and education stakeholders for student achievement and success |  |  |  |  |
| 4.2.7.Engages in broaching conversations with students and families from traditionally under-represented groups, i.e. students of color, New Americans, students with (dis)abilities, transgender students, Lesbian, Gay, or Bisexual (LGB) students, and students who identity as poor or working class. |  |  |  |  |
| **4.3. Awareness** |  |  |  |  |
| 4.3.1.School counseling is one component in the continuum of care that should be available to all students |  |  |  |  |
| 4.3.2.School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need |  |  |  |  |
| 4.3.3.School counselors engage in developmental counseling and short-term responsive counseling |  |  |  |  |
| 4.3.4.School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders |  |  |  |  |
| 4.3.5.School counselors have an integral role in interrupting societal inequities that marginalize students from traditionally under-represented groups. |  |  |  |  |
| 5. **Accountability**  School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model. |  |  |  |  |
| **5.1. Knowledge** |  |  |  |  |
| 5.1.1.Basic concepts of results-based school counseling and accountability issues |  |  |  |  |
| 5.1.2.Basic research sampling, methodology and analysis concepts to understand research outcomes |  |  |  |  |
| 5.1.3.Use of data to evaluate program effectiveness and to determine program needs |  |  |  |  |
| 5.1.4.Culturally sensitive school counseling program assessments and results reports |  |  |  |  |
| **5.2. Abilities and Skills** |  |  |  |  |
| 5.2.1.Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs |  |  |  |  |
| 5.2.2.Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program |  |  |  |  |
| **5.3. Awareness** |  |  |  |  |
| 5.3.1.School counseling programs should achieve demonstrable results |  |  |  |  |
| 5.3.2.School counselors should be accountable for the results of the school counseling program |  |  |  |  |
| 5.3.3.School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results |  |  |  |  |
| 5.3.4.The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance |  |  |  |  |
| **6. Career Counseling** |  |  |  |  |
| **6.1. Career Development Theory**-- Demonstration of knowledge of: |  |  |  |  |
| 6.1.1.Theories and models of career development |  |  |  |  |
| 6.1.2.Theoretical models for career development and associated counseling and information-delivery techniques and resources |  |  |  |  |
| 6.1.3.Role relationships which facilitate life-work planning |  |  |  |  |
| 6.1.4.Information, techniques, and models related to career planning and placement |  |  |  |  |
| **6.2. Individual and Group Counseling Skills**--Demonstration of the ability to: |  |  |  |  |
| 6.2.1.Identify and understand clients’ personal characteristics related to career |  |  |  |  |
| 6.2.2.Identify and understand social contextual conditions affecting clients’ careers |  |  |  |  |
| 6.2.3. Identify and understand familial, sub-cultural and cultural structures and functions as they are related to clients’ careers |  |  |  |  |
| 6.2.4. Identify and understand clients’ career decision-making processes |  |  |  |  |
| 6.2.5. Identify and understand clients’ attitudes toward work and workers |  |  |  |  |
| 6.2.6. Identify and understand clients’ biases toward work and workers based on gender, race, and cultural stereotypes |  |  |  |  |
| 6.2.7. Challenge and encourage clients to take action to prepare for and initiate role transitions by locating sources of relevant information and experience and by obtaining and interpreting information and experiences, and acquiring skills needed to make role transitions |  |  |  |  |
| 6.2.8. Assist the client to acquire a set of employability and job search skills |  |  |  |  |
| 6.2.9. Support and challenge clients to examine life-work roles, including the balance of work, leisure, family, and community |  |  |  |  |
| **6.3. Individual/Group Assessment**--Demonstration of ability to: |  |  |  |  |
| 6.3.1. Assess leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life style/development issues |  |  |  |  |
| 6.3.2. Assess conditions of the work environment (such as tasks, expectations, norms, and qualities of the physical and social settings) |  |  |  |  |
| 6.3.3. Evaluate and select valid and reliable instruments appropriate to the client’s gender, sexual orientation, race, ethnicity, and physical and mental capacities |  |  |  |  |
| **6.4. Information/Resource**--Demonstration of knowledge of: |  |  |  |  |
| 6.4.1. Education, training, and employment trends; labor market information and resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to broad occupational fields and individual occupations |  |  |  |  |
| 6.4.2. Resources and skills that clients utilize in life-work planning and management |  |  |  |  |
| 6.4.3. Community/professional resources available to assist clients in career planning, including job search |  |  |  |  |
| 6.4.4. Changing roles of women and men and the implications that this has for education, family, and leisure |  |  |  |  |
| 6.4.5. Methods of good use of computer-based career information delivery systems (CIDS) and computer-assisted career guidance systems (CACGS) to assist with career planning |  |  |  |  |
| **6.5. Program Promotion, Management and Implementation**--Demonstration of knowledge of: |  |  |  |  |
| 6.5.1. Societal trends and state and federal legislation that influence the development and implementation of career development programs |  |  |  |  |
| 6.5.2. Mount an outreach and public relations campaign in behalf of career development activities and services |  |  |  |  |
| **6.6. Coaching, Consultation, and Performance Improvement**--Demonstration of ability to: |  |  |  |  |
| 6.6.1. Establish and maintain a productive consultative relationship with people who can influence a client’s career |  |  |  |  |
| **6.7. Diverse Populations**--Demonstration of ability to: |  |  |  |  |
| 6.7.1. Advocate for the career development and employment of diverse populations |  |  |  |  |
| 6.7.2. Design and deliver career development programs and materials to hard-to-reach populations |  |  |  |  |
| **6.8. Technology**--Demonstration of knowledge of: |  |  |  |  |
| 6.8.1. Ways in which to use computer-based systems and Internet services to assist individuals with career planning that are consistent with ethical standards |  |  |  |  |
| 6.8.2. Various computer-based guidance and information systems as well as services available on the Internet |  |  |  |  |
| **Career and Technical Education Domain** |  |  |  |  |
| 1. CTE counseling coordinators demonstrate working knowledge of and comply with current federal, state, and local government policies and district policies, including funding sources and barriers to access, and residency requirements. |  |  |  |  |
| 2. CTE counseling coordinators assist students in planning for transitions by assessing students’ career interests and skills and helping them design and explore career-related experiences inside and outside of the classroom. |  |  |  |  |
| **Additional Requirements**: |  |  |  |  |
| Master’s degree, with a concentration in school counseling or the equivalent |  |  |  |  |
| A supervised internship experience (600 clock hours) in counseling of which a minimum of 60 hours of the experience occurs in school counseling at the middle/secondary level (7-12), under the supervision of a licensed school counselor or CTE School Counseling Coordinator (The internship would likely be completed in the process of earning a Master’s degree in school counseling and is not in addition to the internship required for the degree.) |  |  |  |  |
| Two years of work experience outside of the area of education |  |  |  |  |