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

**Transcript Review Worksheet**

**Endorsement #64 – School Counselor**

**Instructional Level: PK - 12**

*The holder is authorized to provide school counseling services in grades PK-12.*

**In order to qualify for this endorsement, the applicant shall demonstrate the following areas:**

| **Content**  **Topic** | **College/**  **University** | **Course**  **Name/Number** |
| --- | --- | --- |
| 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. Skills and Awareness** |  |  |
| 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 |  |  |
| 1.2.5. Students from traditionally under-represented groups face systemic inequities that need to be identified and interrupted |  |  |
| 1.2.6. Every student should graduate from high school and be prepared for employment or college and other post-secondary education |  |  |
| 1.2.7. School counselors are cultural beings with internalized biases that need to be identified and interrupted |  |  |
| 1.2.8. 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 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. Skills and Awareness** |  |  |
| 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 |  |  |
| 2.2.4. Has an impact on every student rather than a series of services provided only to students in need |  |  |
| 2.2.5. Is an integral component of student success and the overall mission of the school and school district |  |  |
| 2.2.6. 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. Skills and Awareness** |  |  |
| 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 |  |  |
| 3.2.5. Develops calendars to ensure the effective implementation of the school counseling program |  |  |
| 3.2.6. Designs and implements action plans support activities aligning with school and school counseling program goals and conduct self-appraisals |  |  |
| 3.2.7. A school counseling program/department must be managed like other programs and departments in a school |  |  |
| 3.2.8. Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor |  |  |
| 3.2.9. 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. Skills and Awareness** |  |  |
| 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 Bixesual (LGB) students, and students who identity as poor or working class. |  |  |
| 4.2.8. School counseling is one component in the continuum of care that should be available to all students |  |  |
| 4.2.9. School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need |  |  |
| 4.2.10. School counselors engage in developmental counseling and short-term responsive counseling |  |  |
| 4.2.11. School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders |  |  |
| 4.2.12. 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. Skills and Awareness** |  |  |
| 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 |  |  |
| 5.2.3. School counseling programs should achieve demonstrable results |  |  |
| 5.2.4. School counselors should be accountable for the results of the school counseling program |  |  |
| 5.2.5. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results |  |  |
| 5.2.6. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance |  |  |
| 5.2.7. School counselors use data to identify systemic barriers for students from traditionally under-represented groups. |  |  |
| Additional Requirements: |  |  |
| Master’s degree, with a concentration in school counseling or the equivalent |  |  |
| A supervised internship experience (600 clock hours) in counseling with a minimum of 60 hours of experience in school counseling at both the elementary (PK-6) AND the middle/secondary level (7-12), under the supervision of a licensed school counselor |  |  |