**CCTC Pupil Personnel Services School Counseling Program Standards**

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| **Standard** | **Candidate Competency** | **514A. S C Field Experience** | **514B. SC Field Experience II** |
| **School Counseling Performance Expectations (SCPE)** | | |
| **1** | **Foundations of School Counseling Professional Standards** |  |  |
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| 1. Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school system. |  |  |
| 1. Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs. |  |  |
| 1. Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy, Family Systems, Mindfulness-based Stress Reduction, Motivational Interviewing, Person-center Counseling, Rational-Emotive Behavior Therapy, and Solution-Focused Brief Counseling |  |  |
| 1. Identify and understand the model framework for school counseling programs, specifically ASCA National Model and ASCA Mindsets and Behavior Standards. |  |  |
| **2** | **Professionalism, Ethics and Legal Mandates** |  |  |
| 1. Develop and apply an ethical decision making process |  |  |
| 1. Articulate school counseling philosophy as it pertains to school counseling professional identity. |  |  |
| 1. Locate and identify key state provisions such as California Ed Codes (49600, 49602) and California Code of Regulation (CCR 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement. |  |  |
| 1. Examine the key provisions of FERPA and ESEA as related to the scope of school counseling programs. |  |  |
| 1. Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling. |  |  |
| 1. Articulate and provide an example of an individualized self -care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations. |  |  |
| 1. Understand and apply ethical and legal obligations to students, parents, administrators and teachers. |  |  |
| 1. Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner. |  |  |
| 1. Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs, English learner, undocumented youth, racial/ethnic minorities, foster youth, homeless, SES disadvantaged, and LGBTQ+ |  |  |
| 1. Maintaining professional and ethical boundaries in school counseling relationships per professional associations ethical guidelines created by ASCA, ACA, and APA. |  |  |
| 1. Understand and articulate the state laws and obligations regarding mandated reporting for child, elder and dependent adults. |  |  |
| 1. Display professional dispositions related to conduct, communication, demeanor, and presentation within school counseling program and profession. |  |  |
| **3** | **Student Academic Development** |  |  |
| 1. Demonstrates the role of the SC in academic tiered systems of support, and develops strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting etc. |  |  |
| 1. Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (e.g. GED test, A-G reqs., waivers for homeless, foster and probation youth, CHSPE). |  |  |
| 1. Ability to link the relationship of pupil academic performance to the world of work, family life and community service. |  |  |
| 1. Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and s/e dev for every student such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport. |  |  |
| 1. Identify support systems and processes for students to successfully transition between school levels. |  |  |
| 1. Knowledge and understanding of state and local academic standards, grading policies, and state testing. |  |  |
| 1. Identify and explain English Language Development (ELD) class placement and reclassification processes, and methods to support success through the reclassification process. |  |  |
| 1. Awareness and understanding of parent rights and processes associated with IEP, 504, and other academic accommodation and modification programs. |  |  |
| 1. Understand and apply approaches that recognize the importance of building on students’ strengths and assets as a foundation for supporting all students, especially historically underserved students. |  |  |
| **4** | **Student College and Career Development** |  |  |
| 1. Articulate the role of the school counselors in PreK-12college/career tiered systems of support. |  |  |
| 1. Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU),private universities, out of state institutions and community colleges. |  |  |
| 1. Knowledge of state and local graduation requirements, and provisions for marginalized populations. |  |  |
| 1. Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP)and University of California Early Academic Outreach Program (EAOP) |  |  |
| 1. Identify college entrance and curriculum performance exams including PSAT, SAT, ACT, AP Test, International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments. |  |  |
| 1. Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA)California Dream Act(CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost. |  |  |
| 1. Ability to promote developmentally appropriate college affordability planning, and establishing a schoolwide career and college culture throughout PreK-12 schools. |  |  |
| 1. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools. |  |  |
| 1. Knowledge and understanding of local and national career and job market trends. |  |  |
| 1. Understanding of various post-graduate options, including Career Technical Education (CTE)pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps. |  |  |
| 1. Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL). |  |  |
| 1. Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA)and National Association of Intercollegiate Athletics (NAIA) to best assist pupils. |  |  |
| 1. Demonstrate ability to develop four and six-year academic and post-secondary planning |  |  |
| 1. Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university. |  |  |
| **5** | **Social/Emotional Development** |  |  |
| 1. Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement |  |  |
| 1. Model and demonstrate essential counseling skills in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students. |  |  |
| 1. Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a non-judgmental and inclusive manner |  |  |
| 1. Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns |  |  |
| 1. Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response. |  |  |
| 1. Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs. |  |  |
| 1. Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response |  |  |
| 1. Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan. |  |  |
| 1. Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement. |  |  |
| 1. Develop, implement, monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+awareness and empowerment. |  |  |
| 1. Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff. |  |  |
| 1. Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities. |  |  |
| 1. Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system. |  |  |
| 1. Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site. |  |  |
| 1. Articulate and demonstrate the school counselor’s responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies |  |  |
| **6** | **Educational Foundations: Growth and Development, Learning Theory and Academic Achievement** |  |  |
| 1. Understanding of theories of individual and family development across the lifespan. |  |  |
| 1. Compare and contrast learning theories in education and integrate applicable theories into a model lesson on school counseling core curriculum |  |  |
| 1. Knowledge of systemic and environmental factors affecting human development, function and behavior. |  |  |
| 1. Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments. |  |  |
| 1. Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans. |  |  |
| 1. Understand the needs of diverse learners, including adapting to the dynamics of difference in cross cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual orientation, socioeconomic status) as a factor in effective classroom management. |  |  |
| 1. Review and analyze appropriate state and national evidence-based curriculum for Pre-K-12 social/emotional learning |  |  |
| 1. Identify and apply student engagement strategies and pedagogical best practices |  |  |
| 1. Recognize early signs and predictors of student learning barriers and apply measurable intervention strategies |  |  |
| 1. Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement |  |  |
| **7** | **Leadership and Advocacy in Social Justice, Equity, and Access** |  |  |
| 1. Understand and demonstrate the school counselor’s role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes. |  |  |
| 1. Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success. |  |  |
| 1. Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum. |  |  |
| 1. Ability to understand and apply cultural competencies and social justice competencies with marginalized populations |  |  |
| 1. Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders. |  |  |
| 1. Demonstrate knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including but not limited to special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless youth, social & economically disadvantaged, LGBTQ+, and gender identity |  |  |
| 1. Understands the leadership role of school counselor in engaging in collaborative work with school administrators, teachers, other pupil personnel services staff, and outside agencies |  |  |
| 1. Understand and apply theories and principles of equity with the education context of the purpose of creating more safe, secure and nurturing learning environments that promote and support student success |  |  |
| 1. Understand and apply processes to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports inthe school for the purposes of providing equitable access for all students. |  |  |
| 1. Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education |  |  |
| 1. Understand the role of the school in preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society. |  |  |
| **8** | **Program Development** |  |  |
| 1. Understands the organization and structure of schools as part of district, county, and state educational systems. |  |  |
| 1. Plan, develop, implement, and evaluate a comprehensive school counseling program and the program’s role connected with the overall school plan. |  |  |
| 1. Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems. |  |  |
| 1. Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment. |  |  |
| 1. Understand the interrelationships among prevention and intervention strategies within school organization and the community. |  |  |
| 1. Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships. |  |  |
| 1. Ability to use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs. |  |  |
| **9** | **Research, Program Evaluation and Technology** |  |  |
| 1. Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions) |  |  |
| 1. Knowledgeable about basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single-subject designs |  |  |
| 1. Ability to differentiate between and ability to interpret valid and reliable results. |  |  |
| 1. Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes. |  |  |
| 1. Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes. |  |  |
| 1. Facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data, and resources. |  |  |
| 1. Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming |  |  |
| 1. Possess knowledge, understanding, and experience with at least one student information system |  |  |

**• Practica**

• minimum 100 clock hours

• peer counseling linked to university or college program practicum course

• personal and career assessments

• personal counseling experience (individual or group)

• school-based programs serving parents/family members

• community service programs serving children and families

• **school related experience** (shadowing/observing)

**• Fieldwork**

• 800 clock hours in two of three school levels

• minimum of 200 clock hours at each level

• 200 out of 800 may occur in other areas related to schools/counseling

* + - With supervisor with MA in counseling or related

• 150 hours with students of diverse backgrounds

• minimum 100 hours in each area: social/emotional/College & Career/Academic (SCPE #3,#4, #5 specific activities)

• planning document for field experience agreed upon by field supervisor and program faculty

• articulated self-care plan

• Supervisor Requirements

• PPC SC credential, minimum 2 years experience

• required training in models of supervision, SCPEs and program field work requirements

• shared responsibility for quality of field experience, assessment/verification of competencies

• Site Supervision Requirements

• 1 hour individual or 1.5 hours group supervision per week

• supervisor must be accessible at all times while candidate is accruing hours

• Campus Supervision Requirements

• 1.5 hours per week group supervision on regular schedule