

**Midwestern State University**

**Gordon T. & Ellen West College of Education**

**Course Title:** Introduction to School Counseling

**Course Number**: COUN 5403

**Semester Credits:** 3

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**Instructor:** Wendy Risner, PhD, LPC-S **Semester**: Spring 2021

**Office:** Bridwell Hall 327 **Telephone:** 940-397-4983

**Email:** wendy.risner@msutexas.edu

**Class Room/Class Times:** Online

**Office Hours:** Monday through Thursday 8:30-11:30 am

*\* I am also available for appointments through Zoom.*

\*Optional (but encouraged) Zoom Meet & Greet: January 12 at 5 pm or 6 pm

\*Optional (but encouraged) Zoom Classes:

January 26, Tuesday at 5 pm

February 9, Tuesday at 5 pm

February 23, Tuesday at 5 pm

March 9, Tuesday at 5 pm

March 23, Tuesday at 5 pm

April 6, Tuesday at 5 pm

April 20, Tuesday at 5 pm

**Course Goals**

* This course is designed to prepare school counseling students to understand the role and function of the contemporary school counselor and how the school counselor functions within an elementary, middle, and high school.
* Students will understand and learn how to implement the ASCA National Model.
* Students will be introduced to the ethical standards of ASCA and ACA and will learn about common ethical issues that emerge in school counseling settings.
* Students will develop a basic understanding of social justice and oppression issues, as they apply to education, and strategies for advocating on behalf of students to help them achieve success.

**Course Rationale**

School counselors occupy a unique professional role in a school setting. The implementation of a Comprehensive School Counseling Program based on the ASCA National Model benefits students in schools in a variety of ways. Counseling helps youth face emotional, social and academic challenges. Consulting and collaboration with other professionals and family members provides the support network young people need to be successful. Prevention programming builds students’ coping abilities. Counselor leadership helps create a healthy environment where youth can succeed both while in school and in the future.

**Required Text:**

Davis, Tamara, E. (2015). *Exploring school counseling*. Stamford, CN. Cengage Learning.

**Suggested Text:**

American Psychological Association. (2009). *Publication manual of the American Psychological*

*Association.* Washington, D.C.: American Psychological Association.

American School Counselor Association. (2012). *ASCA national model: A framework for school*

*counseling programs.* American School Counselor Association.

**Course Objectives:**

**Students will be able to:**

1. Describe the components of school counseling programs which meet the standards of ASCA and the Texas Comprehensive Model.
2. Articulate the elements in the counselor’s role of collaborating and consulting within the school system.
3. Demonstrate their understanding of counselor roles as leaders, advocates, and systems change agents.
4. Describe the school counselor function of consulting with families, P-12 personnel and community agencies.
5. Demonstrate the school counselor’s role in facilitating students’ college and career readiness and consulting with postsecondary school personnel.
6. Describe how school counselors provide leadership to enhance students’ effective development and performance.
7. Describe the school counselor’s responsible participation on multidisciplinary teams.
8. Understand professional organizations, preparation standards, and credentials relevant to school counseling.
9. Understand school counselor’s participation in devising and implementing emergency management plans for meeting student needs during and after crises, disasters, and traumatic events.
10. Advocate for school counseling roles.
11. Depict the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
12. Describe common medications that affect learning, behavior, and mood in children and adolescents.
13. Determine and utilize community resources and referral sources.

TEXES Standards Addressed in this Course:

Competency 001:

**001 A.** Demonstrate knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents; developmental challenges at different stages of development; and how to support students' development across domains.

**001 B.** Demonstrate knowledge of developmental variation, the interrelatedness of developmental domains, and how this interrelatedness may affect students' performance and behavior.

**001 D.** Apply knowledge of variables that may influence a student's development, learning, and behavior (e.g., environment, health, socioeconomic circumstances, disability, life experiences, language fluency, stress, trauma, individual learning style, culture, gender identity, ethnicity, race, geopolitical factors).

**001 E.** Apply knowledge of the characteristics and needs of students within special populations (e.g., gifted and talented, homeless, migrant, special education, English learners, immigrants, refugees, students who meet at-risk criteria).

**001 F.** Apply knowledge of developmentally appropriate strategies that are based on research for building on students' strengths and helping students acquire effective learning strategies.

**001 G.** Apply knowledge of how to plan and implement developmentally appropriate activities, experiences, and interventions that are responsive to students' needs and facilitate optimal development across the life span.

Competency 002:

**002 A.** Demonstrate knowledge of ways in which diverse characteristics (e.g., race, culture, ethnicity, religion, gender identity, socioeconomic status, linguistic diversity, immigration status, exceptionality, learning styles, physical or cognitive abilities) may affect the manifestation of strengths and difficulties in the educational, career, personal, and social areas.

**002 B.** Apply knowledge of strategies for promoting understanding of, sensitivity to, and interaction with students' diverse characteristics and for fostering awareness, appreciation, and respect for diversity. TEC 239.15.e.2

**002 C.** Apply knowledge of strategies for helping all students feel welcome; using students' diverse characteristics and backgrounds to enrich learning experiences; and building a learning community characterized by respect for, affirmation of, and interaction with all students.

**002 D.** Demonstrate knowledge of ways to encourage the development of an inclusive learning community where students assume responsibility, participate in decision making, and work independently as well as collaboratively in learning activities.

**002 E.** Demonstrate knowledge of strategies for teaching about bias, stereotyping, prejudice, discrimination, and oppression and how these issues may affect students, including strategies for intervening with students who demonstrate inappropriate behaviors.

**002 F.** Recognize changing societal trends (e.g., demographic, economic, technological) and cultural, economic, and political issues surrounding diversity, equity, and access. TEC 239.15.b.6

**002 G.** Demonstrate knowledge of cultural competencies related to diversity, equity, and access and the importance of acknowledging personal biases, addressing personal prejudices, and promoting culturally responsive behaviors that affirm all students' humanity.

**002 H**. Demonstrate knowledge of restorative practices, mediation, and conflict resolution strategies, and ways to support the development of these programs within the school environment.

Competency 003:

**003 C.** Demonstrate knowledge of curriculum design, lesson plan development, differentiated instruction, assessment of student competency attainment, and classroom management as applied to the developmental guidance curriculum.

**003 D.** Demonstrate knowledge of the scope and sequence of student competencies in the strategic curricular areas of the guidance curriculum (i.e., intrapersonal effectiveness, interpersonal effectiveness, postsecondary and career readiness, and personal health and safety) and strategies for supporting students in setting and attaining challenging educational, career, personal, and social goals.

**003 E.** Apply knowledge of instructional strategies, activities, and resources to promote students' acquisition of age-appropriate knowledge, skills, and abilities in the developmental guidance curriculum and strategies for working collaboratively to integrate guidance and academic curricula.

**003 F.** Apply knowledge of the components of and techniques for promoting social skills and emotional wellness across grade levels.

Competency 004:

**004 A.** Distinguish between preventive, remedial, and crisis levels of responsive services.

**004 B.** Apply knowledge of how to design and implement preventive services for fostering resiliency and facilitating students' development of strategies for coping with stress, anxiety, and challenging situations (e.g., peer pressure, social media, life events).

**004 C**. Apply knowledge of how to design, implement, and evaluate intervention plans within a multi-tiered system of supports, linking interventions to assessment data and considering factors (e.g., cultural, socioeconomic, race, ethnicity, linguistic, experiential) related to the use of data.

**004 F.** Use appropriate methods and procedures for group counseling and demonstrate knowledge of group dynamics as well as productive group interaction.

**004 G.** Use consultative theories and related strategies, techniques, and behavioral interventions to assist teachers with classroom management.

**004 H.** Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges.

**004 I.** Use consultative skills to support parents/guardians in clarifying identified student problems and underlying causes and in determining alternative solutions for problem resolution.

Competency 005:

**005 C.** Apply knowledge of methods for helping students establish short- and long-term goals, monitor progress, and direct their own learning as appropriate.

**005 F.** Apply knowledge of theories, models, and principles of career development and methods for helping students meet the Texas College, Career, and Military Readiness Standards.

Competency 006:

**006 A.** Demonstrate knowledge of systems support as a component of a comprehensive school counseling program (e.g., participation on campus-based improvement teams, formation of campus policies and programs to address identified school needs, development of schoolwide programs to promote positive outcomes for students) and the school counselor's role as a change agent in support of systemic improvement.

**006 B.** Demonstrate knowledge of the school counselor's role as a participant on decision-making teams (e.g., advisory boards, school improvement committees, student support teams, curriculum committees).

**006 D.** Apply knowledge of procedures for designing and presenting professional growth activities to support school staff and parents/guardians in promoting optimal educational, career, personal, and social development of all students.

**006 E.** Demonstrate knowledge of strategies for facilitating effective teamwork within the school and the community and for building effective working teams of educators, families, and community members to support students' achievement and success.

Competency 007:

**007 A.** Demonstrate knowledge of strategies for and factors to consider in developing a meaningful and purposeful mission statement for the comprehensive school counseling program.

**007 B.** Demonstrate knowledge of the assumptions on which effective and comprehensive school counseling programs are based, including recommended programmatic conditions and resource allocations, and strategies for defining the program's rationale and parameters.

**007 C.** Apply knowledge of processes and strategies for defining goals and priorities for a comprehensive school counseling program based on various needs assessment strategies and data sources.

**007 D.** Demonstrate knowledge of the organizational structure and components of an effective and comprehensive school counseling program that is aligned with The Texas Model for Comprehensive School Counseling Programs.

**007 E.** Apply knowledge of strategies for communicating information about the comprehensive school counseling program to stakeholders, including teachers, parents/guardians, administrators, district personnel, and community partners.

**007 F.** Apply knowledge of processes and techniques for engaging in ongoing data collection and analysis to assess, adapt, and improve the comprehensive school counseling program and demonstrate accountability; processes for defining criteria for the evaluation of the program; and methods for reporting results of program evaluations.

**007 G.** Demonstrate knowledge of how to select appropriate and nondiscriminatory instruments, measures, methods, and materials for gathering information and the importance of collecting data and other information across environments (e.g., home, school, community).

**007 H**. Demonstrate knowledge of planning and managing tasks that support the activities of the comprehensive school counseling program and the appropriate allocation of time and resources.

Competency 008:

**008 A.** Demonstrate knowledge of procedures and strategies for effective communication, consultation, and collaboration in the educational environment, including the use of face-to-face, written, and technology-based communication methods.

**008 B.** Demonstrate knowledge of the components of culturally responsive, school-based consultation.

**008 C.** Apply knowledge of strategies, procedures, and processes for collaborating with stakeholders and using data, resources, and technology to create learning environments that promote educational access, equity, and success for every student.

**008 D.** Apply knowledge of methods for communicating with stakeholders for the purpose of promoting understanding of the professional school counselor's role and the comprehensive school counseling program's goals and services.

**008 E.** Demonstrate knowledge of methods and processes for identifying, accessing, and coordinating school and community resources to make appropriate in-school and out-of-school referrals.

**008 F.** Apply knowledge of strategies for facilitating parent/guardian involvement in the educational process in order to promote student achievement and success.

Competency 009:

**009 C.** Identify elements of the professional school counselor orientation; the roles and responsibilities of the school counselor in various educational contexts; and strategies for articulating, modeling, and advocating for an appropriate school counselor identity.

**009 D.** Demonstrate knowledge and interpretation of various formal and informal assessments to assist students and others in sound decision making and goal setting.

**009 E.** Apply knowledge of leadership and advocacy strategies to promote a positive school culture and support educational access, equity, inclusiveness, and student success in the school and community.

**009 F.** Demonstrate knowledge of various activities to facilitate ongoing professional growth and development at the personal and program level.

**009 G.** Demonstrate knowledge of how to use self-assessment, professional relationships and consultation, and continuing education, including maintaining technological proficiency, to improve professional practice and outcomes for students.

**009 H.** Demonstrate knowledge of federal, state, and local laws, regulations, rules, and policies related to the practice of school counseling and their application in various school counseling contexts.

**009 I.** Apply knowledge of ethical standards for professional school counselors (e.g., Code of Ethics and Standard Practices for Texas Educators, American Counseling Association Code of Ethics, American School Counselor Association Ethical Standards for School Counselors) and their application in various school counseling contexts.

**009 J.** Recognize emerging issues and trends in school counseling and the legal and ethical implications associated with these issues and trends.

Competency 010:

**010 C.** Apply knowledge of techniques for collaboration to explain an appropriate method for involving others in the implementation of interventions to address an identified student need.

CAEP Standard A.1.1.1.

• Applications of data literacy

**Student Assessment Evaluation**

**Grading points and evaluation rubrics do not mean the same thing.**

**1. Chapter Review Questions (22 pts.) and Discussion Board Posts (15 pts.)**

Students are required to answer weekly assignments related to the reading (Chapter Review Questions). They will be asked questions about the reading or to reflect on a particular ethical dilemma. They may be required to engage in short creative projects instead of questions. Students must also answer the weekly Discussion Board Question in at least 5 sentences and comment on at least one other person’s response. The chapter review questions and discussion board posts are due by Sunday at 11:59 pm at the end of each week.

**2. Paper: Why I want to be a School Counselor (15 pts.)**

Students will write a 3-5 page paper describing why they want to be a school counselor. Tell your story and why you think this career is right for you. Please use APA format. No references required.

**3. Midterm Examination (18 pts.)** Given to students Week 8

**4. School Counseling Interview and Evaluation (20 pts.)**

Students will interview a school counselor and conduct an external evaluation of the extent to which the described school counseling program aligns with the Texas Model for Comprehensive School Counseling Program. Analysis will include a description of the school counselor role, how that varies based on an interview with a school counselor, in addition to the ASCA and Texas models of counseling and guidance. Students will be required to describe their vision of the role of the counselor, based on what they have learned about the role from the interview, text, the ASCA Model for Comprehensive School Counseling Program, and the Texas Department of Education School Counseling Models. APA style is required. The paper can be in first person, with the goal being that the student has a clear understanding of how they might manage their role as a school counselor. During the interview, remain aware of the sensitivity of the evaluation. This is not a judgement; it is for the candidate to gain a better understanding of the role of school counselors.

**5. Final Examination (10 pts.)** Given to students Week 15. The final exam will be cumulative.

**Grading Policy**

Final grades will be based on the following:

Discussion Board Posts (15 weeks- .5 pt post, and .5 pt reply)…..……..……………..…..............15 pts.

Chapter Review Questions (11 total)………………………………………………...…………….22 pts.

Paper: Why I want to be a School Counselor…….………..…….……..………..…………....…...15 pts.

Midterm Examination 9 chapters 1-6, 8-10………...……………………….………………..........18 pts.

Final Examination 5 Chapters 7, 11-14.………..……………….…………………........................10 pts.

Paper: Interview a School Counselor……………….………...………………………………..…..20 pts.

Total Points…………………………………………………………………………………….…100 pts.

100-90 = A

89-80 = B

79-70= C (C’s are unacceptable in the program; after 2 C’s, you will be placed on academic probation)

69-60 = D (D’s are unacceptable in the program)

59 and Below = F (F’s are unacceptable in the program)

**Semester Course Outline**

|  |  |  |
| --- | --- | --- |
| **1** | Introduction/Syllabus Review\*Optional (but encouraged) Zoom Meet & Greet: January 12 at 5 pm or 6 pm | **Read Syllabus**   |
| **2** | What is School Counseling? --Unique characteristics of School Counseling--History, Models, StandardsTExES: 006 A, B007 A, B, C, D, E, F, G, H | **Read Chapter 1**(Chapter 1 review questions & discussion board post due by Sunday at 11:59 pm)  |
| **3** | Ethics of School CounselorsTExES: 009 E, G, H, I \*Optional (but encouraged) Zoom Class: January 26, Tuesday at 5 pm | **Read Chapters 2 & 3**(Chapter 2 & 3 review questions & discussion board post due by Sunday at 11:59 pm)  |
| **4** | ASCA Model for Comprehensive School Counseling Program: Student Competencies Academic Development Personal/Social Development Career DevelopmentTexas Dept of Education School Counseling ModelTExES: 001 F003 C, F004 C, I005 A, F006 A, B, E007 A, B, C, D, E, F, G, H008 C, E010 C | **Read Chapter 4**(Chapter 4 review questions & discussion board post due by Sunday at 11:59 pm)  |
| **5** | Implementing Counseling Services--Direct Services: Core Curriculum; Student Counseling--Indirect Services: Coordination; Consultation--Non-Counseling Service: Testing CoordinationTExES: 001 D, G002 A, F004 A, D, E, F006 A, B007 A, B, C, D, F, G, H008 A, B009 C, E, F, J010 B\*Optional (but encouraged) Zoom Class: February 9, Tuesday at 5 pm | **Read Chapter 5, 6**(Chapter 5 & 6 review questions & discussion board post due by Sunday at 11:59 pm) **Paper: Why I want to Be a School Counselor Due** by February 14 at 11:59 pm |
| **6** | Collaboration: School Personnel Parents, Families, CommunityTExES: 002 D004 G006 D, E007 E008 A, B, C, D, E, F009 C010 C | **Read Chapters 8, 9**(Chapter 8 & 9 review questions & discussion board post due by Sunday at 11:59 pm)  |
| **7** |  Accountability: Use of School Data, Program Evaluation, Action ResearchTExES: 006 A, B007 A, B, C, D, F, G, H010 CCAEP A.1.1.1. \*Optional (but encouraged) Zoom Class: February 23, Tuesday at 5 pm | **Read Chapter 10**(Chapter 10 review questions & discussion board post due by Sunday at 11:59 pm)  |
| **8** | Midterm Exam TExES (See Above Standards) | **Midterm Examination Due**by March 7 at 11:59 pm |
| **9** | Cultural Competency and School CounselingTExES: 001 D002 A, C, D, E, F, G004 H009 J\*Optional (but encouraged) Zoom Class: March 9, Tuesday at 5 pm | **Read Chapter 7**(Chapter 7 review questions & discussion board post due by Sunday at 11:59 pm)  |
| **10** | The School Counselor as Advocate: Taking a StandTExES: 002 B, G009 E | **Read Chapter 11**(Chapter 11 review questions & discussion board post due by Sunday at 11:59 pm)  |
| **11** | School Counselor as Effective Leader TExES:004 G, I006 D007 E008 A, B, C, D, E, F009 C\*Optional (but encouraged) Zoom Class: March 23, Tuesday at 5 pm | **Read Chapter 12**(Chapter 12 review questions & discussion board post due by Sunday at 11:59 pm)  |
| **12** |  The School Counselor as a Leader: Crisis InterventionTExES: 008 B, E009 C | **Read Chapter 13**(Chapter 13 review questions & discussion board post due by Sunday at 11:59 pm)  |
| **13** | Developing Philosophy of School CounselingTExES:004 D, E006 A, B007 F, G\*Optional (but encouraged) Zoom Class: April 6, Tuesday at 5 pm | **Read Chapter 14**(Chapter 14 review questions & discussion board post due by Sunday at 11:59 pm)  |
| **14** | Finals Review | **Paper: Interview with a School Counselor Due** by April 18 at 11:59 pm |
| **15-16** | **Final Exam Week**\*Optional (but encouraged) Zoom Class: April 20, Tuesday at 5 pm | **Finals Week****Final Due** by April 30 at 11:59 pm |

\*This is a tentative schedule that may change due to the discretion of the instructor

**Department of Counseling Statement of Expectations**

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention, please refer to the handbook.

**Academic Dishonesty**

Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning.

It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.

- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.

- Observing or assisting another student's work.

- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes

**Other Classroom Issues**

**Late Assignments**

All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered 5 points after the due date for the first day it is late. One minute past the due date will result in a 5-point penalty. Day two will result in a **25 % penalty, and 25% off for each subsequent day that the paper is turned in late.** Therefore, observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

**Academic Conduct:**

Cheating, submitting work of other candidates as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the university, depending on the seriousness of the offense. All candidates in the Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by ACA and Midwestern State University. Any failure to adhere to our profession’s ethical standards is a serious matter and will be viewed as such by the instructor and by the departmental faculty.

**Candidates** **with Disabilities:**

If you are a person with a disability, you should contact the Office of Disabilities as soon as possible. In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in the course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Candidates with disabilities must verify their eligibility through the Office of Disabilities Services.

**Class Participation:**

This class is entirely taught and experienced on-line. Students are responsible for submitting all assignments on time. No exceptions. Participation is required in all on-line discussions. Weekly assignments will be given and may be submitted on D2L.

**No Incompletes (“I”’) will be given in this class unless under extreme circumstances, which will be determined by the instructor of this class.**

**APPENDIX**

**School Counseling Interview and Evaluation Rubric**

| **SC Interview & Eval Criteria** | **Accomplished4** | **Expected3** | **Needs Improvement****2** | **Unacceptable****1** |
| --- | --- | --- | --- | --- |
| **SC Competency 001 (Human Development and Learning):** Understand theories and processes of human development and learning as well as factors that influence development and learning.*TEC 239.15.IV* | The analysis and interview describe the extent to which the evaluation includes an understanding of theories and processes of human development AND learning as well, as factors that influence development and learning including knowledge of1. developmental progressions of children and adolescents
2. developmental variation
3. learning theories

AND application of knowledge for1. variables that influence student development
2. needs of students within special populations
3. developmentally appropriate strategies
4. capacity to plan developmentally appropriate activities
 | The analysis and interview describe the extent to which the evaluation includes theories and processes of human development OR learning and factors that influence development and learning including knowledge of1. developmental progressions of children and adolescents
2. developmental variation
3. learning theories

AND application of knowledge for1. variables that influence student development
2. needs of students within special populations
3. developmentally appropriate strategies
4. capacity to plan developmentally appropriate activities
 | The analysis and interview describe the extent to which the evaluation includes theories OR processes of human development OR learning and factors that influence development and learning including knowledge of1. developmental progressions of children and adolescents
2. developmental variation
3. learning theories

However, the candidate is not able to apply knowledge of 1. variables that influence student development
2. needs of students within special populations
3. developmentally appropriate strategies
4. capacity to plan developmentally appropriate activities
 | The analysis and interview do not describe the extent to which the evaluation includes an understanding of theories and processes of human development NOR learning NOR factors that influence development and learning including the knowledge of1. developmental progressions of children and adolescents
2. developmental variation
3. learning theories
 |
| **SC Competency 002 (Diversity and Cultural Competence):** Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.*TEC 239.15.IV**CACREP-SC.2.a* | The analysis and interview describe the extent to which the evaluation includes an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students. The understanding includes knowledge of1. ways in which diversity

characteristics may affect manifestation of strengths and difficulties1. ways to encourage inclusive learning
2. strategies for teaching about bias
3. cultural competencies
4. restorative practices
5. changing societal trends

AND ability to apply knowledge of 1. strategies for promoting understanding
2. helping all students feel welcome
 | The analysis and interview describe the extent to which the evaluation includes an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students. The understanding includes knowledge of1. ways in which diversity

characteristics may affect manifestation of strengths and difficulties1. ways to encourage inclusive learning
2. strategies for teaching about bias
3. cultural competencies
4. restorative practices
5. changing societal trends

However, the candidate has not demonstrated ability to apply knowledge of 1. strategies for promoting understanding
2. helping all students feel welcome
 | The analysis and interview describe the extent to which the evaluation includes an understanding of diversity issues OR cultural competencies related to school counseling. The understanding includes knowledge of1. ways in which diversity

characteristics may affect manifestation of strengths and difficulties1. ways to encourage inclusive learning
2. strategies for teaching about bias
3. cultural competencies
4. restorative practices
5. changing societal trends
 | The analysis and interview do not describe the extent to which the evaluation includes diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students including the knowledge of1. ways in which diversity

characteristics may affect manifestation of strengths and difficulties1. ways to encourage inclusive learning
2. strategies for teaching about bias
3. cultural competencies
4. restorative practices
5. changing societal trends
 |
| **SC Competency 003 (Guidance):** Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in *The Texas Model for Comprehensive School Counseling Programs*.*TEC 239.15.I**CACREP-SC.1.b**CACREP-SC.2.c* | The analysis and interview describe the extent to which the evaluation includes an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated inThe Texas Model for Comprehensive School Counseling Programs including knowledge of1. procedures for engaging in ongoing review of student knowledge and skill
2. curriculum design and pedagogy
3. scope and sequence

AND ability to 1. analyze various types of data
2. apply pedagogy
3. promote social skills
 | The analysis and interview describe the extent to which the evaluation includes an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated inThe Texas Model for Comprehensive School Counseling Programs including knowledge of1. procedures for engaging in ongoing review of student knowledge and skill
2. curriculum design and pedagogy
3. scope and sequence

However, the candidate has not demonstrated ability to apply knowledge of 1. analyzing various types of data
2. applying pedagogy
3. promoting social skills
 | The analysis and interview describe the extent to which the evaluation includes an understanding of instructional practices for students' educational, career, personal, OR social growth and development but is not necessarily aligned with the Texas Model for Comprehensive School Counseling Programs. | The analysis and interview do not describe the extent to which the evaluation includes understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development. |
| **SC Competency 004 (Responsive Services):** Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.*TEC 239.15.II**CACREP-SC.1.d**CACREP-SC.2.b.d.g.k* | The analysis and interview describe the extent to which the evaluation includes an understanding of techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development including knowledge of1. levels of responsive services
2. how to implement preventive services
3. how to implement multi-tiered systems of support
4. how to utilize individual and group counseling theories
5. consultative theories
6. strategies for helping students clarify problems
7. consultative skills for parents/guardians
8. decision making techniques
9. signs and symptoms of mental health trauma
 | The analysis and interview describe the extent to which the evaluation includes an understanding of techniques for supports OR interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, OR social development including knowledge of1. levels of responsive services
2. how to implement preventive services
3. how to implement multi-tiered systems of support
4. how to utilize individual and group counseling theories
5. consultative theories
6. strategies for helping students clarify problems
7. consultative skills for parents/guardians
8. decision making techniques
9. signs and symptoms of mental health trauma
 | The analysis and interview describe the extent to which the evaluation includes an understanding of techniques for supports to address the needs, concerns, and challenges affecting students' including knowledge of1. levels of responsive services OR
2. how to implement preventive services OR
3. how to implement multi-tiered systems of support OR
4. how to utilize individual and group counseling theories OR
5. consultative theories OR
6. strategies for helping students clarify problems OR
7. consultative skills for parents/guardians OR
8. decision making techniques OR
9. signs and symptoms of mental health trauma
 | The analysis and interview do not describe the extent to which the evaluation includes understanding of techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development. |
| **SC Competency 005 (Individual Planning):** Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.*TEC 239.15.III**CACREP-SC.1.c**CACREP-SC.2.b.c* | The analysis and interview describe the extent to which the evaluation includes an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development including knowledge of1. individual education planning
2. academic placement
3. postsecondary placement

AND ability to apply 1. short- and long-term goal acquisition for students
2. strategies for helping students align abilities to postsecondary education
3. strategies for guiding students toward graduation
4. theories for helping students meet College, Career and Military Readiness
 | The analysis and interview describe the extent to which the evaluation includes an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development including knowledge of1. individual education planning
2. academic placement
3. postsecondary placement

However, the candidate has not demonstrated an ability to apply knowledge of 1. short- and long-term goal acquisition for students
2. strategies for helping students align abilities to postsecondary education
3. strategies for guiding students toward graduation
4. theories for helping students meet College, Career and Military Readiness
 | The analysis and interview describe the extent to which the evaluation includes an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, OR social development. | The analysis and interview do not describe the extent to which the evaluation includes understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development. |
| **SC Competency 006 (Systems Support):** Understand procedures, processes, and strategies for providing systems support.*TEC 239.15.III**CACREP-SC.1.b.d**CACREP-SC.2.a.d*  | The analysis and interview describe the extent to which the evaluation includes an understanding of the procedures, processes, and strategies for providing systems support including knowledge of 1. system support of a comprehensive school counseling program
2. school counselor’s role in decision making teams
3. strategies for facilitating teamwork

AND the ability to apply knowledge of1. procedures for implementing school-wide programs for student needs
2. procedures for implementing professional growth to school personnel
 | The analysis and interview describe the extent to which the evaluation includes an understanding of the procedures, processes, and strategies for providing systems support including knowledge of 1. system support of a comprehensive school counseling program
2. school counselor’s role in decision making teams
3. strategies for facilitating teamwork

However, the candidate does not demonstrate the ability to apply knowledge of1. procedures for implementing school-wide programs for student needs
2. procedures for implementing professional growth to school personnel
 | The analysis and interview describe the extent to which the evaluation includes an understanding of the procedures, processes, and strategies for providing systems support. | The analysis and interview do not describe the extent to which the evaluation demonstrates an understanding of the procedures, processes, and strategies for providing systems support. |
| **SC Competency 007 (Program Management):** Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.*TEC 239.15.II**CACREP-SC.1.a.d.e* | The analysis and interview describe the extent to which the evaluation includes an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program including knowledge of 1. mission statement development
2. assumption of comprehensive school counseling programs
3. organization of assumption of comprehensive school counseling programs
4. appropriate instruments for collecting data
5. planning and managing tasks related to a comprehensive school counseling program

AND the ability to apply knowledge of 1. prioritizing goals related to a comprehensive school counseling program
2. communication strategies for a comprehensive school counseling program
3. processes for data collection and analysis
 | The analysis and interview describe the extent to which the evaluation includes an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program including knowledge of 1. mission statement development
2. assumption of comprehensive school counseling programs
3. organization of assumption of comprehensive school counseling programs
4. appropriate instruments for collecting data
5. planning and managing tasks related to a comprehensive school counseling program

However, the candidate does not demonstrate the ability to apply knowledge of1. prioritizing goals related to a comprehensive school counseling program
2. communication strategies for a comprehensive school counseling program
3. processes for data collection and analysis
 | The analysis and interview describe the extent to which the evaluation includes an understanding of the components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program. | The analysis and interview do not describe the extent to which the evaluation demonstrates an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program. |
| **SC Competency 008 (Communication, Consultation, and Collaboration):** Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.*TEC 239.15.V**CACREP-SC.2.b.c.d***CAEP A.1.1.4** | The analysis and interview describe the extent to which the evaluation includes an understanding of thepractices and strategies for effective communication, consultation, and collaboration within the school and community including knowledge of1. procedures for effective communication in the educational environment
2. components of culturally responsive consolation
3. coordinating school/community resources

AND the ability to apply knowledge of1. stakeholder collaboration
2. communicating with stakeholders
3. facilitating parent/guardian involvement
4. communicating assessment information to others
 | The analysis and interview describe the extent to which the evaluation includes an understanding of thepractices and strategies for effective communication, consultation, and collaboration within the school and community including knowledge of1. procedures for effective communication in the educational environment
2. components of culturally responsive consolation
3. coordinating school/community resources

However, the candidate does not have the ability to apply knowledge of1. stakeholder collaboration
2. communicating with stakeholders
3. facilitating parent/guardian involvement
4. communicating assessment information to others
 | The analysis and interview describe the extent to which the evaluation includes an understanding of the knowledge of thepractices and strategies of communication, consultation, and collaboration within the school and community. | The analysis and interview do not describe the extent to which the evaluation demonstrates an understanding of thepractices and strategies for effective communication, consultation, and collaboration within the school and community. |
| **SC Competency 009 (Professional Practice):** Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling*.**TEC 239.15.VI**CACREP-SC.1.a**CACREP-SC.2.a.m.n* | The analysis and interview describe the extent to which the evaluation includes an understanding of theroles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling including knowledge of 1. the history of comprehensive school counseling programs
2. professional responsibility for school counselors
3. formal and informal assessments
4. professional growth
5. self-assessment
6. federal, state, and local laws

AND the ability to apply knowledge of 1. leadership and advocacy strategies for school culture
2. school counselor ethics
 | The analysis and interview describe the extent to which the evaluation includes an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling including knowledge of 1. the history of comprehensive school counseling programs
2. professional responsibility for school counselors
3. formal and informal assessments
4. professional growth
5. self-assessment
6. federal, state, and local laws

However, the candidate does not have the ability to apply knowledge of 1. leadership and advocacy strategies for school culture
2. school counselor ethics
 | The analysis and interview describe the extent to which the evaluation includes an understanding of the knowledge of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling. | The analysis and interview do not describe the extent to which the evaluation demonstrates an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling. |
| **SC Competency 010 (Analysis and Response):** In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.*CACREP-SC.1.d.e* | The analysis and interview describe the extent to which the evaluation includes understanding theability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention including the knowledge to1. analyze student data
2. integrate knowledge of effective counseling approaches based on data
3. utilize collaboration to explain methods for involving others in interventions
4. select methods for evaluating effectiveness of an intervention
 | The analysis and interview describe the extent to which the evaluation includes understanding the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs but the design of the intervention does not include all of the following knowledge to1. analyze student data
2. integrate knowledge of effective counseling approaches based on data
3. utilize collaboration to explain methods for involving others in interventions
4. select methods for evaluating effectiveness of an intervention
 | The analysis and interview describe the extent to which the evaluation includes understanding the ability to analyze and interpret qualitative and quantitative data to identify a given student’s strengths and needs but is not able to design an effective intervention. | The analysis and interview do not describe the extent to which the evaluation demonstrates ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs to design an effective intervention. |