



ASCA Standards-Aligned School Counseling Curriculum

[ASCA Standards for School Counselor
Preparation Programs](#) (ASCA SCP)

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Appraisal Procedures

A study of test and non-test techniques of appraisal (e.g., test, observation, and interview) with emphasis on the use of data throughout school counseling programs. Focus will be on integrating data from a variety of sources at individual, small group, and large group levels.

B-PA 8.c. Explain and discuss school data, school counseling program assessment and annual student outcome goals with the advisory council

B-PA 9.b. Explain how school counseling activities fit within categories of a performance appraisal instrument

B-PA 9.c. Utilize components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments

B-PF 1.f. Use principles of multitiered systems of support within the context of a school counseling program to provide instruction and interventions matched to student need.

B-PF 4.b. Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies

B-SS 2.a. Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success

B-SS 2.b. Use assessments to help students understand their abilities, values and career interests

B-SS 3.a. Use data to identify students in need of counseling intervention

B-SS 5.a. Gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success

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

OTHER. Demonstrate knowledge of the major functions, strengths, and limitations (e.g., biases) of various standardized and non-standardized assessments.

OTHER. Demonstrates how to share the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).

OTHER. Interpret the results of formal and informal assessments.

OTHER. Knows how to use a variety of assessment tools to monitor student progress, achievement and learning gains;

OTHER. Observations and interview practice, process, procedures, and purpose.

OTHER. Understand psychometric properties including norms

OTHER. Understand statistical outcomes of assessments (e.g., measures of central tendency, reliability, validity, Z-scores, stanines, variance).

OTHER. Understands how to select appropriate formative assessments to monitor learning;

OTHER. Utilize assessment results in decision making

Consultation & Collaboration Problem Solving

Consultation theory, models, and practice with an emphasis on collaborative problem solving particularly with educators, other professionals, families, community agency personnel, individually and in groups.

B-PA 4.d. Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist

B-PA 5.d. Collaborate with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared

B-PA 7.a. Complete managing templates for the school counseling program with other members of the school counseling staff

B-PA 8.a. Determine appropriate education stakeholders for representation on the advisory council

B-PA 8.d. Record advisory council meeting notes, and distribute as appropriate

B-PA 8.e. Analyze and incorporate feedback from the advisory council related to annual student outcome goals as appropriate

B-PF 1.b. Use learning theory to support student achievement and success, including students with diverse learning needs

B-PF 2.f. Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success

B-PF 3.e. Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise

B-PF 4.c. Use personal reflection, consultation and supervision to promote professional growth and development

B-SS 1.g. Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction

B-SS 4.a. Maintain a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues

B-SS 5.b. Share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations

B-SS 5.c. Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise

B-SS 6.a. Partner with others to advocate for student achievement and educational equity and opportunities

B-SS 6.c. Identify and involve appropriate school and community professionals as well as the family in a crisis situation

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

ASCA SCP 4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

ASCA SCP 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.

M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.

OTHER. Demonstrate knowledge of collaborative decision making and the use of appropriate data and resources to assist individuals and groups and enhance the school environment.

OTHER. Demonstrate knowledge of strategies for collaborating with stakeholders to facilitate student success.

OTHER. Identify appropriate approaches and resources for making in-school and out-of-school referrals.

OTHER. Identify effective methods for communicating the benefits of a comprehensive school counseling program to all stakeholders.

OTHER. Knowledge of consultation, collaboration, and coordination.

OTHER. Understands systems theories, models, and processes of consultation in school system settings.

Counseling Theory and Techniques for School Counselors

In this course, students will examine various counseling theories and techniques that are commonly used by school counselors in school settings. Specific emphasis will be given to the application of counseling theory in developmentally appropriate ways across diverse backgrounds.

B-PF 1.c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, 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.

ASCA SCP 2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.

ASCA SCP 2.3 Describe established and emerging counseling theories and evidence-based 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.

OTHER. Articulate an individualized counseling theory and philosophical approach to school counseling.

OTHER. Demonstrates ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

OTHER. Demonstrates theories and models of counseling.

OTHER. Understand developmentally appropriate methods for engaging youth (e.g. creative, expressionistic, and play counseling approaches such as games, puppets, art, music, movement, imagery, virtual/augmented reality, sociodrama, and bibliocounseling, cinema counseling, delivery systems).

OTHER. Uses essential interviewing, counseling, and case conceptualization skills according to different theories.

Counseling for College/ Career Readiness

Introduction to career development theory and practice for helping students prepare for post-secondary success (e.g., college admissions, apprenticeship programs, business development, military, vocational trade). Overview of practices to promote college and career readiness, including methods of identifying and delivering career information,

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counseling, and assessment for career development and decision-making, career and college access programs and services in schools, and technology as part of career development methods.

B-PF 1.e. Use career development theories to promote and support postsecondary planning.

B-SS 2.b. Use assessments to help students understand their abilities, values and career interests

B-SS 2.c. Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans

B-SS 2.d. Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals

B-SS 2.e. Help students understand how academic performance relates to the world of work, family life and community service

B-SS 2.f. Help students understand the importance of postsecondary education and/or training as a pathway to a career

B-SS 2.g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes

B-SS 2.h. Connect students to workplace experiences to deepen understandings and explore career interests

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

ASCA SCP 5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

M 3. Every student should graduate from high school prepared for postsecondary opportunities.

OTHER. Understand college and career development along lifespan development.

Counseling Techniques (100 hours)

This course includes an introduction to basic facilitative, counseling, and interviewing skills used by school counselors in working with youth. This course includes the integration of basic helping skills with theories of counseling commonly used in school settings.

B-PA 3.b. Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement

B-PA 4.b. Determine appropriate students for the target group of action plans based on student, school and district data

B-PA 4.c. Identify appropriate ASCA Mindsets & Behaviors for Student Success standards addressing needs identified in action plans

B-PA 4.e. Identify appropriate resources needed to implement action plans

B-PF 3.g. Model ethical behavior

B-PF 6.c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background

B-SS 4.c. Articulate why diagnoses and long-term therapy are outside the scope of school counseling

ASCA SCP 2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.

OTHER. Apply person-centered interviewing and counseling skills to establish and maintain relationships with students and stakeholders.

OTHER. Ensure culturally relevant counseling skills and techniques are developmentally appropriate and aligned with ethical standards of practice.

OTHER. Integrate principles of counseling theory with basic helping skills in work with students.

Developmental Aspects of Student Learning & Behavior

An examination of cognitive, social/emotional, and physical aspects of child development, applying theoretical paradigms to children and families (e.g., observations, interviews and case studies), and exploring the issues of typical/atypical development, parenting/caregiving, and adaptive family lifestyles within varying ecological contexts.

B-PF 1.a. Use human development theories to have an impact on developmental issues affecting student success

B-SS 3.d. Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma

B-PF 1.b. Use learning theory to support student achievement and success, including students with diverse learning needs

ASCA SCP 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.

ASCA SCP 2.1 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, college/career readiness, and crisis response.

OTHER. Articulate theories of growth, development and learning for children and adolescents, and demonstrate awareness of how theories inform counseling program delivery

OTHER. Compare and contrast various theoretical frameworks that relate to the study of student development, learning, and behaviors.

OTHER. Demonstrate an understanding of how to promote children's cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the school environment in ways that best facilitate the learning.

OTHER. Explain the connection between self and family culture, language, and environment in the understanding of growth and development and the implications of these connections for effective evidence-based practices within the school environment.

OTHER. Explain the impact of early experiences including Adverse Childhood Experiences (ACES) and the spectrum of student and family diversity on healthy development and learning.

OTHER. Explain the interrelatedness of developmental areas and milestones: physical/motor, social/emotional, language/cognitive, adaptive/living skills, and how development influences learning and well-being.

OTHER. Explain the relationship between biology, maturation, environment, and culture in terms of their impact on typical and atypical growth, development, and learning.

OTHER. Identify positive supports and strengths that young people need to succeed in families, schools, and communities (e.g., developmental assets).

OTHER. Identify the risk-factors for and the characteristics of potential developmental delays and disabilities and the procedures for appropriate screening and referral.

OTHER. Using investigative research methodologies, apply developmental theory to analyze student observations, surveys, and/ or interviews.

Group Work for School Professionals

An experiential study of group structure (e.g., small groups, large groups, classroom lessons, or task groups), group process, methodology, and leadership models applicable to working with groups in school settings in the context of a MTSS. Includes skill building through supervised practice as it relates to in-person, hybrid, or virtual settings.

B-PA 4.a. Design and implement school counseling action plans aligned with school and annual student outcome goals and student data

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B-PA 4.d. Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist

B-PA 5.f. Use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders

B-PA 8.b. Develop effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program

B-PA 8.d. Record advisory council meeting notes, and distribute as appropriate

B-PA 8.e. Analyze and incorporate feedback from the advisory council related to annual student outcome goals as appropriate

B-PF 1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

B-PF 6.e. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction

B-PF 7.i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals

B-SS 1.c. Identify appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or select/develop other materials informed by research and best practice if evidence-based materials do not exist

B-SS 1.d. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction

B-SS 1.e. Create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes

B-SS 1.f. Use a variety of technologies in the delivery of lessons and activities

B-SS 3.b. Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success

B-SS 3.e. Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

B-SS 5.d. Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise

B-SS 6.c. Identify and involve appropriate school and community professionals as well as the family in a crisis situation

ASCA SCP 2.1 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, college/career readiness, and crisis response.

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

ASCA SCP 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.

ASCA SCP 4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

OTHER. Compare theories and models of group work

OTHER. Delineate characteristics and functions of effective group leaders

OTHER. Examine group process and development

OTHER. Identify ethical and culturally relevant strategies for designing and facilitating groups

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

OTHER. Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success

OTHER. Translate experiences in which students participate as group members in a small group activity.

OTHER. Understands approaches to group formation, including recruiting, screening, and selecting members

Introduction to School Counseling

To provide students with an understanding of the history of school counseling and the structure and organization of the American education system. An overview of the roles, responsibilities, functions, and characteristics of the school counselor in the context of a comprehensive school counseling program (i.e. ASCA National Model).

B-PA 1.a. Analyze personal, school, district and state beliefs, assumptions and philosophies about student success

B-PA 1.b. Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission

B-PA 1.c. Analyze the school's vision and mission

B-PA 1.d. Create a school counseling vision statement describing a future world where student outcomes are successfully achieved

B-PA 1.e. Create a school counseling mission statement aligned with school, district and state missions

B-PA 1.f. Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

B-PA 6.a. Articulate the distinction between direct and indirect student services

- B-PA 6.b.** Assess use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component
- B-PA 6.c.** Articulate the best use of a school counselor's time to meet student needs as identified through student data and program goals
- B-PA 6.e.** Create annual and weekly calendars to plan activities reflecting annual student outcome goals
- B-PA 6.f.** Identify, evaluate and participate in fair-share responsibilities
- B-PA 7.c.** Explain and model the appropriate role of the school counselor and the organization of the school counseling program
- B-PA 7.d.** Explain annual student outcome goals, their basis in student data and their alignment with the school improvement plan
- B-PA 7.e.** Advocate for the appropriate use of school counselor time based on national recommendations and student needs
- B-PA 8.a.** Determine appropriate education stakeholders for representation on the advisory council
- B-PF 2.a.** Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- B-PF 2.b.** Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
- B-PF 2.d.** Explain the history of school counseling to create a context for the current state of the profession and school counseling programs
- B-PF 2.e.** Explain the nature of academic, career and social/emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling, such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care
- B-PF 2.f.** Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success
- B-PF 2.g.** Articulate a rationale for a school counseling program

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B-PF 5.a. Select ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data

B-PF 5.b. Prioritize ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals

B-PF 5.c. Select or create competencies aligned with the ASCA Mindsets & Behaviors for Student Success and the Common Core State Standards or other state-specific standards

B-PF 7.a. Identify sources of power and authority and formal and informal leadership

B-PF 7.d. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model

B-PF 8.c. Explain the benefits of a school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders

B-PF 8.d. Articulate and provide rationale for appropriate activities for school counselors

B-PF 8.e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors

B-SS 3.c. Explain the difference between appropriate short-term counseling and inappropriate long-term therapy

B-SS 4.b. Communicate the limits of school counseling and the continuum of mental health services

B-SS 4.c. Articulate why diagnoses and long-term therapy are outside the scope of school counseling

ASCA SCP 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.

ASCA SCP 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.

ASCA SCP 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.

ASCA SCP 6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

M 1. Every student can learn, and every student can succeed.

M 4. Every student should have access to a school counseling program.

M 7. School counseling programs promote and enhance student academic, career and social/emotional outcomes.

OTHER. Identify school counselor mindsets and behaviors in the areas of systemic change, leadership, advocacy, and collaboration.

OTHER. To increase knowledge and awareness of outcome research in various aspects of school counseling.

OTHER. Understand how school counselors carry out these roles with various interventions within the context of a multi-tiered systems of support.

OTHER. Understand the school counselor's job in defining, designing, managing, implementing, leading, coordinating, and evaluating a comprehensive school counseling program.

School Counseling Leadership, Accountability & Supervision

Students will learn about leadership, advocacy, and accountability across all aspects of a comprehensive school counseling program, in the district, and in the profession. Students will learn how to engage in quality school counseling supervision to enhance others' implementation of their school counseling programs.

B-PA 3.c. Use student data and results from survey tools to monitor and refine annual student outcome goals

B-PA 3.d. Communicate annual student outcome goals to administrators, teachers, other school staff and stakeholders

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B-PA 5.e. Use data to demonstrate the value the school counseling program adds to student achievement

B-PA 5.f. Use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders

B-PA 6.c. Articulate the best use of a school counselor's time to meet student needs as identified through student data and program goals

B-PA 7.e. Advocate for the appropriate use of school counselor time based on national recommendations and student needs

B-PA 9.a. Explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program

B-PA 9.b. Explain how school counseling activities fit within categories of a performance appraisal instrument

B-PF 2.c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels

B-PF 2.i. Use current trends in technology to promote student success

B-PF 3.h. Engage in continual professional development to inform and guide ethical and legal work

B-PF 4.c. Use personal reflection, consultation and supervision to promote professional growth and development

B-PF 4.d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

B-PF 7.a. Identify sources of power and authority and formal and informal leadership

B-PF 7.b. Identify and demonstrate professional and personal qualities and skills of effective leaders

B-PF 7.c. Apply a model of leadership to a school counseling program

B-PF 7.f. Use leadership skills to facilitate positive change for the school counseling program

B-PF 7.g. Define the role of the school counselor and the school counseling program in the school crisis plan

B-PF 7.h. Serve as a leader in the school and community to promote and support student success

B-PF 8.a. Model school counselor advocacy competencies to promote school counseling program development and student success

B-PF 8.b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests

B-PF 8.c. Explain the benefits of a school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders

B-PF 8.f. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks

B-PF 8.g. Participate in school counseling and education-related professional organizations

B-PF 9.a. Act as a systems change agent to create an environment promoting and supporting student success

B-PF 9.d. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success

B-SS 5.d. Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise

B-SS 6.a. Partner with others to advocate for student achievement and educational equity and opportunities

B-SS 6.d. Supervise school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies

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

ASCA SCP 5.1 Use data and student standards, such as 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.

ASCA SCP 5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

ASCA SCP 6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

ASCA SCP 6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

M 6. School counselors are leaders in the school, district, state and nation.

OTHER. Demonstrate effective peer supervision by providing evidence-based, non-evaluative feedback.

OTHER. Develop a greater self-awareness and identify personal attributes, such as motivations and limitations that may become obstacles to effective leadership.

OTHER. Develop your own personal leadership attributes.

OTHER. Explain how leaders affect systemic change in organizations.

OTHER. Explain the challenges of leadership in educational settings.

OTHER. Identify position statements, role statements, and evidence based practices for advocating.

OTHER. Monitor student progress to close the achievement gap.

OTHER. Understand the solution-focused supervision approach.

Legal & Ethical Issues in School Counseling

A study of legal, ethical and related professional issues (e.g., policies) affecting the role and responsibilities of school counselors. Course content and learning experiences will support school counseling candidates' ability to demonstrate ethical and culturally responsive behavior, maintain the highest standards of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

B-PF 2.c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels

B-PF 3.a. Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors

B-PF 3.b. Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting

B-PF 3.c. Adhere to the ethical and statutory limits of confidentiality

B-PF 3.d. Fulfill legal and ethical obligations to families, teachers, administrators and other school staff

B-PF 3.e. Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise

B-PF 3.f. Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors

B-PF 3.g. Model ethical behavior

B-PF 3.h. Engage in continual professional development to inform and guide ethical and legal work

B-SS 6.b. Explain the potential for dual roles with families and other caretakers

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

ASCA SCP 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.

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

OTHER. Apply an ethical decision-making model to legal and ethical dilemmas and considerations specific to school counseling.

Promoting Multicultural and Social Justice Competence in School Counseling

School counselors are ethically obligated to maintain the highest respect for student diversity, respecting students' and families' values, beliefs, abilities, sexual orientation, gender identification/expression and cultural background. School counselors exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture, or ethnicity. As leaders, advocates and systemic change agents, school counselors are in a position to collaborate with stakeholders to create a school and community climate that embraces cultural diversity and helps promote students' academic, career and social/emotional success. This course helps students to foster increased awareness, understanding and appreciation of cultural diversity in the school community through culturally sustaining school counseling. Understand how prejudice, privilege and various forms of oppression affect students and stakeholders.

B-PF 6.a. Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors

B-PF 6.b. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school

B-PF 6.c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background

B-PF 6.d. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively

B-PF 6.e. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction

B-PF 6.f. Understand personal limitations and biases, and articulate how they may affect the school counselor's work

B-PF 9.c. Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps

B-SS 1.b. Assess cultural and social trends when developing and choosing curricula

B-SS 1.d. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction

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

M 1. Every student can learn, and every student can succeed.

M 2. Every student should have access to and opportunity for a high-quality education.

OTHER. Understand individual, relational, family, and group strategies assessing, evaluating, and counseling diverse populations.

OTHER. Demonstrates ability to work with diverse students.

OTHER. Examine social, historical, political, and systemic factors in our society that lead to biases, prejudices, oppression, and discrimination, including the counselor's role in eliminating these injustices.

OTHER. Explain the impact of early experiences including Adverse Childhood Experiences (ACES) and the spectrum of student and family diversity on healthy development and learning.

OTHER. Explore own cultural self-awareness and others' cultural identity development, i.e., attitudes and behaviors based on factors such as age, race, religious preference, disability, sexual orientation, gender, gender expression, ethnicity and culture, family patterns, socioeconomic status and intellectual ability, and impact on working with diverse populations.

OTHER. Identify relevant counseling strategies and techniques to use with specific diverse populations.

OTHER. Identify school counselor mindsets and behaviors in the areas of systemic change, leadership, advocacy, and collaboration.

OTHER. Understand the theoretical and practical processes of school counseling in a culturally diverse, pluralistic society.

Research & Program Evaluation

Learn to critically examine published research, including the use of fundamental descriptive and inferential statistics, to inform practice and advocacy. A variety of research approaches and methods will be presented emphasizing applied research as it relates to school counselors' roles, practice, ratios, student outcomes, and school counseling program evaluation in school settings.

B-PA 2.a. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities

B-PA 2.b. Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed

B-PA 2.c. Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

B-PA 3.a. Use achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans

B-PA 3.b. Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement

B-PA 3.c. Use student data and results from survey tools to monitor and refine annual student outcome goals

B-PA 4.g. Explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research

B-PA 5.a. Explain concepts related to program results and assessment within a school counseling program

B-PA 5.c. Analyze data to assess school counseling program effectiveness and to inform program development

B-PF 2.h. Use education research to inform decisions and programming

B-PF 4.a. Stay current with school counseling research and best practices

B-PF 7.e. Apply the results of a school counseling program assessment to inform the design and implementation of the school counseling program

B-PF 8.f. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks

B-PF 9.b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success

B-PF 9.c. Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps

B-SS 1.a. Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction

B-SS 1.h. Analyze data from lessons and activities to determine impact on student outcomes

ASCA SCP 5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

OTHER. Communicate effectively both orally and in writing about research-related issues.

OTHER. Demonstrate understanding of major methodological concepts related to research designs, including their strengths and limitations, by defining and explaining these concepts and commenting on published research;

OTHER. Develop skill in critically evaluating published research with respect to its hypotheses, design, operationalization of constructs, measurement, design, interpretation of results and cultural considerations;

OTHER. Explain how to use research to strengthen advocacy efforts.

OTHER. Gain experience in applying knowledge of effective research design by formulating different design approaches to answering a research question;

OTHER. Understand the ethical issues and practices important in the conduct of research, particularly with human subjects; and

OTHER. Understand, interpret, and apply results of research and evaluation studies to his/her professional pursuits;

School Counseling Final Internship (200 hours)

The purpose of the internship is to provide the student with a comprehensive and supervised field experience for observing and practicing various school counseling responsibilities. Internship is an immersion experience whereby students perform the duties associated with the role of the professional school counselor within the context of the school system. Focus will be on extending knowledge from previous courses into practice in the professional setting.

B-PA 3.a. Use achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans

B-PA 4.f. Identify intended impact on academics, attendance and discipline as result of action plan implementation

B-PA 5.b. Review progress toward annual student outcome goals

B-PA 5.e. Use data to demonstrate the value the school counseling program adds to student achievement

B-PA 6.b. Assess use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component

B-PA 6.d. Organize and manage time to effectively implement a school counseling program using skills including scheduling, publicizing and prioritizing time

B-PA 7.a. Complete managing templates for the school counseling program with other members of the school counseling staff

B-PA 7.b. Discuss school counseling with the principal and/or supervising administrator to formalize delivering, managing and assessing the school counseling program

B-PA 7.c. Explain and model the appropriate role of the school counselor and the organization of the school counseling program

B-PA 7.f. Finalize the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator

B-PF 7.e. Apply the results of a school counseling program assessment to inform the design and implementation of the school counseling program

B-PF 7.h. Serve as a leader in the school and community to promote and support student success

B-PF 7.i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals

B-SS 1.f. Use a variety of technologies in the delivery of lessons and activities

B-SS 1.g. Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction

B-SS 2.d. Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals

B-SS 2.e. Help students understand how academic performance relates to the world of work, family life and community service

B-SS 3.c. Explain the difference between appropriate short-term counseling and inappropriate long-term therapy

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

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

ASCA SCP 5.1 Use data and student standards, such as 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.

ASCA SCP 5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

OTHER. All of Internship II Objectives

OTHER. Demonstrate knowledge of the counselor's role as an advocate and leader to promote and support student success in the school and community.

School Counseling Internship 2 (200 hours)

The purpose of the internship is to provide the student with a comprehensive and supervised field experience for observing and practicing various school counseling responsibilities. Internship is an immersion experience whereby students perform the duties associated with the role of the professional school counselor within the context of the school system. Focus will be on extending knowledge from previous courses into practice in the professional setting.

B-PA 2.a. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities

B-PA 2.b. Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed

B-PA 2.c. Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

B-PA 4.a. Design and implement school counseling action plans aligned with school and annual student outcome goals and student data

B-PA 4.b. Determine appropriate students for the target group of action plans based on student, school and district data

B-PA 4.f. Identify intended impact on academics, attendance and discipline as result of action plan implementation

B-PA 5.b. Review progress toward annual student outcome goals

B-PA 6.d. Organize and manage time to effectively implement a school counseling program using skills including scheduling, publicizing and prioritizing time

B-PA 6.e. Create annual and weekly calendars to plan activities reflecting annual student outcome goals

B-PF 1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

B-PF 5.a. Select ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data

B-PF 5.b. Prioritize ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals

B-PF 5.c. Select or create competencies aligned with the ASCA Mindsets & Behaviors for Student Success and the Common Core State Standards or other state-specific standards

B-SS 1.a. Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction

ASCA Standards-Aligned Curriculum

B-SS 1.b. Assess cultural and social trends when developing and choosing curricula

B-SS 1.c. Identify appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or select/ develop other materials informed by research and best practice if evidence-based materials do not exist

B-SS 1.e. Create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes

B-SS 1.h. Analyze data from lessons and activities to determine impact on student outcomes

B-SS 3.a. Use data to identify students in need of counseling intervention

B-SS 3.d. Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma

ASCA SCP 2.3 Describe established and emerging counseling theories and evidence-based 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.

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

ASCA SCP 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.

ASCA SCP 4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

ASCA SCP 4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

OTHER. All of Internship I Objectives

School Counseling Internship 1 (200 hours)

The purpose of the internship is to provide the student with a comprehensive and supervised field experience for observing and practicing various school counseling responsibilities. Internship is an immersion experience whereby students perform the duties associated with the role of the professional school counselor within the context of the school system. Focus will be on extending knowledge from previous courses into practice in the professional setting.

B-PA 1.c. Analyze the school's vision and mission

B-PA 1.d. Create a school counseling vision statement describing a future world where student outcomes are successfully achieved

B-PA 1.e. Create a school counseling mission statement aligned with school, district and state missions

B-PA 1.f. Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

B-PA 4.c. Identify appropriate ASCA Mindsets & Behaviors for Student Success standards addressing needs identified in action plans

B-PA 4.e. Identify appropriate resources needed to implement action plans

B-PA 6.a. Articulate the distinction between direct and indirect student services

B-PF 1.c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, 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.

ASCA Standards-Aligned Curriculum

B-PF 3.f. Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors

B-PF 4.d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

B-SS 3.b. Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success

B-SS 4.b. Communicate the limits of school counseling and the continuum of mental health services

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

OTHER. Demonstrate knowledge and competence in at least one major counseling approach (e.g., Person-Centered, Solution-Focused Brief Counseling, Motivational Interviewing).

OTHER. Demonstrates ability to work with diverse students.

OTHER. Demonstrates professional, ethical, and legal practices.

OTHER. Develop a variety of professional resources such as assessment instruments, technology, professional literature, research, and information and referral to appropriate providers.

OTHER. The student will become familiar with a variety of professional school counseling activities, considered both direct and indirect.



Thank you to the task force who created the ASCA Standards-aligned curriculum:

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