

Competencies for Professional School Counseling, Grades K-12

FIRST TIME STANDARD LICENSURE

2020

Individuals seeking licensure as a professional school counselor shall obtain a Master's degree or higher. Individuals holding a Master's degree in an area of licensure other than guidance and school counseling shall complete an ADE approved graduate, non-degree program of study in guidance and school counseling. In addition to the Arkansas Teaching Standards, School Counselors in grades K-12 shall demonstrate knowledge and competencies in the following areas:

<p>1. Foundational Knowledge</p> <p><i>CACREP: 2.B, 2.F.1.c, 5.G.1.b-e, G.2.</i> <i>ASCA- B-PF 1, B-PF-2</i> <i>Praxis II (5421): IA</i> <i>Praxis PLT(5622): IV. Professional Development, Leadership, and Community</i> <i>ASCA SPA Standards 1.1, 1.3</i></p>	<p>Standard 1 - 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 ASCA National Model and CACREP standards.</p> <p>1.1 Ability to understand the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices</p> <p>1.2 Ability to understand the organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model</p> <p>1.3 Ability to understand impediments to student learning and use of advocacy and data-driven school counseling practices to act effectively in closing the achievement/opportunity gap</p> <p>1.4 Knowledge of leadership principles and theories</p> <p>1.5 Ability to understand 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 post-secondary education for every student</p> <p>1.6 Ability to understand collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student.</p> <p>1.7 Ability to understand legal, ethical and professional issues in pre-K–12 schools</p> <p>1.8 Knowledge of developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories as well as the impact of environmental stressors and societal inequities on learning and life outcomes</p> <p>1.9 Ability to understand the continuum of mental health services, including prevention and intervention strategies to enhance student success</p>
<p>2. Define</p> <p><i>CACREP: 5.G.1.a, G.1.b, G.2.l, G.2.m, G.3.b, G.3.c</i> <i>ASCA: B-PF-3, B-PF-4, B-SS-1, B-PE-1</i> <i>ASCA-ESSC- A.2,</i></p>	<p>Standard 2: - possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model and CACREP standards</p> <p>2.1 Knowledge of beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level</p> <p>2.2 Knowledge of educational systems, philosophies and theories and current trends in education, including federal and state legislation</p>

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<p>A.4, A.10, B.2 <i>Praxis II (5421): IA, IB, IC, ID</i> <i>Praxis PLT(5622): I: Students as Learners, I: Students as Diverse Learners, I: Student Motivation and Learning Environment</i> <i>ASCA SPA Standards 2.1, 2.2</i></p>	<p>2.3 Knowledge of three domains of academic achievement, career planning, and social and emotional development</p> <p>2.4 Knowledge of established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.</p> <p>2.5 Knowledge of district, state and national student standards and competencies, including ASCA Student Standards</p> <p>2.6 Knowledge of legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies</p> <p>2.7 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion</p>
<p>3. Deliver</p> <p><i>CACREP: 2.F.2.a-h, 2.F.3.f-i, 2.F.4.a-j, 2.F.5.a-n, 2.F.6.a-h, 5.G.1.b-d, G.2.d, G.2.f-h, G.3.a-e</i> <i>ASCA: B-PF-5, B-PF-6, B-SS-2,, B-PE-2, B-PE-3</i> <i>ASCA-ESSC- A.1, A.7, A.14</i> <i>Praxis II (5421): IIA</i> <i>Praxis PLT(5622): ACT 190 - 6-18-2004 (b)(1), 6-18-2002 (2)(A)</i> <i>ASCA SPA Standards 2.3, 3.1, 3.2, 3.3</i> <i>I: Students as Diverse Learners</i></p>	<p>Standard 3 - possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model and follows the guidelines set out in the State of Arkansas, Senate Bill 190 titled “Counseling Improvement Act of 2019,” including the recommendation that professional school counselors spend at least 90% of their time in direct and indirect services for students</p> <p>3.1 Knowledge of the concept of a school counseling core curriculum including the importance of using multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals</p> <p>Systematically identify student needs and collaboratively establish goals.</p> <p>3.2 Knowledge of established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems). We need to add these theories to this section.</p> <p>3.3 Knowledge of counseling theories and techniques in different settings, such as individual planning, group counseling and classroom guidance and ability to identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, comprehensive K-12 career development, and social/emotional development for every student including use of differentiated instructional strategies.</p> <p>3.4 Ability to understand crisis counseling, including grief and bereavement</p> <p>3.5 Knowledge of principles of working with various student populations based on multicultural and pluralistic characteristics within and among diverse groups including ethnic and racial background, English language proficiency, special needs, religion, gender and income</p> <p>3.6 Knowledge and demonstration of responsive services on behalf of students whose immediate personal concerns and problems put the student’s</p>

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	<p>academic, career, or social and emotional development at risk, including the administration of a risk-assessment;</p> <p>3.7 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.</p> <p>3.8 Delivery of regular classroom guidance limited to forty-minute 24 class sessions, not to exceed three (3) class sessions per day and not to exceed ten (10) class sessions per week; (per AR Act 190)</p>
<p>4. Management</p> <p><i>CACREP: 2.F.1.d-e, 2.F.1.j, 5.G.2.a, G.2.b, G.2.c, G.2.d</i></p> <p><i>ASCA: B-PF-7, B-PF-8, B-SS-3 B-PE 4; ASCA-ESSC- A.2, A.3, C, E, F</i></p> <p><i>Praxis II (5421): IIA, III</i></p> <p><i>ASCA SPA Standards 6.2</i></p>	<p>Standard 4 - <i>possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model</i></p> <p>4.1 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession</p> <p>4.2 Ability to understand organization theory to facilitate advocacy, collaboration and systemic change</p> <p>4.3 Ability to understand data-driven decision making</p> <p>4.4 Ability to understand current and emerging technologies</p>
<p>5. Accountability</p> <p><i>CACREP: 2.F.7.a-f, 5.G.3.h, G.3.i, G.3.n, G.3.o</i></p> <p><i>ASCA: B-PE-54; ASCA-ESSC- A.13</i></p> <p><i>Praxis II (5421): IV</i></p> <p><i>Praxis PLT(5622): III: Assessment and Evaluation Strategies, III: Assessment Tools</i></p> <p><i>ASCA SPA Standards 5.1, 5.3</i></p>	<p>Standard 5 - <i>possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model and CACREP standards.</i></p> <p>5.1 Ability to use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.</p> <p>5.2 Ability to understand basic research and statistical concepts to read and conduct research to inform decision making</p> <p>5.3 Ability to use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.</p> <p>5.4 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.</p> <p>5.5 Ability to understand program audits and results reports</p>
<p>6. Assessment and Evaluation</p> <p><i>CACREP: 2.F.7.b-d, F.7.f-i, F.7.m, 2.F.8.a-j, 5.G.2.g-i</i></p> <p><i>ASCA: B-PF-6, B-PE-5, B-PE-6, SS-4</i></p> <p><i>ASCA-ESSC-A.6,</i></p>	<p>Standard 6 - <i>possess an understanding of research methods, statistical analysis, and program evaluation, including all of the following</i></p> <p>6.1 Knowledge of historical perspectives concerning the nature and meaning of assessment</p> <p>6.2 Knowledge of basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations</p>

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<p><i>A.10, A.11 Praxis II (5421): IVA, VA Praxis PLT(5622): III: Assessment and Evaluation Strategies, III: Assessment Tools</i></p>	<p>6.3 Knowledge of statistical concepts, including scales of measurement, measures of central tendency, reliability, validity, indices of variability, shapes and types of distributions, and correlations 6.4 Ability to understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations 6.5 Ability to understand ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling 6.6 Ability to recognize characteristics, risk factors, and warning signs of students who may be in need of additional services</p>
<p>7. Academic Development</p> <p><i>CACREP: 2.F.7.i-l, 5G.3.c, G.3.d, G.3.j ASCA: B-SS-5, B-SS-6, B-PE-7 ASCA-ESSC- A.4, A.13, A.15 Praxis II (5421): IIB Praxis PLT(5622): II: Planning Instruction, I: Student Motivation and Learning Environment, II: Instructional Strategies ASCA SPA Standards 4.4</i></p>	<p>Standard 7 - <i>possess an understanding of the relationship between the academic program and student achievement</i> 7.1 Ability to understand the relationship of the school counseling program to the academic mission of the school 7.2 Ability to understand the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school 7.3 Ability to understand curriculum design and planning 7.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.</p>
<p>8. Collaboration and Consultation</p> <p><i>CACREP: 5.G.1.d, G.3.c-e ASCA: B-PF-9, B-PE-8, B-PE-8, B-SS-4, B-SS-5, B-SS-6 ASCA-ESSC-A.6 A.11, B Praxis II (5421): IIB Praxis PLT(5622): IV. Professional Development, Leadership, and</i></p>	<p>Standard 8 - <i>possess an understanding of the relationships the educational system has with its various stakeholders including all of the following:</i> 8.1 Ability to understand the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration 8.2 Knowledge of models of school-based collaboration and consultation 8.3 Ability to understand systems theories, models, and processes of consultation in school system settings 8.4 Knowledge of strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children 8.5 Ability to understand the various peer programming interventions (e.g., peer meditation, peer mentoring, and peer tutoring) and how to coordinate them 8.6 Knowledge of school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma</p>

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<p><i>Community ASCA SPA Standards 4.2, 4.3</i></p>	<p>8.7 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student</p> <p>8.8 Describe how to access school and community resources to make appropriate referrals based on the needs of students</p>
<p>9. Professional Practice</p> <p><i>CACREP: 3.F-M, 3.P, 5.G.1 ASCA MI-7; B-PE-9 ASCA-ESSC- A.5,A.7-A.15, B.3, D ASCA SPA Standards 7.3</i></p>	<p>Standard 9 - <i>provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities to counsel age appropriate individuals who represent the ethnic and demographic population they intend to serve.</i></p> <p>9.1 Practicum – <i>students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10 week academic term to include the following:</i></p> <ul style="list-style-type: none"> • At least 40 clock hours of direct service with grade appropriate individuals they intend to serve that contributes to the development of counseling skills • Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor which is working in biweekly consultation with a program faculty member in accordance with the supervision contract • An average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor • The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interaction with grade appropriate individuals they intend to serve • Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum <p>9.2 Internship – <i>completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional school counselor appropriate to the designated program area. Each student’s internship includes all of the following:</i></p> <ul style="list-style-type: none"> • At least 240 clock hours of direct service, including experience leading groups • Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor • An average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member

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- The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings)
- The opportunity for the student to develop
- program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with grade appropriate individuals they intend to serve
- Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor
- Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses
- Recognize strategies for recognizing and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

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