

**School Counselor
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 05/07/12)**

006.48 School Counselor

006.48A Grade Levels: PK-6, 7-12, PK-12

006.48B Endorsement Type: Subject (PK-6; 7-12); Field (PK-12)

006.48C Persons with this endorsement may serve as school counselors in the grade levels of the endorsement (PK-6; 7-12; PK-12).

006.48D Certification Endorsement Requirements: The endorsement shall require the applicant to have two (2) years of teaching experience in an approved or accredited PK-12 district or system, and a Master's Degree in Counseling with a specialization in School Counseling with a minimum of 36 graduate semester hours, including:

006.48D1 At least 100 clock-hours of school related field experiences prior to internship; and

006.48D2 At least 450 clock-hours of internship at the grade levels of the endorsement.

006.48E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.48F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER
THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution shall provide the following content:

SCHOOL COUNSELING PROGRAM:

School counselors shall possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-

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based school counseling program that aligns with the American School Counseling Association (ASCA) National Model. The competencies required include the following:

Standard 1. School counselors shall articulate and demonstrate an understanding of:

- Element 1. Their role as leaders who collaborate with stakeholders to improve student achievement and who are uniquely positioned to be student advocates and systems change agents.
- Element 2. Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate postsecondary education for every student;
- Element 3. Educational systems, philosophies and current trends in education, including federal and state legislation and education initiatives;
- Element 4. Measurement and assessment literacy;
- Element 5. The continuum of mental health services, including prevention, intervention, and referral strategies to enhance student success.
- Element 6. Theories of development, learning, social justice, counseling, career development, and cultural competence as well as students with diverse needs.

FOUNDATION

Standard 2. School counselors possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program, including:

- Element 1. Mission of the school counseling program that aligns with current school improvement and student success initiatives at the school, district and state levels;
- Element 2. History and purpose of school counseling, including traditional and transformed roles of school counselors;
- Element 3. District, state and national student standards and competencies;
- Element 4. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies;
- Element 5. The three domains of academic achievement, career planning, and personal and social development.

DELIVERY SYSTEM

Standard 3. School counselors shall articulate and demonstrate an understanding of:

- Element 1. PK-12 Guidance Curriculum, which includes:

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- A. Classroom Instruction;
- B. Interdisciplinary curriculum development;
- C. Group Activities; and
- D. Parent workshops and instruction.

Element 2. Individual Student Planning, which includes:

- A. Career Guidance; and
- B. Educational Planning.

Element 3. Responsive Services, which include:

- A. Counseling techniques and applications that work in varied school settings;
- B. Crisis counseling and intervention;
- C. Consultation;
- D. Individual and small-group counseling;
- E. Referrals; and
- F. Peer facilitation.

Element 4. Systems Support, which includes:

- A. Professional development;
- B. Consultation, collaboration and teaming; and
- C. Program management and operations.

MANAGEMENT SYSTEM

Standard 4. School counselors shall articulate and demonstrate an understanding of:

Element 1. Data-informed decision making;

Element 2. Management tools (Calendars, Principal-Counselor Responsibilities Agreements, Action Plans, Advisory Councils, Use of time); and

Element 3. Current and emerging technologies such as use of the Internet, Web-based resources and management information systems.

ACCOUNTABILITY

Standard 5. School counselors shall articulate and demonstrate an understanding of:

Element 1. Basic concepts of results-based school counseling and accountability issues;

Element 2. Basic research and statistical concepts to read and conduct research;

Element 3. Use of data to evaluate program effectiveness and to determine program needs; and

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Element 4. Program audits and student results reports.

Standard 6. School Related Field Experiences for a prospective School Counselor shall include at least 100 clock-hours in school settings at the grade levels of the endorsement in one or more components of the ASCA National Model (i.e., Foundation, Delivery, Management, and/or Accountability).

Standard 7. Internship experiences of at least 450 clock-hours under the supervision of a certified school counselor, and demonstration of the competencies in these guidelines. The internship experiences shall take place in a school setting. One hundred eighty (180) of the 450 clock hours shall be in direct service, including but not limited to, individual and group counseling, individual student planning, developmental classroom guidance, and consultation.