



# Indiana Content Standards for Educators

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## SCHOOL COUNSELOR

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School counselors are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning an effective school counseling program and delivering effective counseling services.

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# School Counselor Educator Standards

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## **Standard 1: Human Development and the Learning Process**

School counselors have a broad and comprehensive understanding of human development, learning theories, and the learning process.

## **Standard 2: Theories and Practices in Education and School Counseling**

School counselors have a broad and comprehensive understanding of theories and current practices in education and school counseling and of the role of school counseling in the educational program and demonstrate the ability to develop and implement guidance curricula and prevention programming.

## **Standard 3: The School Counseling and Guidance Program**

School counselors have a broad and comprehensive understanding of the components of comprehensive, standards-based, data-driven, and outcome-focused school counseling and guidance programs and demonstrate the ability to develop, implement, manage, and evaluate school counseling and guidance programs.

## **Standard 4: Individual Counseling, Small-Group Counseling, and Classroom Guidance**

School counselors have a broad and comprehensive understanding of individual counseling, small-group counseling, and classroom guidance and demonstrate the ability to provide individual and small-group counseling and to deliver guidance lessons that meet the needs of all students.

## **Standard 5: Responsive Services and Crisis Counseling**

School counselors have a broad and comprehensive understanding of responsive services and crisis counseling and demonstrate the ability to plan, implement, manage, and evaluate responsive services and crisis counseling.

## **Standard 6: Career and Postsecondary Educational Guidance and Counseling**

School counselors have a broad and comprehensive understanding of developmentally appropriate career and postsecondary educational guidance and counseling and demonstrate the ability to develop, implement, manage, and evaluate developmentally appropriate career and postsecondary educational guidance and counseling.

## **Standard 7: The Leadership Role of the School Counselor**

School counselors have a broad and comprehensive understanding of the role of the school counselor as an agent of change and demonstrate the ability to communicate and collaborate with stakeholders to create learning environments that promote educational equity and success for all students.

## **Standard 8: Professional, Legal, and Ethical Standards and Issues in School Counseling**

School counselors have a broad and comprehensive understanding of professional, legal, and ethical standards and issues in school counseling and demonstrate the ability to apply professional, legal, and ethical standards in their work as school counselors.

# School Counselor Educator Standards

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## Standard 1: Human Development and the Learning Process

**School counselors have a broad and comprehensive understanding of human development, learning theories, and the learning process, including:**

- 1.1** theories of human development and characteristics and processes of physical, cognitive, social, emotional, and language development
- 1.2** factors (e.g., genetics, nutrition, chronic illness, family dynamics) that affect human development and developmental issues that affect student success
- 1.3** skills and competencies that enhance the physical and emotional health of students at different stages of development
- 1.4** learning theories and research related to the learning process and their implications for instruction
- 1.5** factors (e.g., culture, language, family dynamics) that affect the learning process and the learning environment
- 1.6** instructional implications of various learning styles, strategies, and environments as well as obstacles to student learning and strategies for coping with or removing these obstacles

## Standard 2: Theories and Practices in Education and School Counseling

**School counselors have a broad and comprehensive understanding of theories and current practices in education and school counseling and of the role of school counseling in the educational program and demonstrate the ability to develop and implement guidance curricula and prevention programming, including:**

- 2.1** educational systems, philosophies, and theories, as well as current trends in education, including the organizational structure and governance of the national and state educational systems
- 2.2** cultural, political, and social influences on current educational practices and the impact on student success of school, district, and state educational policies, procedures, and practices
- 2.3** strategies and techniques for creating and implementing a schoolwide needs assessment and for analyzing, interpreting, and utilizing data to develop a comprehensive guidance curriculum
- 2.4** strategies for designing developmentally appropriate classroom and schoolwide guidance curricula that meet the needs of all students and align with educational and professional standards at the local, state, and national level as well as with district and school goals, curricula, and mission
- 2.5** strategies for designing proactive prevention programming to support the healthy development of all students in the physical, social, emotional, academic, and career domains
- 2.6** strategies for collaborating with stakeholders to ensure a safe and secure learning environment by developing and implementing school safety initiatives, anti-bullying (including cyber-bullying) initiatives, violence prevention programs, and suicide prevention plans

## School Counselor Educator Standards

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### Standard 3: The School Counseling and Guidance Program

**School counselors have a broad and comprehensive understanding of the components of comprehensive, standards-based, data-driven, and outcome-focused school counseling and guidance programs and demonstrate the ability to develop, implement, manage, and evaluate school counseling and guidance programs, including:**

- 3.1** the history and purpose of school counseling, including traditional and transformed roles of school counselors
- 3.2** the elements of a comprehensive school counseling program, including the instruction of students in academic and technical achievement; career and workplace development; and personal, social, and emotional development through individual, small-group, classroom, and schoolwide initiatives
- 3.3** strategies and methods for developing, implementing, coordinating, and managing an effective school counseling and guidance program for college and career readiness that meets the needs of all students
- 3.4** skills and strategies for reviewing, selecting, using, and evaluating technology to plan, organize, and deliver a school counseling and guidance program that meets the needs of all students
- 3.5** strategies and methods for continually evaluating school counseling services to assess their impact on students, identify program gaps, and target interventions
- 3.6** strategies and methods for responding to evaluations of a comprehensive school counseling program and for using standards-based, data-informed decision making to develop and implement positive changes
- 3.7** strategies and methods, including program audits, for collecting, analyzing, interpreting, and reporting data to demonstrate accountability, evaluate outcomes, and assess achievement of overarching district and school goals
- 3.8** strategies for effective, efficient, and ethical recordkeeping and documentation
- 3.9** strategies and techniques for effective classroom management

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### **Standard 4: Individual Counseling, Small-Group Counseling, and Classroom Guidance**

**School counselors have a broad and comprehensive understanding of individual counseling, small-group counseling, and classroom guidance and demonstrate the ability to provide individual and small-group counseling and to deliver guidance lessons that meet the needs of all students, including:**

- 4.1** interviewing and other data-collection skills and techniques for identifying common problems that students face and for assessing the physical, emotional, and social level of students
- 4.2** factors that affect a school counselor's decision to provide individual counseling and strategies for applying counseling theories and techniques to provide effective individual counseling
- 4.3** strategies for delivering guidance lessons using developmentally appropriate instruction to promote educational success for all students in the academic and technical, college and career readiness, and personal and social domains
- 4.4** strategies for implementing proactive prevention programming to support the healthy physical, emotional, social, academic, and career development of all students
- 4.5** strategies for implementing a proactive prevention guidance curriculum to help all students develop and expand responsible and effective communication skills, make sound judgments and decisions, take responsibility for themselves and their actions, and accept the consequences of their behavior
- 4.6** factors that affect a school counselor's decision to provide group counseling and strategies for applying counseling theories and techniques to provide effective group counseling
- 4.7** factors that affect group dynamics, appropriate topics for small-group counseling and classroom guidance, and strategies for facilitating group discussions and presenting information in a group setting
- 4.8** strategies for developing and maintaining a current referral database of community and professional resources and for helping individuals and families access those resources
- 4.9** criteria for referring students to other professionals, community agencies, and service providers, as well as procedures for making and following up on such referrals
- 4.10** strategies for analyzing strengths and needs of all students, including students from diverse populations, and providing unbiased counseling services that respond to those strengths and needs
- 4.11** methods for analyzing, synthesizing, and disaggregating data to examine student outcomes and to identify effective intervention strategies for documenting, monitoring, and evaluating schoolwide, targeted, and individual evidence-based interventions

## School Counselor Educator Standards

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### Standard 5: Responsive Services and Crisis Counseling

**School counselors have a broad and comprehensive understanding of responsive services and crisis counseling and demonstrate the ability to plan, implement, manage, and evaluate responsive services and crisis counseling, including:**

- 5.1** indicators of mental health problems; at-risk behaviors; and physical, emotional, and sexual abuse in students
- 5.2** effects of student mental health problems; at-risk behaviors; and physical, emotional, and sexual abuse on the educational environment
- 5.3** intervention strategies for counseling students who exhibit at-risk behaviors; are targets of bullying, including cyber-bullying; or are facing other crisis situations
- 5.4** methods, techniques, and protocols for crisis counseling and crisis management, including strategies for collaborating with stakeholders to develop and implement crisis-management plans

### Standard 6: Career and Postsecondary Educational Guidance and Counseling

**School counselors have a broad and comprehensive understanding of developmentally appropriate career and postsecondary educational guidance and counseling and demonstrate the ability to develop, implement, manage, and evaluate career and postsecondary educational guidance and counseling, including:**

- 6.1** strategies for helping students analyze their own strengths and needs; recognize their personal interests, preferences, values, talents, and skills; and apply this self-knowledge to make informed educational and career choices
- 6.2** knowledge of student course content and the ways in which student course selection and academic performance affect postsecondary options and success
- 6.3** strategies for helping students identify their educational and career goals and develop specific plans for reaching those goals
- 6.4** sources of comprehensive information, including databases and online resources, about postsecondary options, career opportunities and requirements, labor market trends, and economics, and strategies for helping students and their families access, understand, and use this information
- 6.5** strategies for helping students identify and acquire the academic and technical, college and career readiness, and personal and social skills that are necessary for educational and career success
- 6.6** strategies for providing students and their families with information about procedures associated with applying for employment in their chosen career
- 6.7** strategies for providing students and their families with comprehensive information about postsecondary educational institutions, including information about admissions processes and procedures, costs, and eligibility requirements and application processes for financial aid, scholarships, and grants
- 6.8** strategies for helping students use effective technological tools to assist them in exploring, planning, choosing, and achieving academic, career, and social goals
- 6.9** knowledge of multicultural and diversity issues in education and career development, such as individual and institutional racism, classism, and sexism

## School Counselor Educator Standards

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### Standard 7: The Leadership Role of the School Counselor

**School counselors have a broad and comprehensive understanding of the role of the school counselor as an agent of change and demonstrate the ability to communicate and collaborate with stakeholders to create learning environments that promote educational equity and success for all students, including:**

- 7.1** strategies for leading proactively, advocating for all students, and modeling fairness and equitable treatment of all
- 7.2** the role of change theory in educational reform and the role of school counselors as agents of change within the school community, including strategies for facilitating and leading the change process
- 7.3** strategies for using current literature, research, and other resources to promote school counseling programming and provide assistance services to students
- 7.4** principles and methods of assessment; factors to consider when selecting assessments; and the uses, benefits, and limitations of a range of formal and informal assessment instruments
- 7.5** the use of achievement-gap data to advocate for needed systemic change to promote educational equity and success for all students
- 7.6** skills and strategies for working respectfully and collaboratively with individuals from diverse ethnic, cultural, and economic backgrounds; individuals with various levels of English language proficiency; and individuals with special needs in the school and the community
- 7.7** skills and methods for recruiting and collaborating with a diverse school advisory council and for applying a consensus-building process to effectively and efficiently meet group goals
- 7.8** roles of school professionals (e.g., school social worker, school psychologist, school nurse) and strategies for communicating and collaborating with all members of the school student support team, including educators and administrators
- 7.9** skills and strategies for communicating the benefits of a comprehensive, standards-based school counseling program for all school and community stakeholders
- 7.10** strategies for collecting, analyzing, and interpreting data to evaluate the effectiveness of community outreach and public relations efforts and for reporting data results to stakeholders



## School Counselor Educator Standards

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### **Standard 8: Professional, Legal, and Ethical Standards and Issues in School Counseling**

**School counselors have a broad and comprehensive understanding of professional, legal, and ethical standards and issues in school counseling and demonstrate the ability to apply professional, legal, and ethical standards in their work as school counselors, including:**

- 8.1** the legal and ethical responsibilities of working in a multicultural and technological society and of working with all students in a school setting
- 8.2** compliance with school district policy and local, state, and federal statutes, case law, and mandates that relate to school counseling, including those in the Family Educational Rights and Privacy Act (FERPA)
- 8.3** legal and ethical standards and principles of the school counseling profession, including the American School Counselor Association (ASCA) *Ethical Standards for School Counselors* and position statements
- 8.4** strategies for providing counseling services to students who are minors and students who are over the age of 18 in a legal and ethical manner, including by addressing issues of confidentiality
- 8.5** strategies for establishing and maintaining a professional identity as a school counselor and for staying current with research, literature, and other resources related to school counseling issues and best practices through ongoing professional development and participation in professional school counselor organizations
- 8.6** strategies for using ongoing professional development in school counseling issues and best practices to inform and guide the legal and ethical aspects of a school counselor's work

## Selected Bibliography of Standards and Sources Related to School Counselor

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### State and National Standards

1. Indiana Department of Education. (2003). *Indiana program standards for school counseling*. <http://www.asainstitute.org/schoolcounseling/programstandards.html>
2. American School Counselor Association (ASCA). *School counselor competencies*. <http://www.schoolcounselor.org/files/sccompetencies.pdf>
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4. Council for the Accreditation of Counseling and Related Educational Programs (CACREP). (2009). *2009 standards*. <http://cacrep.org/doc/2009%20Standards%20with%20cover.pdf>
5. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*. [http://www.iste.org/Libraries/PDFs/NETS\\_for\\_Teachers\\_2008\\_EN.sflb.ashx](http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx)
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8. Baker, S. B., & Gerler, E. R., Jr. (2008). *School counseling for the twenty-first century* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
9. Milsom, A., & Paisley, P. (2007). Group work as an essential contribution to transforming school counseling. *Journal for Specialists in Group Work*, 32(1), 9–14.
10. Ormond, J. E. (2006). *Educational psychology: Developing learners* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
11. Stone, C. B., & Dahir, C. A. (2006). *The transformed school counselor*. Boston: Houghton Mifflin Company.
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14. Brinson, J. A., Kottler, J. A., & Fisher, T. A. (2004). Cross-cultural conflict resolution in the schools: Some practical intervention strategies for counselors. *Journal of Counseling and Development*, 82(3), 294–301.
15. Galassi, J. P., & Akos, P. (2004). Developmental advocacy: Twenty-first century school counseling. *Journal of Counseling and Development*, 82(2), 146–157.
16. Stanley, P. H., Juhnke, G. A., & Purkey, W. W. (2004). Using an invitational theory of practice to create safe and successful schools. *Journal of Counseling and Development*, 82(3), 302–309.

## Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for School Counselor	Indiana Program Standards for School Counseling	ASCA School Counselor Competencies	CACREP 2009 Standards	ISTE National Educational Technology Standards
<p><b><u>Standard 1: Human Development and the Learning Process</u></b></p> <p>School counselors have a broad and comprehensive understanding of human development, learning theories, and the learning process.</p>		I-A-8; II-A-3; II-A-5	School Counseling Standards A-6; E-2; E-4; G-1; H-5	
<p><b><u>Standard 2: Theories and Practices in Education and School Counseling</u></b></p> <p>School counselors have a broad and comprehensive understanding of theories and current practices in education and school counseling and of the role of school counseling in the educational program and demonstrate the ability to develop and implement guidance curricula and prevention programming.</p>		I-A-1; I-A-9; I-B-5c; II-A-1; II-A-2; II-A-4; II-B-1; II-B-1a-b; II-C-4; III-A-1; III-A-2; III-A-3; III-A-4; III-B-1; III-B-1b-g; IV-B-3c-d; IV-B-6a	School Counseling Standards A-1; A-3; A-5; E-1; E-3; F-1; G-3; K-1; K-2; K-3; L-1; L-3; M-4; O-5	2a-2d; 3a-3d
<p><b><u>Standard 3: The School Counseling and Guidance Program</u></b></p> <p>School counselors have a broad and comprehensive understanding of the components of comprehensive, standards-based, data-driven, and outcome-focused school counseling and guidance programs and demonstrate the ability to develop, implement, manage, and evaluate school counseling and guidance programs.</p>	2.2; 3.2; 3.4; 6.1-4; 8.3; 9.1	I-A-2; I-B-1; I-B-1d; I-B-1f-g; I-B-3e; I-C-7; II-A-8; II-C-1; II-C-2; II-C-3; III-A-4; III-B-1c; IV-A-5; IV-A-6; IV-C-1; IV-C-2; IV-C-3; V-A-1; V-A-2; V-A-3; V-A-4; V-B-1; V-B-1a-c; V-B-1f; V-B-1h; V-C-1; V-C-2; V-C-3	School Counseling Standards A-5; C-2; D-2; D-3; E-4; I-2; I-3; J-2; J-3; O-3; P-1; P-2	2b; 3a-3d

## Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for School Counselor	Indiana Program Standards for School Counseling	ASCA School Counselor Competencies	CACREP 2009 Standards	ISTE National Educational Technology Standards
<p><b><u>Standard 4: Individual Counseling, Small-Group Counseling, and Classroom Guidance</u></b></p> <p>School counselors have a broad and comprehensive understanding of individual counseling, small-group counseling, and classroom guidance and demonstrate the ability to provide individual and small-group counseling and to deliver guidance lessons that meet the needs of all students.</p>	2.1; 2.4; 3.1; 4.1; 4.3; 8.2	I-A-5; I-B-1h; II-A-8; III-A-3; III-B-2; III-B-2a-b; III-B-2g; III-B-3d; III-B-3i; III-B-1; III-C-2; III-C-4; IV-B-3; IV-B-3a; IV-B-3f	School Counseling Standards C-1; C-2; C-3; C-5; D-2; D-3; H-1; H-2; H-3; H-5; L-2	3a–3d
<p><b><u>Standard 5: Responsive Services and Crisis Counseling</u></b></p> <p>School counselors have a broad and comprehensive understanding of responsive services and crisis counseling and demonstrate the ability to plan, implement, manage, and evaluate responsive services and crisis counseling.</p>	2.4; 4.2–4	I-A-9; III-A-7–8; III-B-3; III-B-3a-c; III-B-3e-h; III-B-3m	School Counseling Standards A-7; C-6; D-3; D-4; G-1; G-2; M-6; M-7	
<p><b><u>Standard 6: Career and Postsecondary Educational Guidance and Counseling</u></b></p> <p>School counselors have a broad and comprehensive understanding of developmentally appropriate career and postsecondary educational guidance and counseling and demonstrate the ability to develop, implement, manage, and evaluate career and postsecondary educational guidance and counseling.</p>	2.2–3; 8.3	I-A-5; I-B-1h; I-C-3; II-A-8; III-A-5; III-B-1g; III-B-2b–g	School Counseling Standards C-2; C-4	1c; 2b; 3b; 3d

## Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for School Counselor	Indiana Program Standards for School Counseling	ASCA School Counselor Competencies	CACREP 2009 Standards	ISTE National Educational Technology Standards
<p><b><u>Standard 7: The Leadership Role of the School Counselor</u></b></p> <p>School counselors have a broad and comprehensive understanding of the role of the school counselor as an agent of change and demonstrate the ability to communicate and collaborate with stakeholders to create learning environments that promote educational equity and success for all students.</p>	<p>1.3; 1.4; 4.2; 5.1; 5.3-4; 6.5-6; 6.8</p>	<p>I-A-6; I-B-1e; I-B-1h; I-B-2; I-B-2a-d; I-B-3; I-B-3a-b; I-B-4; I-B-4a-e; I-B-5; I-C-5-6; III-B-3i; IV-B-2; IV-Ba-f; IV-B-2b-f; IV-B-3d; IV-B-3g</p>	<p>School Counseling Standards B-2; D-1; D-5; F-2-4; H-4; I-1; I-4; I-5; J-1; M-1-3; M-5; N-1-5; O-1; O-2; O-4</p>	<p>3b; 3c</p>
<p><b><u>Standard 8: Professional, Legal, and Ethical Standards and Issues in School Counseling</u></b></p> <p>School counselors have a broad and comprehensive understanding of professional, legal, and ethical standards and issues in school counseling and demonstrate the ability to apply professional, legal, and ethical standards in their work as school counselors.</p>	<p>6.7; 7.4-7</p>	<p>I-A-7; I-B-1h; II-A-2; II-A-7; II-B-4; II-B-4a-d; II-B-4f; II-B-4h; II-B-4i; II-B-4k; II-C-4; IV-B-1d; IV-B-1g</p>	<p>School Counseling Standards A-2; A-4; B-1</p>	<p>4a; 5a-5d</p>