

Comprehensive School Counseling Programs (Ed 614.03) Reviewer Assessment Worksheet

Ed 614.03 Comprehensive School Counseling Programs

Directions: This matrix worksheet should be completed by the reviewer while assessing the program standards' compliance through review of the matrix submitted by the institution and data gathering at the Visit.

Ed 614.03 COMPREHENSIVE SCHOOL COUNSELING PROGRAMS	Rating 4: Highly effective 3: Effective 2: Needs improvement 1: Ineffective	Describe the rationale for the rating and comment on how the program provides evidence and data to address the standard and inform continuous improvement. Indicate the relationship to Ed 610.02 Professional Education standards (if any).
(a) The school counselor preparation program shall provide the candidate with the skills, competencies and knowledge through a combination of academic and supervised practical experience in the following areas:		

<p>(1) In the area of comprehensive school counseling programs, skills that the candidate demonstrates to:</p> <ul style="list-style-type: none">a. Align the school counseling program with school district mission and goals;b. Design, develop, implement and evaluate a school counseling program based on state and national models;c. Include and implement career, academic, and personal-social competencies for student learning;d. Integrate the program into a total school curriculum;e. Develop and implement a school counseling calendar;f. Use data for program design to be responsive to school needs; andg. Apply knowledge of state standards to program goals;		
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<p>(2) In the area of foundations of school counseling, knowledge and skills that include:</p> <ul style="list-style-type: none"> a. Legal and professional standards, including the national American School Counselor Association (ASCA) standards; b. ASCA ethical standards including confidentiality in a school setting; c. Collaboration, teamwork and supervision and the ability to apply self-awareness; d. Basic counseling skills and techniques; e. The ability to translate counseling theory into the practice of school counseling; f. The ability to apply a knowledge of human growth & development to the school counseling program; g. The ability to build a school counseling program that includes the student domains of academic, career, and personal-social; and h. Multicultural counseling competencies; 		
<p>(3) In the area of management of school counseling, the ability to:</p> <ul style="list-style-type: none"> a. Use data to analyze current program needs; b. Use technology in school counseling, record-keeping, and student information systems; c. Formulate, follow and evaluate student, school, and community needs; d. Manage and address the cyclical needs of students, including the cyclical nature of the school year; e. Gather data and translate data into understandable reports for others 		

<p>including state, colleges, town, teachers, students, and teams; f. Communicate about the counseling program to students, teachers, school boards, administrators, and parents; g. Participate in, and or build and implement a counselor evaluation system; h. Build leadership skills in self and others; and i. Develop and participate in an advisory committee to the school counseling program</p>		
<p>(4) In the area of delivery of the school counseling program, the skills and abilities to: a. Develop and implement curriculum that is for all students; b. Apply effective short-term individual and group counseling; c. Develop and apply crisis prevention and response; d. Understand and utilize current research and practices in counseling theories, family systems, human development, and community needs; e. Address student needs for college and career readiness knowledge and skills; and f. Apply presentation skills and group management; and</p>		

<p>(5) In the area of accountability, knowledge, skills, and application in:</p> <ul style="list-style-type: none"> a. Research and assessment; b. Scheduling and graduation requirements; c. Counselor-to-student ratios; d. Data-gathering for accountability; e. Advocacy of the role of school counselor; f. Advocacy of the school counseling program including the ability to report yearly, to relevant partners, on the effect of the school counseling program on attendance, behavior, and student learning outcomes; g. Self-reflection and peer supervision; and h. Management of one's own continuing professional development. 		
<p>(b) A school counselor preparation program shall be a specialist-level program, consisting of a full-time, or full-time equivalent, coordinated sequence of specifically focused study at the graduate level, culminating in a master's degree. The program shall include at least 42 graduate semester hours or the equivalent, of which at least 36 hours shall be exclusive of credit for the supervised internship experience. The program shall clearly define and measure the outcomes expected of candidates while addressing the competencies in (a) above.</p>		
<p>(c) The school counselor preparation program shall require at least 600 total hours of supervised internship experience, inclusive of practicum, of which at least 300 hours shall be direct service clock hours.</p>		

<p>(d) An average of 2 hours of school counselor preparation program group supervision/seminar per week shall be provided on a regular schedule throughout the internship, performed by a school counselor preparation program faculty member.</p>		
<p>(e) The internship experience, inclusive of practicum, shall occur on-site and shall meet the following requirements:</p> <ol style="list-style-type: none"> (1) Occur in a comprehensive school setting and provide experience inclusive of elementary, middle school, and high school levels; (2) Supervision consisting of a minimum of an average of one hour per week of individual or triadic interaction throughout the internship, for the express purpose of reviewing the candidate's skills and professional growth; (3) Supervision approved and monitored by the school counselor preparation program; (4) Receive support from the school counselor preparation program, including a contract with the internship site that delineates how the following issues will be handled: <ol style="list-style-type: none"> a. Schedule of appointments; b. Expense reimbursement, if any; c. A safe and secure work environment; d. Adequate private office space for counseling; e. Support services consistent with those afforded school guidance counselors; and f. Adequate access to any necessary communications technology and resources; and (5) Evaluation including performance-based measures, observation, and evaluation of the skills, competencies, and knowledge described in (a) above. 		

<p>(f) The internship shall be supervised by a site supervisor who has:</p> <ul style="list-style-type: none">(1) At least a master's degree in counseling or a related profession with equivalent qualification, including appropriate certifications or licenses;(2) A minimum of 3 years of professional experience in the area in which the candidate is completing clinical instruction; and(3) Knowledge of the training program's expectations, requirements, and evaluation procedures.		
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Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90

New. #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRES: 5-17-05; ss by #8335, eff 4-23-05, EXPIRED: 4-23-13

New. #10785, eff 2-20-15