
School Counselor Endorsement Revision

ITEM: Shall the VSBPE adopt the revised endorsement competencies for endorsement 5440-64 School Counselor

AGENCY RECOMMENDED ACTION: That the VSBPE adopt the revised language for endorsement 5440-64 School Counselor.

BACKGROUND: The School counselor endorsement revision is very comprehensive. In 2019 the American School Counselor Association (ASCA) and the Council for the Accreditation of Educator Preparation (CAEP) developed the “ASCA Standards for School Counselor Preparation Programs” which the endorsement team chose to use as a foundation of the revision. These standards restructure the format of the School Counselor endorsement and significantly reduces the number of individual competencies. The endorsement team also used language from the new Vermont Comprehensive School Counselor Framework, ASCA Ethical standards, and ASCA position statements.

SUPPORTING DOCUMENTS:

- [ASCA Standards for School Counselor Preparation Programs](#)
- Sch Couns FINAL Draft

5440-64 School Counselor

(Revised March 2023)

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

1. Foundational Knowledge

School counselors demonstrate knowledge of the history of school counseling, and the structure and organization of the U.S. education system. School counselors understand the developmental trajectories of diverse learners in the school environment.

- 1.1. Describe the organizational structure, governance, and evolution of the U.S. education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.
- 1.2. Describe the evolution of the school counseling profession (including historical and contemporary inequitable practices), the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.
- 1.3. Describe aspects of human development, such as cognitive, language, social/emotional, identity (e.g. racial, gender, and sexual identities), and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.
- 1.4. Describe the needs of marginalized populations and the role of School Counselors in addressing them as described in ASCA Ethical Standards for School Counselors and current ACSA position statements.

2. Core Theories and Concepts

School counselors demonstrate knowledge of established and emerging counseling and educational theories and methods, evidence-based techniques, and utilize relationship-building skills that are foundational to successful outcomes for students.

- 2.1. Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development (including racial, gender, and sexual identity development models), learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.
- 2.2. Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.
- 2.3. Describe and critically analyze established and emerging counseling theories and evidence-based counseling techniques that have been established in the literature as effective in a school setting; examples include Adlerian, Motivational

Interviewing, Solution-Focused Brief Counseling, play therapy techniques and trauma informed techniques, etc.

2.4. Engage in self-reflection, develop knowledge and skills in cultural competence, and advocate for the equitable treatment of all students.

3. Instructional and School Counseling Interventions

School counselors use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. School counselors utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.

3.1. Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals. Include qualitative data in decision-making to prevent the isolation, minimization, or exclusion of marginalized or minority group students.

3.2. Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

3.3. Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

3.4. Understand how test bias and evidence based on the experiences, characteristics and/or culture of majority populations can affect students in the minority, and work with Educational Support Teams to avoid misdiagnosis or inequitable interventions.

4. Student Learning Outcomes

School counselors create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. School counselors use pedagogical skills, collaborative strategies and referral systems to support student learning that reflect ASCA Mindsets and Behaviors for Student Success.

4.1. Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.

4.2. Collaborate with Educational Support Teams and stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

- 4.3. Describe how to access school and community resources to make appropriate referrals based on the needs of students.
- 4.4. Demonstrate pedagogical skills, including classroom management strategies, lesson planning, and personalized instruction.
- 4.5. Utilize an understanding of students' customs, culture, characteristics, experience, home language(s), and perspectives as tools for better student outcomes, while recognizing students as individuals to avoid making assumptions based on their presenting characteristics.
- 4.6. Is an integral component of student success and the overall mission of the school and school district.

5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs.

School counselors use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions that reflect ASCA Mindsets and Behaviors for Student Success.

- 5.1. Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and relevant state standards, to create school counseling program goals and action plans aligned with school improvement plans.
- 5.2. Use process, perception, and outcome data, program and needs assessments, a diverse advisory council, and other survey tools to monitor and refine the school counseling program.
- 5.3. Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.
- 5.4. Develops the beliefs, vision and, mission statement of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.
- 5.5. Implements the school counseling core curriculum.

6. Professional Practice

School counselors demonstrate the scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development that reflects the ASCA School Counselor Professional Standards & Competencies.

- 6.1. Explain a scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.
- 6.2. Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.
- 6.3. Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

7. Ethical Practice

School counselors demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

7.1. Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.

7.2. Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.

7.3. Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

7.4. Advocate to school leadership for the needs of marginalized school populations.

8. Master's degree, with a concentration in school counseling or the equivalent.

9. A supervised internship experience (600 clock hours) in counseling with a minimum of 60 hours of experience in school counseling at the elementary (PK-8) or middle/secondary (5-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a practicum, or equivalent, in a PK/Elementary School setting and a second practicum, or equivalent, in a separate Middle/High School setting is required.