

Crosswalk: Previous versus New Professional School Counselor Standards

General Information about this Revision:

- » Added “Professional” to the name of counselor consistent with American School Counselor Association (ASCA) Standards and Model Program Guidelines
- » Updated language in general to reflect ASCA and CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards, current counseling research, and best practices; reflective of state initiatives and standards
- » “Classroom” counseling lessons rather than “guidance” lessons written throughout to reflect ASCA and best practice research preferred language in the field.

Standard 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practices, preparation standards, professional credentialing practices, and ethical behaviors.</p>	<p>The professional school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practice; and preparation standards, professional credentialing practices, legal and ethical behaviors.</p>	<p>Additions to: <u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> • Learning theories • Traditional and transformed to role and function • Identifies resources and professional organizations relevant to school counselors and their professional learning; understand importance of lifelong professional development, staying current in research and best practice (old standard 10) <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> • Implements data-driven • Appropriate strategies in articulating and disseminating • Word usage: “applies” rather than “uses” • Engages in relevant professional development and implements new skills (old standard 10) • Demonstrates current data-driven approaches and techniques for effective counseling with current needs, issues and trends

Standard 2

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The school counselor understands and implements management and consultation skills necessary to integrate program planning, curriculum development, and evaluation.</p>	<p>The professional school counselor possesses the knowledge and skills to plan, organize, implement, and evaluate a comprehensive, developmental, results-based school counseling program.</p>	<p>Results-based included in standard to emphasize data-based practices Additions to: <u>Function 1:</u> <ul style="list-style-type: none"> • Emphasis on district wide program based on ASCA model; data informed and aligned with district mission and goals <u>Professional Skills:</u> <ul style="list-style-type: none"> • Program evaluation to appraisal methods • Uses data to identify and effectively address the existing gaps between and among different student groups • Counselor accomplishes measurable program objectives demonstrating skills in promotion, implementation, integration and management of programming. </p>

Standard 3

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The school counselor demonstrates an understanding of the nature and needs of individuals throughout the stages of human development and possesses knowledge of related human behavior.</p>	<p>The professional school counselor understands and demonstrates appropriate counseling skills to address the needs of individuals throughout the stages of human development, possesses knowledge of related human behavior at all developmental levels and in multicultural contexts, and the impact of the stages and behaviors on learning and family dynamics.</p>	<p>Revisions made to reflect needed multicultural competencies and emphasis on a multi-tier approach and school success Additions to: <u>Professional Skills:</u> <ul style="list-style-type: none"> • Addressing needs of all learners through multi-tier approach including counselor consultation, assessment, and referral • Counselor applies data-informed programs and interventions designed to enhance learner character development and social emotional learning • Word usage – applies knowledge of individual and family development in counseling students </p>

Standard 4		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The school counselor understands the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom guidance activities designed to promote educational, career, personal, and social development of students.	The professional school counselor understands the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom lesson design to promote academic, career, and personal/social development of learners.	<p>Revised to include use of technology as a counseling tool.</p> <p>Additions to:</p> <p><u>Content knowledge:</u></p> <ul style="list-style-type: none"> • Understands counseling theories and techniques • Understands importance of personal, cultural, and behavioral characteristics in the counseling process <p><u>Professional Skills:</u></p> <ul style="list-style-type: none"> • Demonstrates skills in theoretical based counseling interventions consistent with current best practice/professional research • Uses legally and ethically appropriate responsive services • Applies principles of the multi-tiered approach (with inclusive but not limited examples) • Demonstrates knowledge of personal, cultural, and behavioral characteristics in counseling process • Demonstrates effective communication and leadership in implementation of crisis intervention, grief and bereavement counseling and suicide prevention models
Standard 5		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The school counselor understands and demonstrates knowledge of assessment and research procedures and instruments needed to assist all students.	The professional school counselor understands and demonstrates legal and ethical use of assessment, evaluation, and research in multicultural contexts.	<p>Revised to include multicultural contexts</p> <p>Additions to:</p> <p><u>Function 2:</u></p> <ul style="list-style-type: none"> • Updated to reflect emphasis on theory-based curriculum of program goals aligned with school mission designed to enhance success of all learners <p><u>Content Knowledge:</u></p> <ul style="list-style-type: none"> • “Understands” rather than “has general knowledge” • Understands legal, ethical, and counselor best practice/ethical standards <p><u>Professional Skills:</u></p> <ul style="list-style-type: none"> • Implements traditional and digital procedures • Uses appropriate academic and behavioral data to implement strategies in school counseling core curriculum, individual and group counseling, classroom lessons, and closing the gap action plans* (see note, page 5) • Uses student/program data to design and implement action plans aligning with school’s mission and counseling program goals

Standard 6

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The school counselor has knowledge of career development and applies a systematic plan for assisting all students through their developmental stages.</p>	<p>The professional school counselor has knowledge of career development and applies a multi-tier approach for counseling all learners through their developmental stages.</p>	<p>Updated to include multi-tiered approach Additions to: <u>Function 1:</u> <ul style="list-style-type: none"> Included data-informed <u>Content Knowledge:</u> <ul style="list-style-type: none"> understands relationship between academic experiences and future careers <u>Professional Skills:</u> <ul style="list-style-type: none"> Facilitates an understanding of the relationship between learning and work, career and labor market information and resources, and career information systems in assisting learners in career development Demonstrates skill in enhancing learner decision-making, goal-setting, personal/social, transition, and post-secondary planning Collaborates with other educators to implement college and career ready, social emotional character education, and/or other curricular designed to prepare learners for post high school academic and career success </p>

Standard 7

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The school counselor understands the significance of teaming and utilizes consultation, collaboration, and coordination in developing programs to facilitate the positive interaction between students and their environment.</p>	<p>The professional school counselor understands the significance and demonstrates the skills of teaming and consultation, collaboration, and coordination in developing programs to facilitate the positive interaction between learners and their environment.</p>	<p>Additions to: <u>Content Knowledge:</u> <ul style="list-style-type: none"> Utilizes collaboration, coordination, and consultation in the teaming process to promote change <u>Professional Skills:</u> <ul style="list-style-type: none"> Serves as a leader in the school and community relations to promote and support learner success Provides team leadership to the school and community in a crisis Communicates and collaborates with key stakeholders to identify needs and strategies and promote learner achievement and success </p>

Standard 8		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The school counselor understands social and cultural diversity across developmental stages and is able to identify appropriate counseling practices.	The professional school counselor understands social and cultural diversity across developmental stages and is able to identify appropriate counseling practices.	Additions to: <u>Professional Skills:</u> <ul style="list-style-type: none"> Influences a positive school culture of respect and dignity for all learners by addressing social justice, identity development, character development, and social emotional learning of all learners
Standard 9		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The school counselor understands how current issues affect students.		This standard and the knowledge and performance indicators were incorporated into new standard functions, content knowledge and professional skills indicators.
Standard 10		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The school counselor understands the importance of continual lifelong professional development.		This standard and the knowledge and performance indicators were incorporated into the new Standard 1 functions, content knowledge and professional skills indicators.

* The school counseling core curriculum is one of the three direct services in the ASCA National Model (and also presented in the Kansas Comprehensive School Counseling Program booklet); the other two direct services are Individual Student Planning and Responsive Services. From the Kansas Comprehensive School Counseling Program (also included in the ASCA National Model), the school counseling core curriculum is described as follows: “The school counseling core curriculum consists of a planned, written instructional program that is comprehensive in scope, preventive in nature and developmental in design. The curriculum is delivered to every student by professional school counselors and other educators as appropriate. The curriculum promotes knowledge, attitudes and skills of student competencies appropriate to student developmental levels in three content areas: academic development, career development and social-emotional growth.”