



ASCA School Counselor Professional Standards & Competencies Assessment

School counselors use this document to:

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School/district administrators

- Develop or inform meaningful school counselor performance appraisal

School counselor education programs use this document to:

- Establish benchmarks for ensuring school counseling student/counselor graduate with the knowledge, skills and attitude/counselor needed to

ASCA SCHOOL COUNSELOR PROFESSIONAL STANDARDS & COMPETENCIES

MINDSETS

School counselors believe:

- 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.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a comprehensive school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M 6. School counselors are leaders in the school, district, state and nation.
- M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.



B-PF 2 Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

- ___ 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. Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
- ___ c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
- ___ d. Explain the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- ___ 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
- ___ 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
- ___ g. Articulate a rationale for a comprehensive school counseling program
- ___ h. Use education research to inform decisions and programming
- ___ i. Use current trends in technology to promote student success

B-PF 3 Apply legal and ethical principles of the school counseling profession

- ___ a. Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- ___ 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
- ___ c. Adhere to the ethical and statutory limits of confidentiality
- ___ d. Fulfill legal and ethical obligations to families, teachers, administrators and other school staff
- ___ e. Consult with school counselors and other education, counseling and legal professionals when ethical

- ___ d. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model
- ___ e. Apply the results of a school counseling program assessment to inform the design and implementation of the comprehensive school counseling program
- ___ f. Use leadership skills to facilitate positive change for the comprehensive school counseling program
- ___ g. Define the role of the school counselor and the school counseling program in the school crisis plan
- ___ h. Serve as a leader in the school and community to promote and support student success
- ___ i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals

B-PF 8. Demonstrate advocacy for a comprehensive school counseling program

- ___ a. Model school counselor advocacy competencies to promote school counseling program development and student success
- ___ b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests
- ___ c. Explain the benefits of a comprehensive 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

- ___ d. Articulate and provide rationale for appropriate activities for school counselors
- ___ e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors
- ___ 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
- ___ g. Participate in school counseling and education-related professional organizations

B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program

- ___ a. Act as a systems change agent to create an environment promoting and supporting student success
- ___ b. Use data to identify how school, district and state or professional s

B-SS 1. Design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings

- ___ a. Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction
- ___ b. Assess cultural and social trends when developing and choosing curricula
- ___ 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
- ___ d. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction
- ___ 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
- ___ f. Use a variety of technologies in the delivery of lessons and activities
- ___ g. Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction
- ___ h. Analyze data from lessons and activities to determine impact on student outcomes

B-SS 2 Provide appraisal and advisement in large-group, classroom, small-group and individual settings

- ___ a. Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success
- ___ b. Use assessments to help students understand their abilities, values and career interests
- ___ c. Include career opportunities, labor market trends and global

B-PA 1. Create school counseling program beliefs,

B-PA 7. Establish agreement with the principal and other administrators about the comprehensive school counseling program