

SCHOOL COUNSELOR PROFESSIONAL RESPONSIBILITIES NATIONAL STANDARDS

Standard 1	COMPREHENSIVE SCHOOL COUNSELING PROGRAM PLAN: School counselors partner with multiple stakeholders to plan and implement a comprehensive school counseling program that is preventative, developmental, and responsive, and aligns with the school's goals and mission
What School Counselors Need to Demonstrate	National Association Standards ASCA School Counselor Competencies
Indicator 1 The school counselor plans to implement a comprehensive school counseling program	<ul style="list-style-type: none"> • I-A: Articulates and demonstrates the understanding of: I-A-2 The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model • I-B-1 Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model • II-B-3: Uses student standards, such as ASCA Student Standards[revised as Mindsets and Behaviors] and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling program • III-B-1a Conducts a school counseling program assessment
Indicator 2 The school counselor partners with stakeholders to ensure a comprehensive program is based on needs	<ul style="list-style-type: none"> • I-A: Articulates and demonstrates the understanding of: I-A-6: Collaborations with stakeholders such as parents and guardians, Counselors, administrators and community leaders to create learning environments that promote educational equity and success for every student • I-B-1e: Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, Counselors, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders • I-B-4: Collaborates with parents, Counselors, administrators, community leaders and other stakeholders to promote and support student success • III-B-2 Establishes and convenes an advisory council for the comprehensive school counseling program
Indicator 3 The school counselor sets goals, priorities and implementation strategies that align to the school's goals and mission	<ul style="list-style-type: none"> • II-A: School counselors should articulate and demonstrate an understanding of: II-A-1: Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level • II-B-3b: Prioritizes student standards that align with the school's goals • III-B-6: Designs and implements action plans aligning with school and school counseling program goals

Standard 2	DIRECT SERVICES FOR ACADEMIC, COLLEGE/CAREER & SOCIAL/EMOTIONAL DEVELOPMENT: School counselors implement a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing mindsets and demonstrating behaviors for academic, college/career and social/emotional development
What School Counselors Need to Demonstrate	National Association Standards ASCA School Counselor Competencies
Indicator 1 The school counselor plans and provides effective direct services to support the academic progress of students	<ul style="list-style-type: none"> • IV-B-2f: Understands the relationship of academic performance to the world of work, family life and community service • IV-B-1b: Develops and presents a developmental school counseling core curriculum addressing all students' needs based on student data • IV-B-1a: Identifies appropriate curriculum aligned to ASCA Student Standards [revised to be ASCA Mindsets & Behaviors for Student Success] • IV-B-2b: Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning • I-A-5: Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student
Indicator 2 The school counselor plans and provides effective direct services to enhance college and career readiness for students	<ul style="list-style-type: none"> • I-A-5: Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student • IV-A: Articulate and demonstrate an understanding of: IV-A-6: Principles of career planning and college admissions, including financial aid and athletic eligibility • IV-B-2c Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel • IV-B-2d: Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests • IV-B-2e: Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process • IV-B-2g: Understands methods for helping students monitor and direct their own learning and personal/social and career development
Indicator 3 The school counselor plans and provides effective direct services to promote the social/emotional development and well-being of students	<ul style="list-style-type: none"> • I-A-5: Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social [revised social/emotional] development for every student • IV-B-3c Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change • IV-B-3d Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response • II-C-3 Promotes and supports academic achievement, career planning and personal/social [revised social/emotional] development for every student

Standard 3	INDIRECT SERVICES FOR ACADEMIC, COLLEGE/CAREER & SOCIAL EMOTIONAL DEVELOPMENT: School counselors collaborate and consult with stakeholders and provide referrals on behalf of students to support the academic college/career and social/emotional development of students
What School Counselors Need to Demonstrate	National Association Standards ASCA School Counselor Competencies
Indicator 1 The school counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success	<ul style="list-style-type: none"> • IV-B-2c Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel • IV-B-5a Shares strategies that support student achievement with parents, Counselors, other educators and community organizations • IV-B-6a Partners with parents, Counselors, administrators and education stakeholders for student achievement and success • IV-B-6b Conducts in-service training or workshops for other stakeholders to share school counseling expertise
Indicator 2 The school counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success	<ul style="list-style-type: none"> • I-B-4b Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies • IV-B-6a Partners with parents, Counselors, administrators and education stakeholders for student achievement and success
Indicator 3 The school counselor connects students in need to resources through the use of referrals	<ul style="list-style-type: none"> • IV-B-4a Understands how to make referrals to appropriate professionals when necessary • IV-B-4b Compiles referral resources to utilize with students, staff and families to effectively address issues

<p>Standard 4</p>	<p>EVALUATION AND DATA: School counselors collaboratively engage in ongoing improvement of the comprehensive school counseling program utilizing data to identify needs, develop and implement action plans, evaluate the impact, and adjust accordingly.</p>
<p>What Counselors Need to Demonstrate</p>	<p>National Association Standards ASCA School Counselor Competencies</p>
<p>Indicator 1 The school counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements</p>	<ul style="list-style-type: none"> • I-A: Articulate and demonstrate an understanding of: I-A-3 Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/ opportunity gap • III-B-1d Presents school counseling management tools to the principal, and finalizes an annual school counseling agreement • III-B-1e Discusses the anticipated program results when implementing the action plans for the school year • III-B-2d Reviews school data, school counseling program assessment and school counseling program goals with the advisory council • III-B-3 Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement • III-B-3a Reviews and disaggregates student achievement, attendance and behavior data to identify and implement interventions as needed • III-B-7b Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
<p>Indicator 2 The school counselor utilizes process, perception, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success</p>	<ul style="list-style-type: none"> • III-B-3 Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement • III-B-3d Understands and uses data to establish goals and activities to close the achievement, opportunity and/or information gap • III-B-6a Uses appropriate academic and behavioral data to develop school counseling core curriculum, small-group and closing-the-gap action plans and determines appropriate students for the target group or interventions • III-B-6g Identifies data-collection strategies to gather process, perception and outcome data
<p>Indicator 3 The school counselor has a positive impact on students' attendance, behavior and achievement as evidenced through perception and/or outcome data</p>	<ul style="list-style-type: none"> • III-B-3f Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school • III-B-6c Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated • V-B-1 Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs • V-B-1e Measures and analyzes results attained from school counseling core curriculum, small group and closing-the-gap activities • V-B-1k Uses data to demonstrate the value the school counseling program adds to student achievement

Standard 5	LEADERSHIP AND ADVOCACY: School counselors lead and advocate for systemic change to create an equitable, inclusive, safe and respectful, positive learning environment for all students
What Counselors Need to Demonstrate	National Association Standards ASCA School Counselor Competencies
Indicator 1 The school counselor leads and advocates for systemic change through professional relationships with key stakeholders	<ul style="list-style-type: none"> • IV-B-5c Works with education stakeholders to better understand student needs and to identify strategies that promote student achievement • I-B-2 Serves as a leader in the school and community to promote and support student success • IV-B-3e Provides team leadership to the school and community in a crisis
Indicator 2 The school counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment	<ul style="list-style-type: none"> • III-B-3c Uses student 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 • I-B-5 Acts as a systems change agent to create an environment promoting and supporting student success
Indicator 3 The school counselor advocates for a safe and respectful learning environment for students	<ul style="list-style-type: none"> • I-A: Articulate and demonstrate an understanding of: I-A-9 The continuum of mental health services, including prevention and intervention strategies to enhance student success • I-B-2a Understands and defines leadership and its role in comprehensive school counseling programs • I-B-1c Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program

<p>Standard 6</p>	<p>PROFESSIONAL RESPONSIBILITY, KNOWLEDGE AND GROWTH: School counselors adhere to the American School Counselor Association ethical standards, engage in ongoing professional learning, educates stakeholders and promotes the importance of the school counseling role, and refine their work through self- reflection</p>
<p>What Counselors Need to Demonstrate</p>	<p>National Association Standards ASCA School Counselor Competencies</p>
<p>Indicator 1 The school counselor adheres to American School Counselor Association Ethical Standards for School Counselors and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements</p>	<ul style="list-style-type: none"> • I-A: Articulate and demonstrate an understanding of: I-A-7 Legal, ethical and professional issues in pre-K–12 schools • II-B-4 Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor or • II-B-4a Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors • II-B-4c Understands and practices in accordance with school district policy and local, state and federal statutory requirements • II-B-4d Understands the unique legal and ethical nature of working with minor students in a school setting • II-B-4g Models ethical behavior • II-B-4i Practices within the ethical and statutory limits of confidentiality • II-B-4k Understands and applies an ethical and legal obligation not only to students but to parents, administration and Counselors as well
<p>Indicator 2 The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations</p>	<ul style="list-style-type: none"> • III-B-1f Participates in school counseling and education-related professional organizations • IV-B-6b Conducts in-service training or workshops for other stakeholders to share school counseling expertise • IV-B-6c Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model • V-B-1j Reports program results to the school counseling community • V-B-3b Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders
<p>Indicator 3 The school counselor engages in self-reflection of practice; sets individual goals for professional improvement; and stays current on professional issues and contributes to the advancement of the school counselors</p>	<ul style="list-style-type: none"> • II-B-1b Demonstrates knowledge of a school's particular educational vision and mission • II-B-1c Conceptualizes and writes a personal philosophy about students, families, Counselors, school counseling programs and the educational process consistent with the school's educational philosophy and mission