PERFORMANCE STANDARDS
FOR
ADVANCED MASTERS PROGRAMS

SCHOOL COUNSELING

PREAMBLE

VINCENTIAN SPIRIT AND URBAN MISSION

Given that the School of Education subscribes to the Vincentian spirit and urban mission of DePaul University:

$ we are committed to the improvement of pre-collegiate education, particularly in Chicago, and more generally in the Chicago metropolitan area;

$ we are committed to programs which promote recognition of the dignity of every human being, especially the poor and abandoned, respect for persons, personal responsibility, appreciation of diversity, and the ongoing examination of values; and

$ we are committed to fostering change in those educational and social structures and institutions that reinforce and perpetuate poverty and an inequitable distribution of resources.

These commitments permeate the performance standards expected of each student in the School of Education.

STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

> **1. Disciplinary Foundations**. **Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).**

> **2.Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.**

> **3. Identity Development. Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.**

> **4. Understanding Differences. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference**

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

I. Developmental School Domains

> **5. (I-1) Academic Development Domain. Understands the learning process and the academic environment and develops programs and interventions that promote achievement of all students**

6. (I-2)Career Development Domain.   Knows about the world of work, career theories, and related life processes and develops programs and interventions to promote the career development of all students

7. (I-3) Personal/Social Development Domain.   Understands the developmental needs of the school age population and develops programs and interventions that promote optimum personal and social development

II. Components of Comprehensive Service Delivery Systems

8. (II-4) Classroom Instruction and Counseling Curriculum. Understands instructional planning and designs developmental counseling curriculum based upon knowledge of the student, the community, and the overall educational program

9. (II-5) Responsive Service - Crisis Intervention. Understands and implements appropriate responses to crises, and uses a variety of intervention strategies for students, families, and communities facing emergency situations

10. (II-6)   Responsive Service - Individual Counseling. Understands and uses a variety of individual counseling strategies and provides appropriate referral services

11. (II-7)   Responsive Service - Group Counseling. Understands and implements principles of group work in the school setting

12. (II-8)   Individual Student Planning.   Understands and uses a variety of strategies to encourage students= development of academic, personal/social, and career competencies

13. (II-9)   Consultation.   Understands various consultation models and maintains collaborative relationships within and outside the school community

14. (II-10)   Systems Support. Understands the overall educational system, acts as a facilitator of change, and engages in planning and management tasks needed to support the comprehensive developmental school counseling program

15. Family System Support. Is able to explore diverse family systems and to demonstrate supportive interventions that promote family-school partnerships for the educational learning process of the students

III. Program Planning, Assessment, and Evaluation

16. (III-11)   Program Development. Understands and uses organizational and management tools needed to implement an effective developmental program

17. (III-12) Prevention Education and Training.   Knows and implements prevention education programs

18. (III-13) Assessment. **Understands basic, concepts, technology, and implications of various assessment and evaluative instruments**

19. (III-14) Research Tools for Program Evaluation. **Understands the statistical and research design tools needed for program evaluation**

20. (III-14) Application of Program Evaluation. **Understands the importance of and engages in program evaluation research**

IV. Foundations of School Counseling

21. (IV-16) History of School Counseling and Current Trends. **Understands the history and current trends and issues of the profession and includes this knowledge when establishing comprehensive developmental counseling programs**

22. (IV-17) Human Growth and Development. **Understands the individual diversity of human growth, development, and learning, and provides experiences that promote the physical, intellectual, social, and emotional development of the student**

23. (IV-18) Overview of Standards and Best Practices. **Knows the National Standards for School Counseling Programs and the Illinois Best Practices and Procedures for School Counseling and applies these in developing their role and function in establishing school counseling programs**

V. Professional Preparation and Development

24. (V-19) The Helping Relationship. **Has the knowledge and skills to establish appropriate helping relationships as a professional school counselor in a school setting**

25. Technology I. **As appropriate for the discipline, enables students to learn about and to use technology.**

26. Technology II. **Understands and uses technology to enhance student advisement and professional productivity**

27. Inquiry. **Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process**

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

28. (IV-15) Professional Orientation and Identity. **Understands and actively participates within the profession**

29. (V-21) Ethical Concerns and Legal Matters.   Knows current legal issues and the ethical guidelines of the profession and acts accordingly

VI. Field Work Experience and Supervision

30. (VI-22) Practicum. Student must complete a practicum with a school-aged population under qualified supervision and demonstrate basic counseling skills.

31. (VI-23) Internship. Student must complete an internship under qualified supervision and perform a variety of counseling activities

PERFORMANCE STANDARDS FOR ADVANCED MASTERS PROGRAMS

SCHOOL COUNSELING

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

1.Disciplinary Foundations. **Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).**

Indicators

Knowledge
- Understand one or more of the disciplinary foundations of education knowledge bases that inform the anthropological, historical, philosophical, psychological and/or sociological contexts of educational phenomenon and/or praxis.
- Understand theoretical frameworks of one or more of the disciplinary foundations of education for the interpretive study of the complexities of class, ethnic, gender, racial and/or sexual, as well as other cultural, contexts of educational phenomenon and/or praxis.
- Understand modes of educational inquiry of one or more of the disciplinary foundations of education knowledge bases: for example, anthropology, history, philosophy, psychology and/or sociology of education
- Understand the theoretical significance of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Dispositions
- Appreciates the disciplinary foundations of education knowledge bases as a theoretical context for the interpretive study of educational phenomenon and/or praxis.
- Develop habits of using one or more of the disciplinary foundations of education's modes of educational inquiry for critically understanding educational phenomenon and/or praxis in social and cultural contexts.
- Appreciates past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Performances
- Demonstrates clarity, creativity and critical/analytical understanding in using the concepts and theories of one or more of the disciplinary foundations of education knowledge bases to address the social and cultural contexts and complexities of educational phenomenon and/or praxis.
- Demonstrates an ability to develop a systematic logical argument by using one or more of the disciplinary foundations of education knowledge bases to address the problematics of educational phenomenon and/or praxis.
- Demonstrates the ability to use the disciplinary foundations of education knowledge bases to synthesis issues and ideas related to educational phenomenon and/or praxis.

2.Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

Indicators

Knowledge
- Understand theoretical frameworks that inform an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the relationship between the organizing principles of a social order and educational phenomenon and/or praxis, and the influence of that relationship on human self and/or social transformation.

Dispositions
- Appreciate the significance of educational phenomenon and /or praxis as a social and cultural force in human self and/or social transformation.
- Develop habits for understanding the social and cultural dynamics that define the normative character of human self and/or social transformation as related to educational phenomenon and/or praxis.

Performances
- Demonstrates clarity, creativity and critical/analytical understanding in using theoretical frameworks to understand the social and cultural complexities and contexts of educational phenomenon and/or praxis.

3. Identity Development. Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

Indicators

Knowledge
$ Understands that human development occurs at the intersection of the individual, social institutions, and existing social relations of power and privilege.
$ Understands that social identities of race, ethnicity, class, gender, and sexuality reflect hierarchies of power and privilege.
$ Understand that human development is multiple, complex, and in constant flux.
$ Understands that human development involves individuals actively working to shape identities in accommodation to and resistance against existing relations and structures of power and privilege.

Dispositions
$ Appreciates the diversity of identities and lived experiences
$ Demonstrates commitment to educational process and practice that recognizes and addresses diverse identities, cultures, and lived experiences
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Performances
$ Reflects on one=s own identities as they reflect broader hierarchies of power and privilege
$ Integrates an appreciation for the diversity of identities, cultures, and lived experiences into curriculum
$ Integrates an appreciation for the diversity of identities, cultures, and lived experiences into educational policy
$ Works towards the goal of individual and collective empowerment and broader social transformation in diverse and multiple educational contexts

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4. Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

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Indicators

Knowledge
$	Understands that social relations of race, ethnicity, class, gender, and sexuality are arrangements of power and privilege that serve the interests of some groups while significantly marginalizing those of others
$	Understands that individuals negotiate a diversity of identities and lived experiences
$	Understands that educational contexts can both facilitate and present barriers to individual and collective expressions of difference and diversity

Dispositions
$	Appreciates diverse identities and lived experiences

Performances
$	Considers diverse identities, cultures, and lived experiences in the design and implementation of curriculum and teaching
$	Applies the appreciation of diverse identities, cultures, and lived experiences to the design and implementation of policy

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

I. Developmental School Domains

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5. (I-1) Academic Development Domain.   Understands the learning process and the academic environment and develops programs and interventions that promote achievement of all students

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Indicators

Knowledge:
$	Understands the National Standards related to the academic development of students across all grade levels
$	Understands the concepts, principles, and strategies that enable students to achieve and be academically successful
$	Understands the relationship of academic performance to the world of work, family life, and community service

 Dispositions:

$	Is committed to a vision of high standards of learning for all children

Performances:
$	Implements strategies and activities that enhance academic development
$	Provides students across grade levels with academic assistance to overcome barriers to academic growth and achievement

$ Provides positive direction for academic program planning and for implementing academic support systems
$ Works collaboratively with all school personnel and parents to insure student academic achievement
$ Initiates interventions that maximize learning, identifies learning styles, teaches study skills, enhances test-taking skills, and motivates students to learn and achieve

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6. (I-2) Career Development Domain.   Knows about the world of work, career theories, and related life processes and develops programs and interventions to promote the career development of all students

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Indicators

Knowledge:
$ Understands the National Standards related to the career and vocational development of students across all grade levels
$ Understands career development theories and decision-making models applicable for grade levels
$ Applies education-to-career principles and student outcomes to the career program
$ Understands career development program planning, organization, implementation, administration, and evaluation.
$ Understands the world of work and employment trends
$ Understands the phases of career development: awareness, exploration, orientation, and preparation and how they are applied across grade levels
$ Understands career and educational planning, placement, and follow-up
$ Understands career counseling processes, techniques, resources, and tools, including those applicable to specific populations

Performances:
$ Integrates career and counseling theories into a comprehensive approach of career counseling
$ Enhances student self-awareness through individual appraisal, appropriate career information, course selections alternatives, and career exploration
$ Assists students to identify and understand their abilities, interests, problem-solving abilities, aptitudes, and goals setting strategies
$ Develops program and consults with parents with respect to their child=s career development
$ Provides career development consultation and resources to teachers for infusing career development activities into the curriculum
$ Helps students develop skills to locate, evaluate, and interpret career information
$ Guides students in the use of career resources such as occupational and labor market information, visual and printed media, computer-based career systems, electronic systems, and the use of the internet
$ Administers and interprets assessment tools such as interest inventories, aptitude batteries, personality inventories, and self-assessment tools to help students with educational and career decisions
$ Assists students with work-based opportunities such as job-shadowing and internships

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7. (I-3) Personal/Social Development Domain.   Understands the developmental needs of the school age population and develops programs and interventions that promote optimum personal and social development

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Indicators

Knowledge:
$ Understands the National Standards related to the personal/social development of students across all grade levels
$ Understands the concepts and strategies that lead to attitudes, knowledge, and interpersonal skills that help students understand and respect themselves and others

$ Understands programs that promote school safety and violence prevention
$ Understands strategies to help students make decisions, set goals and develop resiliency
$ Understands the skills necessary for developing effective communication skills that promote cooperation, understanding, and interest in others
$ Understands the processes of conflict resolution and anger management
$ Understands methods that help students appreciate differences between people and promotes tolerance

Dispositions:
$ Is committed to the personal and social development of all students

Performances:
$ Enables students to acquire knowledge of their personal strengths and assets, and personal values, beliefs, and attitudes
$ Fosters self-esteem and personal dignity so students develop positive attitudes toward themselves as unique and worthy individuals
$ Helps students identify and express feelings
$ Assists students to set healthy personal boundaries, and understand and assert their rights of privacy
$ Helps students understand and apply the need for self-control and anger management
$ Teaches ways for students to get along with peers, parents, and authority figures
$ Assists students with maintaining healthy family relationships, including teaching the dynamics of family interaction
$ Helps students understand the consequences of decisions and choices
$ Helps students understand the relationship among rules, laws, safety and the protection of individual rights
$ Assists students in understanding the emotional and physical dangers of abuses: e.g., substance, sexual, physical
$ Addresses issues of stress and anxiety and teaches students appropriate strategies to cope with peer pressure and managing life events
$ Provides resources to students who are in need of additional professional help

II. *Components of Comprehensive Service Delivery Systems*

> **8. (II-4) Classroom Instruction and Counseling Curriculum. Understands instructional planning and designs developmental counseling curriculum based upon knowledge of the student, the community, and the overall educational program**

Indicators

Knowledge:
$ Understands basic knowledge of classroom management
$ Understands the counseling curriculum as a component of the developmental approach
$ Understands and encourages a team approach with classroom teachers
$ Understands the concept of multiple intelligences in order to adapt, adjust, and diversity instructional methodologies
$ Understands the concept and process of program evaluation

Dispositions:
• Believes that all students can learn

Performances:
$ Uses classroom management skills to focus student attention and engagement
$ Develops, organizes, and implements the curriculum around the personal/social, career/vocational, and academic/educational domains and their goals
$ Coordinates, plans, and delivers the program in a team format with teachers
$ Presents lessons, programs, etc. using varied strategies to meet students needs and diversity
$ Uses knowledge of normal growth and development to promote positive mental health and assist students in

acquiring and using life skills
$ Designs, interprets, and applies program evaluations and feedback to improve service delivery systems

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9. (II-5) Responsive Service: Crisis Intervention.   Understands and implements appropriate responses to crises, and uses a variety of intervention strategies for students, families, and communities facing emergency situations

Indicators

Knowledge:
$ Understands what defines a crisis, the appropriate process responses, and a variety of intervention strategies to meet the needs of the individual, group, or school community
$ Understands the theory and techniques needed to implement a school-wide crisis plan

Performances:
$ Implements appropriate techniques and interventions to students and their families facing crisis situations
$ Provides leadership to the school and community in a crisis
$ Involves appropriate school and community professionals as well as the family in a crisis situation

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10. (II-6) Responsive Service: Individual Counseling.   Understands and uses a variety of individual counseling strategies and provides appropriate referral services

Indicators

Knowledge:
$ Understands the theory and process of various individual counseling approaches for crisis and short-term situations (brief counseling strategies)
$ Understands the responsive services as a component of a developmental approach
$ Understands the specialized needs and resources available for disabled, gifted, special education, and at-risk or dropout populations
$ Understands appropriate strategies for students expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks

Performances:
$ Chooses and uses appropriate counseling techniques for individual students
$ Assists students in clarifying problems, considering causes, identifying alternative solutions and possible consequences so that appropriate action can be taken
$ Counsels students= personal and social issues and facilitates development of long and short-term goals
$ Addresses a variety of student developmental problems
$ Makes referrals when necessary to appropriate professionals
$ Provides activities to meet the immediate needs of students that may be initiated by students, parents, teachers, or other referrals

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11. (II-7) Responsive Service: Group Counseling.   Understands and implements principles of group work in the school setting

Indicators

Knowledge:
$ Understands principles of group dynamics, including group process components, developmental stage theories, group members= roles and behaviors, and therapeutic factors of group work
$ Understands group leadership styles and approaches
$ Understands theories of group counseling, including commonalities, distinguishing characteristics and pertinent research literature

Performances:
$ Uses group counseling methods including group counselor orientations and behaviors appropriate selection criteria, and methods of evaluation of effectiveness
$ Implements various approaches used for other types of group work including task groups, focus groups, prevention groups, support groups, psycho-educational groups, therapy groups, and developmental groups, which will infuse the counseling curriculum
$ Practices professional standards for group work as advocated by the national and state professional counseling organizations

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12. (II-8) Individual Student Planning. Understands and uses a variety of strategies to encourage students= development of academic, personal/social, and career competencies

Indicators

Knowledge:
$ Understands methods to help students monitor and direct their own learning, personal/social and career development
$ Understands individual student planning as a component of the developmental model
$ Understands how to apply knowledge about individual appraisal by using tests and non-test information to assist students with academic and career planning

Performances:
$ Helps students develop and evaluate personal goals, educational and career plans
$ Applies knowledge about individual appraisal by using tests and non-test information to help students assess their abilities, interests, skills, and achievements to develop short- and long-range plans
$ Provides individual advisement to students to enhance personal/social development and to acquire the skills to set and achieve academic and career goals
$ Provides placement activities to assist all students with transitions from one educational program to another, one school to another, and from school to work

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13. (II-9) Consultation. Understands various consultation models and maintains collaborative relationships within and outside the school community

Indicators

Knowledge:
$ Understands the role of the school counselor as a consultant and is knowledgeable of various consulting models
$ Understands the counselor's role, function, and relationship to other student service providers

Dispositions:
$ Appreciates the necessity of empowering families to act on behalf of their children

$ Appreciates the necessity for collaboration with families

Performances:
$ Uses various consulting models
$ Guides and/or facilitates families to assume responsibility for problem solving
$ Provides a multi-dimensional approach to consultation in academic/educational, personal/social, career/vocational and other developmental areas
$ Participates in multi-disciplinary team meetings and demonstrates the ability to make appropriate referrals to outside agencies and other student service providers within the school system
$ Consults with parents, teachers, student service staff, other educators, and community agencies regarding strategies to help students

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14. (II-10) Systems Support.   Understands the overall educational system, acts as a facilitator of change, and engages in planning and management tasks needed to support the comprehensive developmental school counseling program

Indicators

Knowledge:
$ Understands systems support as a component in the developmental approach
$ Understands program development that is comprehensive and educational
$ Understands the commitment to life-long learning

Performances:
$ Provides activities that establish, maintain, and enhance the developmental school counseling program as well as other educational programs
$ Demonstrates a commitment to life-long learning
$ Develops and implements activities to orient staff and community to the counseling program through regular efforts to enhance and maintain staff and community relations
$ Engages in planning and management tasks needed to support activities of the comprehensive school counseling program
$ Participates in at least one professional organization and continuous professional development

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15. Family Systems Support. Is able to explore diverse family systems and to demonstrate supportive interventions that promote family-school partnerships for the educational learning process of the students

Indicators

Knowledge:
$ Understand family systems from different theoretical positions
$ Is aware of different family constellations such as single parent families; relatives, such as grandmothers, being the main caregivers; blended families
$ Understands families in respect to their multicultural diversity and values
$ Is able to explain systematic view in a variety of settings/circumstances.
$ Is knowledgeable about guidelines for home visits
$ Knows community resources to assist families and students
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Dispositions:
$ Values diverse family systems
$ Esteems the family as the primary unit for the development of the student

Performances:
$ Uses effective communicative processes with parents/families in partnership to support students in the school

community
- $ Can conduct a parent/family interview
- $ Applies knowledge of family systems when counseling families

III. Program Planning, Assessment, and Evaluation

16. (II-11) Program Development. Understands and uses organizational and management tools needed to implement an effective developmental program

Indicators

Knowledge:
- $ Understands data gathered from groups and individuals as they relate to student outcomes and learning standards
- $ Understands the need for and the process of planning, developing, and implementing a comprehensive school counseling program
- $ Understands the need for developing school counseling programs based on the needs of students and the school to become an effective learning community
- $ Understands the comprehensive developmental school counseling concept
- $ Understands the necessity for goals and objectives in a school counseling program
- $ Understands competency levels as related to student achievement
- $ Understands the importance of planning and time management within a comprehensive developmental school counseling program

Dispositions:
- $ Appreciates the necessity of programs designed to enhance academic/educational, personal/social, career/vocational and other developmental needs of students

Performances:
- $ Uses available resources in implementing a comprehensive counseling program, including budget, funding, and staff resources
- $ Uses needs assessment data in planning the counseling program
- $ Uses data from multiple sources, including surveys, interviews, focus groups, and needs assessments to enhance student outcomes
- $ Designs, implements, monitors, and evaluates a comprehensive developmental school counseling program with an awareness of the various systems impacting students, parents, and faculty and school staff
- $ Implements and evaluates specific strategies designed to meet program goals, competencies, and objectives
- $ Identifies student achievement competencies and implements activities and processes to assist students in achieving these competencies

17. (III-12) Prevention Education and Training. Knows and implements prevention education programs

Indicators

Knowledge:
- $ Is aware of student and school problems that could limit or diminish the capacity of students to learn and achieve at their highest levels
- $ Knows prevention measures to overcome or resolve problems or barriers to learning

Performances:
- $ Identifies early signs and predictors of learning problems
- $ Organizes and presents prevention programs for students, staff, parents, and community members as appropriate

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18. (III-13) Assessment.   Understands basic, concepts of , technology for, and implications of various assessment and evaluative instruments

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Indicators

Knowledge:
$ Understands the purpose and meaning of assessment from multiple perspectives: historical, sociological, and educational
$ Understands the basic concepts of standardized and non-standardized testing and other assessment techniques
$ Understands the use of technology in assessment
$ Understands the statistical concepts including scales of measurement, measures of central tendency, indices or variability, shapes and types of distributions, and correlation
$ Understands reliability (theory of measurement error, models of reliability, and the use of reliability information) and validity (evidence of validity, types of validity), and the relationship between reliability and validity.
$ Understands the implications of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to assessment and evaluation

Performances:
$ Analyzes testing information needed and selects appropriate tests, methods, and/or materials to gather information and/or assess
$ Uses various strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling
$ Interprets and accurately uses the statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions and correlation
$ Accurately selects and interprets assessment tools based on reliability and validity when appropriate
$ Interprets assessments accurately with understanding of diversity and its implications
$ Uses and applies appropriate technology in assessment

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19. (III-14) Research Tools for Program Evaluation.   Understands the statistical and research design tools needed for program evaluation

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Indicators

Knowledge:
$ Understands various types of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research
$ Understands statistical methods used in conducting research

Performances:
$ Analyzes data with appropriate statistical methods and computer statistical packages

20. (III-14) Application of Program Evaluation. Understands the importance of and engages in program evaluation research

Indicators

Knowledge:
$ Understands the principles and applications of needs assessment and program evaluation
$ Understands the importance of research in the practice of school counseling

Performances:
$ Identifies (applies) appropriate research designs as is fitting to various counseling situations and problems
$ Uses formal and informal methods of needs assessment and program evaluation to design and modify developmental counseling program

21. (IV-16) History of School Counseling and Current Trends. Understands the history and current trends and issues of the profession and includes this knowledge when establishing comprehensive developmental counseling programs

Indicators

Knowledge:
$ Understands history, philosophy, and current trends and issues in school counseling
$ Understands the counselor=s roles, functions and relationships with other student service providers

Performances:
$ Addresses current trends and issues daily in the school
$ Incorporates current trends into the developmental curriculum
$ Participates in multidisciplinary team meetings and works collaboratively with other student service providers

IV. *Foundations of School Counseling*

22. (IV-17) Human Growth and Development. Understands the individual diversity of human growth, development, and learning, and provides experiences that promote the physical, intellectual, social and emotional development of the student

Indicators

Knowledge:
$ Understands theories of individual and family development and transitions across the life span
$ Understands that students= physical, social, emotional, ethical, and cognitive development influences learning
$ Understands theories of learning, personality development, child and adolescent development, and the range of individual variation
$ Understands how students construct knowledge, acquire skills and develop habits of mind
$ Understands that differences in approaches to learning and performance interact with development
$ Understands the developmental stages of children and adolescents as they related to counseling approaches and appropriate interventions
$ Understands human behaviors including developmental crises, disability, addictive behavior, psychopathology, situational and environmental factors as they affect both normal and abnormal behavior
$ Understands the characteristics and effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse

$ Understands the role of drug therapy as it impacts student behavior
$ Understands the characteristics of normal, delayed, and disordered communication/interaction patterns and their impact on learning

Performances:
$ Uses theories of learning, personality, and human development to plan activities and experiences that respond to student=s individual and group needs at the appropriate level of development

$ Analyzes individual and group performance in order to design interventions that meet learners= current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate grade level
$ Plans interventions relevant to students= developmental levels
$ Uses strategies for facilitating optimum student development over the life-span
$ Recognizes the differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities and the effects they may have on individuals
$ Implements interventions relevant to students= developmental levels
$ Recognizes the effect that addictive behavior, psychopathology, situational and environmental factors have on both normal and abnormal behavior
$ Recognizes the effects of cultural and environmental factors as they impact students= performance
$ Recognizes that medications can have an effect on the educational, cognitive, physical, social, and emotional behaviors of individuals

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23. (IV-18) Overview of Standards and Best Practice.   Knows the National Standards for School Counseling Programs and the Illinois Best Practices and Procedures for School Counseling and applies these in developing their role and function in establishing school counseling programs

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Indicators

Knowledge:
$ Understands the requirements of professional credentialing, certification and licensure
$ Understands the unique characteristics of school counseling as a profession as defined by the Illinois School Code
$ Understands the national standards for school counseling
$ Understands the principles and constructs of the ABest Practices@ Manual for school counselors endorsed by the ISBE

Performances:
$ Maintains a certificate/license as mandated by a local and/or national certification board
$ Manages time to include individual student planning, responsive services, system support and developmental counseling curriculum activities
$ Participates in professional development and keeps current on state and national initiatives
$ Applies the ISBE ABest Practices@ to the school counselor=s role and function in the school

V. Professional Preparation and Development

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24. (V-19) The Helping Relationship.   Has the knowledge and skills to establish appropriate helping relationships as a professional school counselor in a school setting

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Indicators

Knowledge:
$ Understands various counseling theories, including traditional models, multicultural models, brief approaches,

and systems and family theories as appropriate to school counseling
$ Understands how individual student characteristics, including age, gender, ethnic differences, race, culture, learning abilities and styles, and value dimensions, impact the helping process
$ Understands the limitations of his or her ability and training and is aware of referral resources
$ Understands the counseling process and is aware of various skills, methods, and behaviors used in both prevention and intervention
$ Understands the skills necessary to build a therapeutic and trusting relationship with a client
$ Understands how to develop long- and short-term intervention plans consistent with curriculum, learner diversity, and learning theory

Dispositions:
$ Is committed to developing a helping relationship with all students in a counseling situation

Performances:
$ Uses established counseling theory in the counseling process and applies these to the developmental needs of the client
$ Is flexible in adapting counseling techniques to client diversity
$ Makes appropriate referrals
$ Demonstrates skills in developing therapeutic relationships, goal setting, intervention strategies, and evaluation of counseling outcomes with clients
$ Demonstrates appropriate skills in working with parents
$ Uses developmental and counseling theories to design and implement comprehensive and developmental programs
$ Creates long-term and short-term intervention plans
$ Applies appropriate diagnoses and case conceptualization skills to clients

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25. Technology I. As appropriate in school counseling, enables students to learn about and to use technology.

Indicators

Knowledge
$ Understands the use of technology in career planning
$ Understands the uses of technology in student planning such as electronic portfolio, use of internet, etc.
$ Understands the use of technology in assessment
$ Understands technology and computer applications in counseling

Dispositions
$ Demonstrates awareness and sensitivity to the ethical, legal, and human issues involved in using technology with students
$ Demonstrates commitment to bridging the access equity gap, or >digital divide=, that affects marginated populations
$ Demonstrates commitment to providing engaging, technology-based learning opportunities for all students

Performance
$ Guides students in the use of career resources including computer-based career systems, electronic systems, and the use of the internet.
$ Incorporates technology when working with students in individual planning
$ Uses and applies appropriate technology in assessment
$ Uses technology and computer applications directly with students

> **26. Technology II. Understands and uses technology to enhance student advisement and professional productivity**

Indicators

Knowledge
$ Knows the uses of computers and technology in business, industry, and society
$ Knows resources for developing a personal professional network or community for ongoing professional development

Dispositions
$ Demonstrates commitment to using technology in counseling
$ Adheres to ethical principles in exploring, using, and sharing technology resources on a personal professional basis

Performance
$ Uses technology to research, communicate, and collaborate in an ongoing fashion
$ Explores and evaluates technology-based resources regularly, as part of ongoing personal professional development
$ Uses productivity tools (e.g., word processing, presentation graphics) as appropriate in the profession

> **27. Inquiry. Undertakes independent inquiry and uses technology as one tool to assist him or her in the overall inquiry process**

Indicators

Knowledge
$ Understands the value of research to inquiry in education
$ Understands key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education
$ Understands the use of technology as one tool to assist with the overall inquiry process in education
$ Understands the roles that technology plays in schools and society

Dispositions
$ Appreciates the value of reading and conducting research in counseling and education
$ Appreciates the role of technology in assisting with the design, conduct, and analysis of research in education

Performances
$ Conducts meaningful inquiry on an independent basis in education
$ Makes meaningful evaluative judgments about the quality of existing research in education
$ Builds on existing theoretical frameworks through independent inquiry in education
$ Demonstrates familiarity with a range of technological resources that support educational inquiry
$ Accesses a range of technological resources relevant to educational inquiry

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

> **28. (IV-15) Professional Orientation and Identity. Understands and actively participates within the profession**

Indicators

Knowledge:
$ Understands the importance of active participation and leadership in the appropriate school counseling professional organization
$ Understands community, environmental, and institutional barriers that impede and/or enhance student academic success and overall development
$ Understands the unique characteristics of the school setting environment and Pre-K-14 curriculum

Performances:
$ Joins and takes an active part in appropriate local, state and national school counseling professional organizations
$ Uses community resources to enhance academic and social/emotional growth, plans appropriate interventions within the score of the limits of the community, and advocates for programmatic efforts to eliminate barriers to student success
$ Designs and implements a developmental counseling curriculum which provides all students at all grade levels with knowledge and assistance in acquiring and using life skills

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29. (V-21) Ethical Concerns and Legal Matters.   Knows current legal issues and the ethical guidelines of the profession and acts accordingly

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Indicators

Knowledge:
$ Understands the ethical standards of the American Counseling Assn. And the American School Counselor Assn.
$ Understands legal standards that apply to the counseling process
$ Understands that in the event conflict arises among competing expectations, the school counselor shall be guided by the ACA/ASCA code of ethics

Dispositions:
$ Accepts responsibility to know and comply with federal, state, and local legislation, regulations, and policies
$ Demonstrates commitment to the values and ethics of the school counseling profession

Performances:
$ Adheres to the ACA and ASCA professional standards and codes of ethics as a guide to ethical decision making
$ Maintains adequate safeguards for the privacy and confidentiality of information
$ Informs students of their ethical rights and the limitations of the counseling relationship and of confidentiality
$ Follows state and federal laws such as mandatory reporting, duty to warn, family educational rights and privacy act, informed consent, mental health code, etc.

VI. Field Work Experience and Supervision

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30. Practicum. Student must complete a practicum with a school-aged population under qualified supervision and demonstrate basic counseling skills

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Indicators

Knowledge
$ Understands one's own motivation for becoming a counselor

$ Understands oneself well enough to evaluate one's counseling strengths and weaknesses
$ Understands the basics of a helping relationship

Performance
$ Establish the core conditions for a counseling situation
$ Demonstrates appropriate listening skills
$ Demonstrates empathy
$ Demonstrates appropriate questioning and interviewing skills
$ Reflects on and evaluates observed counseling sessions and counseling sites in a professionally appropriate manner

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31. (VI-23) Internship.   Student must complete an internship under qualified supervision and perform a variety of counseling activities

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Indicators

Knowledge
$ Understands the requirements of a supervised, clinical, field-based internship in a school setting focusing on the duties of a school counselor
$ Understands the comprehensive developmental school counseling model
$ Understands counseling practice through interaction with individuals and groups.

Performance
$ Participates in an internship, under qualified supervision, which must involve direct services (including individual and group work) to students, parents, teachers, and other parties interested in the welfare of students
$ Demonstrates completely the variety of activities a regularly employed school counselor would be expected to perform
$ Participates in a comprehensive developmental school counseling approach which integrates the basic components of: counseling curriculum; individual planning; responsive services; system support; consultation; and program planning, assessment, and evaluation.
$ Demonstrates the ability to develop individual and group counseling relationships with a school-aged population
$ Demonstrates the basic skills in the helping relationships, individual counseling and group counseling