

CLEAN VERSION

NCTE Executive Committee – 4.22.16

Updates: 6.10.16, 7.15.16, and 8.9.16

**School Counselor
Endorsement Guidelines
To Accompany Rule 24**

**(Adopted by the State Board
of Education on / /)**

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: This endorsement shall require:

006.48D1 A Master's Degree in Counseling with a specialization in School Counseling with a minimum of 36 graduate semester hours;

006.48D2 A minimum of 100 clock-hours of school counseling field experiences prior to internship; and

006.48D3 A school counseling internship with a minimum of 450 clock-hours of internship at the grade levels of the endorsement; and

006.48D4 A previously earned teaching certificate with an endorsement contained in 92 NAC 24; or

006.48D41 if the candidate has not previously earned a teaching certificate with an endorsement contained in 92 NAC 24, the candidate must also complete a minimum of 12 additional semester hours of professional teacher education coursework related to core curriculum design, lesson plan development, classroom management strategies, student assessment, and differentiated instructional strategies.

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.

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**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 must provide School Counselor candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines:

SCHOOL COUNSELING PROGRAM

School counselors shall possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the American School Counselor Association (ASCA) National Model: *A Framework for School Counseling Programs* (Third Edition 2012 or most current). 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 to be college and career ready;
- 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.
- Element 7. Legal and ethical issues unique to school counseling.

FOUNDATION

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Standard 2. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the foundation component and implement the elements in a school counseling program, including:

Element 1. Program Focus complete with beliefs, benefits, vision and outcomes; for students and for the school counseling program.

Element 2. Student School Counseling Standards & Competencies
A. Mindsets and Behaviors - National School Counseling standards
B. Local, district and state academic standards
C. Nebraska Career Readiness Standards (employability skills)

Element 3. ASCA Professional School Counselor Competencies

MANAGEMENT

Standard 3. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the Management component and implement these elements in a school counseling program, including:

Element 1. Use school counselor competency assessment and school counseling program assessments;

Element 2. Use current and emerging technology to efficiently manage the school counseling program;

Element 3. Use time assessment to measure and determine that 80% of time is spent in direct and indirect services as recommended;

Element 4. Create annual agreements with administrators;

Element 5. Establish advisory councils to review and make recommendations for the program;

Element 6. Use data to measure results of the school counseling program;

Element 7. Prepare action plans detailing how the school counselor intends to achieve results in school counseling curriculum, small groups and closing-the-gap activities;

Element 8. Develop lesson plans, design curriculum, implement classroom management strategies and differentiated instructional strategies;

Element 9. Create annual and weekly calendars to provide information about program activities.

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DELIVERY

Standard 4. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the Delivery component and implement the elements of a school counseling program in classroom school counseling lessons, small group activities, and individual counseling/student planning sessions.

Element 1. Direct Services in Academic Development: Develop a program for PreK-12 Academic Development.

Develop an Academic Development program to teach effective learning strategies, self-management behaviors and related skills for academic achievement. The program includes academic counseling and advisement to access higher education. Content should include: transitions strategies through the PreK-12 and to postsecondary education, instruction of postsecondary entrance requirements, education planning, academic growth mindsets, knowledge of grading, transcripts, registering for courses/activities aligned to goals, assessments, access to special academic programs, career academies, advanced placement, dual credit, college early entry, or other educational opportunities and related skills needed for academic achievement aligned to postsecondary and career goals of students.

Element 2. Direct Services in Career Development: Develop a program for PreK-12 College and Career Readiness.

Develop a Career Development program that includes: self-awareness, career exploration, and career planning and management. Content should include: NDE-Nebraska Career Education and Career Technical Education resources; Nebraska Career Readiness Standards; Postsecondary access and financial aid resources from Nebraska EducationQuest Foundation; transition activities, and planning for all students, including students with disabilities.

Element 3. Direct Services in Social/Emotional Development: Develop a program for PreK-12 Social Emotional Development.

Develop a Social Emotional Learning program to support students to acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, appreciate diversity, establish and maintain

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positive relationships, and make responsible decisions to improve achievement.

- Element 4. Direct Services for Individual Student Planning: Develop a program for Individual Student Planning (Personal Learning Plans in Nebraska), a document and a process that students use--with support from school counselors, teachers, and parents--to define career goals and postsecondary plans to inform decisions for registration of courses and activities throughout high school that lead to graduation and college and career access.
- Element 5. Direct Services for Responsive Services: Develop a program for Responsive Services--services designed to help students resolve academic, career and social/emotional issues--including: counseling, crisis response, and referral resources within the school and community.
- Element 6. Develop a program for Indirect Services--to promote student achievement and to improve equity and access for all students. Indirect Services may include strategies for referral processes, consultation, collaboration, and parent/family engagement, establishing community partnerships and/or development of new evidence based programs to support student achievement.

ACCOUNTABILITY

Standard 5. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the Accountability component and implement these elements in a school counseling program, including:

- Element 1. School Data Profile Analysis: Provide summary of school achievement, attendance, behavior, safety, assessments, dual credit participation, course taking patterns, college and career readiness, graduation rate, postsecondary going rate, parent participation etc.;
- Element 2. Use-of-Time Assessment Analysis: School counselor will plan for 80% or more of their time on direct and indirect student services;
- Element 3. Program Results Analysis: Develop school counseling program results reports to ensure effectiveness and to inform decisions related to program improvement using curriculum results, small-group results and closing-the-gap results;

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Element 4. School Counselors will share results and goals of the school counseling program to stakeholders regularly; employing school counselor skills of leadership, advocacy and systemic change for the benefit of all students to higher achievement.

Element 5. Evaluation and Improvement: The school counselor will self-assess using the ASCA School Counselor competencies and ethics and participate in a school counselor performance appraisal with school administration. The school counselor will conduct program assessments to evaluate goals and results of the school counseling program.

Standard 6. School Related Field Experiences for a School Counselor candidate must 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, Management, Delivery, and/or Accountability) prior to the internship experience.

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