

**THIS PROPOSED ENDORSEMENT HAS NOT YET BEEN
INTRODUCED TO THE NCTE EXECUTIVE COMMITTEE.
It is anticipated it will be placed on the June NCTE Agenda.**

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 prekindergarten through grade 12. ~~the grade levels of the endorsement (PK-6; 7-12; PK-12).~~

006.48D Certification Endorsement Requirements: ~~This~~ The endorsement shall require:

006.48D1 ~~the candidate the applicant~~ to have ~~two (2) years of teaching experience in an approved or accredited PK-12 district or system;~~ a baccalaureate degree and

006.48D1a a previously earned teaching certificate with an endorsement contained in 92 NAC 24; or

006.48D1b if the candidate has not previously earned a teaching certificate with an endorsement contained in 92 NAC 24, the candidate must complete an additional required practicum with a minimum of 150-clock hours of school related field experiences which must address core curriculum design, lesson plan development, classroom management strategies, special education, and differentiated instructional strategies; and

006.48D2 a Master's Degree in Counseling with a specialization in School Counseling which includes with a minimum of 36 graduate semester hours; and including:

006.48D3~~4~~ a minimum of At least 100 clock-hours of school counseling related field experiences prior to internship; and

006.48D4~~2~~ a school counseling internship with a minimum of 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.

Notes from School Counselor Ad Hoc – 1.27.16

Difficult to find school counselors to hire; School Counselors on shortage list (has been for some time)
NE is only one of 2-3 states that require 2 years of teaching experience, so not quite 'in sync' with the rest of the nation—but NE is always unique

PK-12 – Counselors need the wide grade span as they are called upon in various situations—not just at the K-6 or 7-12 grade level

Counselors are in classrooms—school boards expect counselors to implement counseling programs; teach in classrooms with wide diversity. They need classroom management, etc.

Candidates study for 2-3 years before getting the endorsement; have to trust counselor preparation programs to prepare qualified school counselors

Rule 10 allows a district to 'grow your own'—teacher needs 6 credit hours/year, so not always prepared for some situations. No limit on how long it takes to complete the endorsement, but there is a limit in teacher preparation programs as to how long credits are accepted. It might take 6-7 years for a person to complete the program. (Longest was 11 years.) After 50% of program is completed, can get a provisional endorsement. Rule 10 language might need some changes.

Rule 10 requirements:

007.05 Guidance Staff. Quality Indicator: A comprehensive, developmental, K-12 guidance and counseling program assists all students in learning skills needed for academic success and for personal, social, and career development. The guidance program includes planned classroom and group activities, counseling services responsive to individuals and small groups, and assistance to students in academic planning and placement. The school and community work cooperatively to provide appropriate support for students, families, and teachers. Guidance and counseling programs are directed by professional staff with appropriate endorsements in guidance and counseling. Professional staff are assigned based upon local needs determined through a formal process documenting the needs.

AQuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, districts, and ultimately, college and career.

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and district develops effective teachers and leaders to establish a culture of success.

007.05A Each K-12 and each secondary school system assigns at least a one-half time equivalency person to conduct a guidance and counseling program. The level of assignment is determined by the local school system and the person assigned holds a guidance and counseling endorsement appropriate for the level(s) assigned. When enrollment in a school system exceeds 400, the system assigns at least one full-time equivalency appropriately endorsed person. (Note: If fewer than 300 elementary students, do not have to have an elementary counselor and someone else can run the counselor program. If more than 300 elementary students, there must be an assigned counselor at the elementary level.)

007.05B School systems having a total of 300 or more students in the middle grades, secondary grades, or high school grades assign at least a one-half time appropriately endorsed person to provide

guidance and counseling for the level. When the total enrollment in any of those levels reaches 450, one full-time equivalent appropriately endorsed person is assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students at any of those levels.

007.05C School districts having 300 or more students in the elementary grades have guidance programs or services available for the elementary students. The procedures and time allotment are determined by the local school district.

007.05D A person holding a Nebraska Teaching Certificate with no endorsement appropriate for guidance and counseling may be assigned to fulfill the requirements of Sections 007.05A and 007.05B if such person has two years of teaching experience and acquires at least six credit hours each year toward an endorsement appropriate for guidance and counseling pursuant to 92 NAC 24. Persons employed by a Nebraska school prior to July 1, 1989, to provide guidance and counseling services and who hold a Nebraska Special Services Certificate with an endorsement appropriate for guidance and counseling services may fulfill the requirements of this regulation.

Eliminating the 2-year teaching requirement will not open up the pool. The shortage is real—and not just in rural NE; urban areas are experiencing shortages, too.

Transition to Teaching will most likely not work for School Counseling, as School Counselor is not an undergraduate program. An individual must have at least 75% of the content to be considered for Transition to Teaching. (Counselor candidates would not have that much content.)

Might need to create options—if a candidate does not have two years teaching experience, there might need to be some additional requirements—or if coming from other states, there might need to be some additional requirements.

It was suggested to have a bachelor's degree program in counseling, as many people interested in school counseling do not wish to be teachers first. Then 'groom' those bachelor's degree candidates through the school counseling master's degree program. (Similar to the way SLP candidates first get a bachelor's degree and then a master's degree.) This would allow for better prepared school counselors.

NE institutions follow ASCA guidelines; top schools use the ASCA model. CACREP accreditation requires even more. At UNO, all candidates take 24 core hours in counseling; then choose a school counselor or clinical counselor track of 24 hours and complete 700 clock hours internship (or 9 credit hours)—UNO is the only CACREP-accredited program in the state. Clinical track requires more diagnostic courses; school counselor track requires more time in schools. UNK indicated many candidates in their program are employed—require a 450-clock hour internship.

As school budgets decline and the pool of school counselor candidates declines, school administrators will find creative ways to continue to be an accredited school. Most administrators want the best person possible in the position. Rule 10 requirements at the elementary level are different than at the middle level and high school levels. In view of the times in society and stretched school budgets, elementary students additionally need more mental health support services. We must think of what will best help kids who have many needs.

Three priorities:

- 1) Expand the pool of school counselor-endorsed candidates
- 2) Maintain the quality of professional school counselors
- 3) Regard for the educational environment—students, families, staff

Many school counselors also have to handle mental health issues—in NE, 17 counties have no other counselor in the county.

Counselors must be prepared to handle academics, Career and College Ready Standards, emotional, social, etc., etc.

A 'practical day' for a school counselor:

- 7:45 AM—Arrive at school, network with a colleague (possible abuse case)
 - Harassment issue – meet with a parent and two students
 - Work with two seniors on Buffett Scholarship applications
 - Bullying issue on speech team – coach and student – verbal abuse; include administrator briefing on situation prior to meeting
 - Dating abuse situation (Winter Ball is coming up)
 - Teach 9th grade health class—Depression and Suicide lessons (4 class periods)
- Noon – Ag-related Career Tour in the community for students to attend
 - Meet with a student concerned about another student—suicidal possibility
- 2:00 PM – Leave school to attend meeting in Lincoln

Ad hoc committee reviewed proposed options for School Counselor endorsement. Perhaps a combination or a tiered approach is needed. Rather than a 'bachelor's degree'—should say 'baccalaureate degree'.

Ad hoc committee reviewed proposed Guidelines and discussed each standard, all based on the ASCA model. ASCA advocates that school counselors cannot 'sit back and wait', counseling programs must use the ASCA model to establish counseling programs. Standard 4 is much more descriptive to align with the NE School Counseling Policy (approved by the State Board) and the ASCA model. A committee of volunteers will review the proposed Guidelines and send them to all ad hoc committee members to approve.

SCHOOL COUNSELOR AD HOC MEMBERS

Members may fulfill more than one of the categories listed below (Generally 10-12 members)

Ad Hoc Committee Requirements	Possible Ad Hoc Committee Members
Ad Hoc Chair – Collaboratively determined by NDE Team Leader responsible for the endorsement area and the NDE designee with responsibilities for NCTE coordination.	Donna Hoffman, NDE School Counseling Specialist donna.hoffman@nebraska.gov
Current Teachers — Currently endorsed and employed practitioners in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	1. Cheryl Kreikemeier, Wisner-Pilger Public ckreikemeier@esu2.org 2. Angie Kruse, Columbus Public (NSCA) krusea@discoverers.org
Faculty Members — Faculty members from a college of DOE who are teaching professional education courses or serve as the Certification Official at an approved educator preparation institution.	1. Lyn Forester, Doane lyn.forester@doane.edu 2. Jenny Jansky, UNK janskyjl@unk.edu (Certification Official) 3. Branis Knezevic, WSC brkneze1@wsc.edu
Specialists in the Content Area — Might include Arts and Sciences college faculty or persons drawn from professional practice in the endorsement area.	1. Laura Gaudet, CSC lgaudet@csc.edu 2. Deb Ponec, Creighton dponec@creighton.edu 3. Linda Vermooten , Grace lvermooten2437@graceu.edu 4. Matt Mims, UNK mimsmj@unk.edu 5. Ann Luther, UNO aluther@unomaha.edu
Administrators — Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership, or personnel functions at the grade levels and/or in the content area.	1. Nancy Bond, OPS nancy.bond@ops.org 2. Brenda Leggiadro, LPS bleggia@lps.org 3. John Schwartz, Papillion-LaVista jschwartz@paplv.org 4. Ed Stansberry-Walthill Supt. estansberry@walthillschool.org
NCTE Representation — Representation from the NCTE Standing Committee to which the endorsement has been assigned.	Donna Moss, Hastings Public (NCTE) dross@esu9.org Kevin Peters, NDE kevin.peters@nebraska.gov Jay Sears, NSEA Jay.Sears@nsea.org
NDE Representative with responsibilities related to the endorsement area.	1. Rick Moses, NDE rick.l.moses@nebraska.gov
Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.	1. Kristy Clarke, NE School Couns Assn (NSCA) kclarke@centralcityps.org 2. Jerry Wiggins, Gothenburg Public (NSCA) jerry.wiggins@gosweddes.org
Additional P-12 school practitioners or higher education faculty to equalize the representation between these two groups.	1. Alan Bone, Westside (NCTE) abone@cox.net 2. Diane Houdek, Dorchester Public dfisher@esu6.org
NDE designee , who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.	Pat Madsen, NDE Marlene Beiermann, NDE Sharon Katt, NDE