



ASCA Standards for School Counselor Preparation Programs

[revised 6/19/2018]

LEARNER AND LEARNING

Standard 1. Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

- 1.1 Describe the organizational structure, governance, and evolution of the American 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, 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, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

CONTENT

Standard 2. Core Theories and Concepts. Candidates demonstrate knowledge of appropriate counseling and education theories used in school counseling programs, and counseling skills that are foundational to successful outcomes for students.

- 2.1 Apply ASCA School Counselor Competencies and knowledge of a comprehensive school counseling program framework, including foundation, management, delivery, and accountability.
- 2.2 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, career/college readiness, and crisis response.
- 2.3 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.
- 2.4 Describe established and emerging evidence-based counseling theories and techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

Standard 3. Instructional and School Counseling Interventions. Candidates can assess individual students' academic, college/career, and social/emotional needs and can identify appropriate, evidence-based direct and indirect school counseling activities in support of student success.

- 3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systemically address student needs and collaboratively establish goals.

- 3.2 Identify individual counseling, group counseling, and classroom instruction techniques to ensure equitable access to resources promoting academic achievement, college/career readiness, and social/emotional development for every student.
- 3.3 Describe and apply ASCA School Counselor Competencies in the implementation of a comprehensive school counseling program that meets the needs of all students, including students with diverse learning needs.
- 3.4 Articulate the school counselor's role as an integrated member of the educational team to support student success and school improvement.

INSTRUCTIONAL PRACTICE

Standard 4. Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student academic, career, and social/emotional outcomes and the overall school/learning environment.

- 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 stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, 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 Apply appropriate technologies to support student learning and development, assessment, planning, and delivery of comprehensive school counseling programs.
- 4.5 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

Standard 5. Designing, Implementing, and Evaluating Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to evaluate areas of strength and needed improvement for program activities and interventions.

- 5.1 Use data and student standards, including the ASCA Mindsets and Behaviors for Student Success and appropriate 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, 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.

PROFESSIONAL RESPONSIBILITY

Standard 6. Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings and participate in responsibilities as leaders, collaborators, advocates, and agents for systemic change.

- 6.1 Explain appropriate 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.

Standard 7. Ethical Practice. Candidates demonstrate and apply ethical and culturally responsive behavior necessary to maintain the highest standard of professionalism and legal obligation.

- 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.