The Framework for Elementary and Secondary School Counselor Preparation Program Guidelines

March 2014

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Why Quality School Counselor Preparation Programs Are Important

The fundamental purpose of a school counselor preparation program which has been approved by the commonwealth of Pennsylvania is to admit, prepare, and support candidates for the school counseling profession who, upon graduation, have the knowledge and skills to enable Pre K -12 students in Pennsylvania to achieve academic success. Pennsylvania's preparation of new school counselors is one component of a standards-based instructional system and supports the standards aligned system with a framework that supports academic, career and personal-social development.

High quality school counselor preparation programs are an essential part of Pennsylvania's efforts to build capacity for an aligned Pre K-16 system. The six components of the Standards-Aligned Instructional System do not stand in isolation as supports for Pre K-12 student achievement in Pennsylvania. Design and delivery of high quality school counselor preparation programs are functions of an aligned instructional system. Providing the commonwealth with new school counselors with the knowledge and skills to promote student learning is the ultimate outcome of the overall system.

Philosophy for Preparing Highly Effective Pennsylvania Professional School Counselors

Standards Aligned Instruction System

The standards-aligned system defines six core elements of Pennsylvania's emerging instructional system: standards, curriculum, instruction, materials and resources for instruction, fair assessments, and appropriate interventions. Together, these system components are intended to produce strong results for students. For this to happen, the work encompassed in each circle—such as instruction—must build capacity for the activities captured by the other five circles. In the case of school counselor preparation programs and their contribution to *(1) instruction*, all programs are expected to align their course content with *(2) state standards*. All school counselor preparation programs are expected to provide all candidates with the knowledge and skills to deliver *(3) standards-based curriculum* effectively and successfully. Through university coursework and extensive, well-designed clinical experiences, all candidates for the profession are expected to learn how to use *(4) materials and resources for instruction, intervention and programming* (including technology) to meet the needs of each student in their individual, small group, and classroom guidance activities. Each school counselor preparation program is expected to give attention to helping candidates acquire and use *(5) assessment skills*, enabling them to understand and respond to pupil results on standardized tests (PSSA and others), local school or district assessments, and individualized assessments of the achievements and challenges of each pupil. Taken together, this set of knowledge and teaching skills must enable every candidate for the school counseling profession in the commonwealth to implement *(6) appropriate interventions* to improve student learning. School counselor preparation programs and the new school counselors who complete them will be judged, in part, according to their success in achieving the six key goals described above.

Since program and candidate success do not happen by accident, program design, the components of that design, and the ongoing assessment of their effectiveness must all point in the same direction. The needs and interests of Pre K-12 students and their schools are at the center of the program. This means that Pre K-12 school counselors must be involved in program assessment activities, decisions about selection and use of clinical sites, and asked regularly for their feedback on candidate and program performance. Program outcomes must include strong subject matter content preparation, extensive clinical experiences for students, and the use of technology in curriculum and instruction.

Candidates for the school counseling profession should spend extensive time in school settings—beginning early in their school counselor preparation program sequence—guided by university faculty and appropriately prepared Pre K-12 mentor school counselors. School counselor preparation programs must be able to demonstrate how they use evidence about program graduates and evidence about the Pre K-12 students of their graduates to make continuous program improvements.

Professional School Counseling

Forty-four states currently certify school counselors as Pre K-12 or Pre K-12 professionals. The Council for the Accreditation of Counseling and Related Educational Programs does not make a distinction between elementary, middle, and secondary school counselors. This is due to the fact that school counselors are developmental experts uniquely trained to meet the needs of all students across the Pre K-12 continuum. This is a crucial aspect of school counselor preparation. In order to adequately address the needs of all students, school counselors must be fully aware of their students' needs across the developmental spectrum in order to prepare them for transitions and success in their current grade levels and beyond.

Preparing competent professional school counselors who focus on the relations and interactions between students and their school environment with the expressed purpose of reducing the effect of environmental and institutional barriers that impede student academic success is the vision of a successful school counselor preparation program. Pre K-12 school counselors play a critical role in the development of effective intervention and support services designed to ensure academic success at each level. As professionals with a unique focus on the academic, career and personal/social development of all Pre K-12 students, particular attention to policies and practices that facilitate smooth and successful transitions between each Pre K-16 level is of the utmost importance.

Ensuring college and career readiness through raising academic achievement and closing the achievement gap between students of different races and social-economic status is the mission of commonwealth schools. School counselors need to be integral players in closing this gap by

helping students gain access to rigorous academic preparation and supporting teachers to make sure that all students succeed. Connecting the school counseling program and the work of school counselors to the mission of schools places school counselors front and center in promoting access and equity for all students. In this approach, school counselors are proactive leaders and collaborators who advocate for the success of all students.

The philosophy of school counseling identified in the accompanying framework reflects Chapters 12 and 339 of Title 22 of the Pennsylvania Code and the requirements for school counseling programs within the commonwealth, as well as the vision for school counseling of the American School Counselor Association, the Pennsylvania School Counselors Association, the Council for Accreditation of Counseling and Related Educational Programs s and the Education Trust's National Center for Transforming School Counseling.

The purpose of school counselor preparation is to provide state certified school counselors with the essential skills for enhancing the academic achievement, career, and personal/social development of all students. This is accomplished through the implementation and maintenance of a data-driven, comprehensive, developmental school counseling program that is results-based and accountable, and is aligned with the American School Counselor Association's *National Model*: A Framework for School Counseling Programs (American School Counselor Association, 2005). The American School Counselor Association National Model provides strategies for school counselors to support the mission of Commonwealth schools to ensure that students demonstrate achievement of State Academic Standards through a Standards Aligned System. The American School Counselor Association National Model establishes the framework for the roles and services school counselors employ in supporting Pennsylvania's Standards Aligned Systems in promoting literacy, mathematics, science and technology, and civics.

The School Counselor Preparation Program also represents a separate Standards Aligned System that utilizes clear standards, fair assessments, curriculum framework, instruction, materials and resources, and interventions to promote students' academic, career, and personal/social development. School counselors are indispensable leaders in the development, implementation, and evaluation of a program that ensures mastery of the Pennsylvania's Career Education and Work Standards that can be found at http://www.pacareerstandards.com/. School counselors are also recognized for their unique and vital contributions to the commonwealth's Social-Emotional Wellness Framework that can be found at http://www.portal.state.pa.us/portal/server.pt/community/departmental_offices/7235/p/1188258, serving as leaders for career counseling, mentoring, parent involvement, anti-bullying programs, character education, school-wide positive behavior, youth suicide prevention, student assistance programming, etc.

The American School Counselor Association National Model is comprised of four interrelated components: foundation, delivery, management and accountability. The Professional Core for School Counselor preparation within the commonwealth is derived from this model. The foundation component includes a philosophy that guides program development and a mission statement that describes the purpose and goals of a school counseling program. The delivery component consists of a guidance curriculum that supports Pennsylvania's Core Standards (2012) and Career Education, Work Standards and the American School Counselor Association National Standards for Students. The delivery system is an integral part of the school's mission. As such, it is integrated into the school's overall curriculum. The delivery system also includes individual student planning of personal goals and future plans, and responsive services for students' immediate needs which consists of counseling, consultation, peer mediation and information. The management component ensures that the program is organized and related to the school's needs, and includes the following:

- Agreements between the school counselors and school administrators regarding the annual goals;
- An advisory council to review counseling program results and make recommendations;
- Use of data to evaluate the effectiveness of program activities;
- Action plans designed to achieve desired competencies;
- Emphasis on school counselor's delivery of direct service programming and periodic assessment of their use of time; and
- Informing stakeholders of school counselor's activities though publishing master and weekly calendars.

Accountability, an additional component of the American School Counselor Association National Model, establishes strategies to demonstrate the effectiveness of the school counseling program. Accountability is established through the use of results, reports, school counselor performance standards, and program audits.

American School Counselor Association and the Education Trust's National Center for Transforming School Counseling have formed a partnership to assist school counselor preparation programs in providing school counseling graduates with the essential skills to be an integral part of the school's mission. School counselors will help to improve academic achievement and reduce existing achievement gaps between students of different races and varying socio-economic status. The collaborative efforts of American School Counselor Association and the Education Trust are reflected in the American School Counselor Association National Model's skills of Leadership, Advocacy, Collaboration, and Systemic Change. Professional school counselors must be able to employ these skills in order to implement the model in a manner that infuses it within the academic mission of the school.

Council for Accreditation of Counseling and Related Educational Programs is a national organization that accredits school counseling programs in order to promote excellence in the professional preparation of school counselors and ensure that school counselors can provide services consistent with the ideal of optimal human development (http://www.CACREP. org). Council for Accreditation of Counseling and Related Educational Programs s identifies the following knowledge domains as essential for school counselors: 1) foundations of the profession; 2) counseling, prevention, and intervention; 3) diversity and advocacy; 4) assessment; 5) research and evaluation; 6) academic development; 7) collaboration and consultation; and 8) leadership. Council for Accreditation of Counseling and Related Educational Programs s also articulates eight "Common Core" Curricular standards for all counseling professionals: 1) Professional Orientation and Ethical Practice; 2) Social and Cultural Diversity; 3) Human Growth and Development; 4) Career Development; 5) Helping Relationships; 6) Group Work; 7) Assessment; and 8) Research and Program Evaluation. School counselor preparation programs emphasize the practical application of all components of the American School Counselor Association National Model and Council for Accreditation of Counseling and Related Educational Programs knowledge domains for the counseling profession in general and the school counseling profession specifically. Candidate competencies for school counselor preparation in the commonwealth were partially derived from these knowledge domains.

University faculty and appropriately prepared mentor school counselors provide school counseling students with opportunities to conduct individual and group counseling, individual student planning, classroom guidance, consultation and collaboration, assessment, research and evaluation, and provide leadership advocacy. School counselor preparation programs are to demonstrate their students' effectiveness in providing these services, require their students to evaluate the impact their services have upon Pre K-12 students, and use such evaluation to make continuous program improvements.

Introduction

The professional core courses, competencies, and experiences for school counselor preparation programs should be designed to address a broad set of issues, knowledge and competencies that are relevant to student learning and support. The School Counselor preparation program must prepare professional school counselors who will be able to support the academic, career, and personal-social development needs of all students through the development of programs that meet the program guideline requirements and support Pennsylvania's Standards Aligned System.

These guidelines discuss the school counselor program design, professional core rationale, candidate competencies, Pennsylvania Core Standards, assessments in a standards aligned system, faculty, field experiences and student internships, new school counselor support, and appendices with design examples and course content information. Each content area for the school counselor certification program corresponds with specific competencies that must be included in the preparation program design.

Program Design

The design of the school counselor preparation program focuses on the competencies to be achieved by the candidates. These competencies derived and adapted from the American School Counselor Association National Model, consist of four parts and constitute the Professional Core:

1. Foundation of the Profession;
2. Management and Delivery Systems;
3. Accountability; and
4. Skills and Attitudes.

The first part, Foundation of the Profession, includes foundations, ethical and legal considerations, social and cultural diversity, human development, and incorporation of the key content areas for student success in academic, career, and personal/social development. The second part consists of Program Management and Delivery Systems. This includes comprehensive program planning, along with the theory, and practice of prevention and intervention across the domains of individual, small group, and classroom guidance. The third part consists of accountability and how school counseling professionals use data to monitor and evaluate both the school counseling program as well as student outcomes. The fourth part, Skills and Attitudes, consists of the skills that frame the model. These skills, leadership, advocacy, collaboration, and systemic change, must be taught. These skills guide school counselor practice within every element of the core.

The professional core in Pre K-12 school counseling programs consists of coursework designed to meet all of the standards along with a developmental sequence of field experiences. In addition, the design must include pre-practicum experiences in school counseling, school counseling practice that will include a practicum experience and a separate, post-practicum internship. Pennsylvania requires a minimum of 12 weeks of student teaching/practicum/internship to be recommended for certification. Pre-practicum hours are a requirement of all education preparation programs within the commonwealth. Practicum and internship requirements are aligned with Council for Accreditation of Counseling and Related Educational Programs standards of practice.

Programs have flexibility in how they address adaptations, accommodations, and cognitive development of diverse students in an inclusive setting to include Special Education nine credits or 270 hours, plus three credits or 90 hours for English Language Learners (ELL), (or equivalent combination).

The professional core for Pre K-12 professional school counselors must include:

- The organization, foundations, philosophy and leadership principles of professional school counseling;
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- The organization, foundations, philosophy and leadership principles of professional school counseling;
- Orientation to ethical principles of professional school counseling;
- The use of data for advocacy and assessment;
- Knowledge and skills necessary for collaboration, consultation, individual and group counseling;
- Knowledge and skills necessary to serve as intervention specialists regarding academic, career, and personal/social issues of students and their families;
- Knowledge and skills to assist students with career development;
- Current skills in the use of education and career development technology;
- Knowledge and skills necessary to design successful interventions that are responsive to the needs of students; and
- Experience with monitoring the results of interventions designed to address the needs of students.

The professional core of courses, competencies, and experiences for the professional school counselor program must be designed to address the issues and knowledge that are relevant for supporting student achievement, career development, and personal/social needs. The philosophy and standards of the Pennsylvania Core Standards as well as those of the American School Counselors Association must permeate the candidates' course experiences as well as their field experiences.

Institutions are charged with producing evidence to demonstrate that their graduates understand and apply the knowledge, concepts, and skills essential for successful school counseling interventions. The program design must describe clearly how the relevant set of knowledge, skills, and competencies inform the program design, and the application must also indicate how the institution will assess whether candidates have acquired the required knowledge, skills, and competencies.

For candidates preparing to be professional school counselors, all courses should be grounded in ethical practice, cultural diversity, human development, and career development in order to enable candidates to gain the knowledge and experience to intervene successfully not only with students, but with family members and the broader school communities. Faculty who teach in the professional training program must have demonstrated expertise in education methods appropriate to the counselor training component they are teaching, as well as advanced degrees in disciplines appropriate to teaching in the program.

The Pennsylvania Department of Education (PDE) evaluates preparation programs' effectiveness by ensuring that graduates have obtained the competencies identified in the preparation program guidelines, and does not specify a required number of credit hours.

Program Delivery

Professional school counselor training programs need to be comprehensive and delivered through a combination of university classroom and school–based settings. While some online

courses may be a component of the program, programs that are delivered completely online will not be approved.

Professional Core Rationale

In an era of educational reform that is increasingly focused on data-driven decision making and accountability, it has become imperative for all school professionals to measure and determine the impacts of their work. As integral partners in school-wide efforts to improve student outcomes, professional school counselors must also commit to evaluating their programming and intervention efforts. The professional core is structured to insure that school counselor training programs within the commonwealth of Pennsylvania are preparing school counselors to function, not just as capable counselors, but also as competent school professionals who are equipped to evaluate needs, implement comprehensive developmental programs, and measure outcomes.

To that end, the professional core for school counselors was derived from four guiding documents: 1) the American School Counselor Association's National Model; 2) the Pennsylvania State Model; 3) the Council for Accreditation of Counseling and Related Educational Programs 2009 standards; and 4) American School Counselor Association School Counselor Competencies document (2008). Each of these prevailing documents reflects the role and function of the school counselor as required in Chapters 12 and 339 of Title 22 of the Pennsylvania Code, as well as aligns with Pennsylvania's Standards Aligned System. These documents clearly define professional school counseling and serve as guides for defining contemporary professional roles and functions.

The American School Counselor Association's National Model

There are four components to the American School Counselor Association's National Model: 1) Foundation; 2) Management; 3) Delivery; and 4) Accountability. Four overarching skills address Leadership, Advocacy, Collaboration, and Systemic Change as the role/direction of the professional school counselor. The components and skills are visually depicted in the American School Counselor Association's National Model National Model graphic (above). The components and skills serve as a guide to comprehensive programming efforts. In the foundation, school counselors develop belief, philosophy, and mission statements and establish how in conjunction with the Pennsylvania Core Standards, will direct their actual work. The foundation is the base upon which the management and delivery systems rest. The management directs school counselors to use data and tools such as master calendars and management agreements to develop action plans that guide delivery efforts designed to respond to the unique needs of students in each particular school environment. The delivery is supported by both the foundation and the management system. Accountability requires school counselors to monitor progress and to generate results, reports to evaluate the extent to which their programming efforts have resulted in anticipated outcomes. Such accountability work is utilized to determine whether or not programs should be continued, revised, or abandoned entirely in lieu of other more effective programming efforts. The work of all four areas is guided by the principle skills that frame the model. Outlined by the Education Trust's National Center for Transforming School Counseling, these skills (Advocacy, Leadership, Collaboration, and Systemic Change) articulate the overarching dispositions and practices that school counselors must incorporate into their work to achieve improved outcomes for all students.

The national model is what guides school counselor practice in the 21ˢᵗ century. As such, it has also been used here to guide school counselor preparation. Thus, the components of the model articulate the professional core for school counselors outlined herein. Additions to the model for school counselor preparation have been critically informed by Council for Accreditation of Counseling and Related Educational Programs 2012 Standards for Accreditation, American School Counselor Association's National Model's School Counselor Competencies, and PA Core Standards. Each component is represented in the four levels and competency areas of the professional core.

Level One: Foundation

In the practice version of the national model, the foundation describes the fundamental aspects of a comprehensive school counseling program (beliefs and philosophy, mission statement, etc.). For school counselor preparation, this part of the model is expanded to incorporate the crucial elements that make up the foundation of professional preparation programs. The elements at this level, derived from the national model, Council for Accreditation of Counseling and Related Educational Programs, and the school counselor competencies, include the following:

- History and Philosophy of School Counseling
- Ethical and Legal Issues
- Social and Cultural Diversity
- Academic Development
- Career Development
- Personal/Social Development

All school counselor preparation programs in the commonwealth of Pennsylvania must document how they meet the foundation elements articulated in the candidate competencies section (Core Standard I) of the Framework for Elementary and Secondary School Counselor Preparation Program Guidelines.

Level Two: Management and Delivery

The national model directs school counselors to be intentional about their programming efforts. The program must incorporate agreements, advisory councils, data, action plans, use of time, and master calendars as it is design and delivered as a comprehensive school guidance curriculum, individual student programming, responsive services, and appropriate system support designed to insure that all students are provided with appropriate opportunities for academic, career, and personal/social development. Related to preparation, these elements of the national model are translated into curricular elements designed to teach school counseling students about comprehensive program planning (how to develop school counseling programs that are directly responsive to the unique needs of students within a particular learning community), and counseling and intervention competencies. The standards in this area of the professional core are written to insure that school counselors emerging from preparation programs across the commonwealth are prepared to plan their programs with intention and to deliver prevention and

intervention programming at the individual, small group, and classroom/school wide levels. The elements of this level include:

- Program Planning
- Counseling
- Prevention
- Intervention

All school counselor preparation programs in the commonwealth of Pennsylvania must document how they meet the management and delivery system elements articulated in the Candidate Competencies section) of the Framework for Elementary and Secondary School Counselor Preparation Program Guidelines.

Level Three: Accountability

The national model clearly articulates the importance of school counselor accountability attained through results reports, school counselor performance standards, and program audits or evaluations. This theme is reiterated in the preparation framework. School counselors must be able to use data to determine needs and to measure outcomes. These outcomes include:

- Research and Program Evaluation; and
- Appraisal and Assessment competencies.

All school counselor preparation programs in the Commonwealth of Pennsylvania must document how they meet the Accountability elements articulated in the Candidate Competencies section of the Framework for Elementary and Secondary School Counselor Preparation Program Guidelines.

Level Four: Skills and Attitudes

The national model clearly identifies four skills that guide school counselor's work: leadership, advocacy, collaboration, and systemic change. The professional core integrates these crucial skills and attitudes into the curriculum for school counselor preparation programs by articulating standards and competencies designed to insure that commonwealth school counselors know how to define their work guided by these key principles. These are translated into curricular elements designed to teach school counseling students about these crucial skills and attitudes. The elements of the skills and attitudes level include curricular offerings that focus on:

- Collaboration and Consultation;
- Advocacy;
- Leadership; and
- Systemic Change.

All school counselor preparation programs in the commonwealth of Pennsylvania must document how they meet the skills and attitudes elements articulated in the candidate competency competencies section. Competencies section (Core Standard IV) of this framework. competency section.

Candidate Competencies

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all Pre K-12 students. Programs must provide evidence that student learning has occurred and skills are developed in the following domains.

Core Standard I – Foundation

I.A History and Philosophy of School - Studies that provide a historical perspective of counseling in general and school counseling.

Candidates:

1. Understand the history and philosophy of the counseling profession in general and school counseling in particular, including significant factors and events;
2. Understand the history, philosophy and current trends in school counseling and educational systems including the American School Counselor Association national model;
3. Understand national student standards in the areas of academic, career, and personal/social development;
4. Understand the role, function and professional identity of the school counselor as a facilitator of the academic, career, and personal/social development of all students, and as a leader and advocate for systemic change within the school;
5. Understand the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school as well as other human service providers;
6. Understand how professional organizations provide benefits and services to support the work of the school counselor;
7. Understand professional credentialing, including certification, licensure, accreditation practices and standards.

I.B. Ethical and Legal Issues - Studies that provide a perspective of ethics and legal issues in schools and school counseling specifically.

Candidates:

1. Are knowledgeable about the ethical standards of American School Counselor Association, and related entities; as well as their application in school counseling and the academic, career, and personal/social development of all students;
2. Are knowledgeable about current educational issues, local policy, administrative procedures, state and federal laws, and legislation relevant to school counseling.

I.C Social and Cultural Diversity - Studies that provide an understanding of the cultural context of education in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, teaching and learning, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families and ethnic groups.

Candidates:

1. Understand the cultural, ethical, economic, legal and political issues surrounding diversity, equity, and excellence in terms of student learning;
2. Identify community, environmental, and institutional opportunities that enhance-as well as barriers that impede-the academic, career and persona/social development of students;
3. Understand the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families;
4. Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity, and their effects on student achievement;
5. Understand theories of multicultural counseling, identity development, and social justice;
6. Understand counselors' roles in developing cultural self-awareness, promoting social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit;
7. Understand counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

1.D Academic Development - Studies that provide an understanding of the academic needs of all Pre K-12 students and families at all developmental levels and in multicultural contexts (particularly in contexts of educational inequities), including all of the following:

Candidates:

1. Understand the relationship of the school counseling program to the academic mission of the school;
2. 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;
3. Understand instructional gaps and opportunity gaps and the negative effects these have on particular groups of students;
4. Understand curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material;
5. Understand that all students need a high-quality rigorous curriculum that will prepare them for work and college.

I.E Career Development - Studies that provide an understanding of career development and related life factors, including all of the following:

Candidates:

1. Know career development theories and decision-making models including the PA Academic Standards for Career Education and Work;
2. Understand career, a-vocational, educational, occupational and labor market information resources, and career information systems;
3. Know career development program planning, organization, implementation, administration, and evaluation;
4. Know interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
5. Know career and educational planning, placement, follow-up, and evaluation;
6. Know assessment instruments and techniques relevant to career planning and decision making;
7. Know career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

I.F Personal – Social Development - Studies that provide an understanding of the personal-social nature and needs of Pre K-12 students and families at all developmental levels and in multicultural contexts, including all of the following:

Candidates:

1. Know theories of individual and family development and transitions across the life span;
2. Understand theories of learning and personality development, including current understandings about neurobiological behavior;
3. Understand effects of crises, disasters, and other trauma-causing events on students and families;
4. Know theories and models of individual, cultural, couple, family, and community resilience;
5. Understand a general framework for understanding exceptional abilities and strategies for differentiated interventions;
6. Understand human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
7. Know theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;
8. Understand theories for facilitating optimal development and wellness over the life span.

Core Standard II – Management and Delivery

II.A Program Planning - Studies that provide an understanding of the knowledge and competencies needed to manage comprehensive school counseling programs.

Candidates:

1. Understand comprehensive, data-driven programming;
2. Understand the elements and themes of the of American School Counselor Association national model;
3. Know and understand all components of the of American School Counselor Association national model;
4. Understand use of time.

II. B Counseling, Prevention and Intervention - Studies that provide an understanding of the prevention and intervention aspects of the counseling process

Candidates:

1. Understand that counseling theories and appropriate counseling interventions can begin the process to develop a personal model of counseling;
2. Understand essential interviewing and counseling skills;
3. Understand approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs;

4. Understand issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide, crisis intervention, bullying);
5. Understand theories of group counseling and group counseling methods used in school counseling groups (e.g., counseling, psycho-educational, task, and peer helping groups)

Core Standard III – Accountability

III.A Research and Program Evaluation - Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, particularly as these apply to school settings, and including all of the following:

Candidates:

1. Understand the importance of research in advancing the school counseling profession;
2. Know research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
3. Understand statistical methods used in conducting research and program evaluation;
4. Conceptualize principles, models, and applications of needs assessments, program evaluation, and the use of findings to effect program modifications;
5. Understand ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies;
6. Understand how to critically evaluate research relevant to the practice of school counseling;
7. Know models of program evaluation for school counseling programs;
8. Know basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation);
9. Know current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card);
10. Understand the outcome research data and best practices identified in the school counseling research literature.

III.B Appraisal and Assessment - Studies that provide an understanding of individual and group approaches to assessment and evaluation.

Candidates:

1. Learn historical perspectives concerning the nature and meaning of assessment;
2. Understand basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, and group testing and inventory methods, psychological testing, and behavioral observations;

3. Know statistical concepts, including reliability, validity, scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
4. Understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;
5. Know ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
6. Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students;
7. Know the signs and symptoms of substance use and abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs;
8. Identify various forms of needs assessments for academic, career, and personal/social development.

Core Standard IV – Skills and Attitudes

IV.A Collaboration and Consultation - Studies that provide an understanding of the importance of teaming and collaboration in the development, implementation and evaluation of the school counseling program and in facilitating change in school expectations, climate, policy and practice to better meet the needs of students:

Candidates:

1. Know roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
2. Understand current models of school counseling programs (e.g., American School Counselor Association National Model) and their integral relationship to the total educational program;
3. Understand the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration;
4. Know strategies to promote, develop, and enhance effective teamwork within the school and the larger community, including the Career and Technical Centers;
5. Know how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students;
6. Understand systems theories, models, and processes of consultation in school system settings;
7. Know strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children;
8. Understand the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them;

9. Know school and community collaboration models for crisis/disaster preparedness and response;
10. Understand the various mentoring programming interventions (e.g., advisor/advisee programming) and how to coordinate them;
11. Understand factors that contribute to a safe learning environment that encourages active inquiry, collaboration, supportive interaction, fairness consistent standards of behavior and self-motivation for all students.

IV.B Advocacy - Studies involving the use of knowledge and competencies to advocate on the behalf of students and families of diverse and multicultural backgrounds, including understanding the advocacy process and the school counselor's role as an advocate for students and change within the school system to better meet the needs of students.

Candidates:

1. Know the roles and processes of school counselors advocating on behalf of others;
2. Understand advocacy processes needed to address institutional barriers that impede access, equity, and success for students and families;
3. Demonstrate the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

IV.C Leadership – Studies that provide an understanding of the school counselor's role as a leader in the school:

Candidates:

1. Know the qualities, principles, skills, and styles of effective leadership;
2. Understand the school counselor's role as a leader in the school;
3. Know strategies of leadership designed to enhance the learning environment of schools;
4. Know how to design, implement, manage, and evaluate a comprehensive school counseling program;
5. Understand the role and function of the school counselors in school improvement efforts;
6. Understand the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings;
7. Understand the leadership skills needed to facilitate the development of effective, targeted professional development for school personnel.

IV.D Systemic Change - studies that provide an understanding of the school counselors roles in identifying and changing policies and practices that create obstacles to learning:

Candidates:

1. Conceptualize the importance of systems-focused interventions to closing achievement gaps, correcting educational inequities, and promoting the academic development of all students;
2. Understand the important role of the school counselor as a system change agent;
3. Understand family and other systems theories along with major models of family and related interventions.

Alignment with Pennsylvania's Core Standards and Assessment Anchors

Candidates must be able to demonstrate their awareness of standards for the earlier and later grades to ensure that there is a continuum of Pre K-12 student academic growth. This knowledge will enable the candidate to address the needs of students who have not met the standards including students with disabilities or English language learners in inclusive settings. Candidates must demonstrate mastery beyond superficial levels in order to be able to prepare students to be successful on state and local assessments. This mastery will allow the candidate to guide and assist the public school student in achieving proficiency on all state assessments. The annual Pennsylvania System of School Assessment is a standards-based criterion-referenced state assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 and grade 11 is assessed in reading and math. Every Pennsylvania student in grades 5, 8 and 11 is assessed in writing. Every Pennsylvania student in grades 4, 8, and 11 is assessed in science.

The preparation program requirements must function together so that candidates understand and make effective use of the academic standards, have the skills to develop and implement appropriate interventions to improve student learning, have the content and pedagogical knowledge to teach the curriculum effectively, understand and make regular use of standardized and curriculum-based assessment data, and use the instructional materials and resources necessary to support standards-based instructional practices. Preparing institutions must provide evidence that there is an alignment of the candidates' course work, clinical experiences, and assessments with the standards adopted by the commonwealth. Collaboration among "professional educator faculty and faculty from liberal arts and other academic disciplines in program planning and evaluation of all facets of the curriculum" is essential to facilitating deep understanding of the standards by candidates (as regulated by 22 Pa. Code §354.26(a) (1)).

Faculty

Professional school counselor certification programs submitted for review to the Pennsylvania Department of Education will include the qualifications of faculty assigned to teach each course within the professional core of the program. Faculty who teach in the professional core must have demonstrated expertise in school counseling as well as advanced degrees in disciplines

appropriate to teaching in the program. Additionally, program proposals will be expected to include evidence of successful alignment and evidence of significant collaboration between current practicing school counselors with the training program faculty.

<div align="center">Field Experiences and Student Practice</div>

In order to ensure exposure, understanding, and candidate competence regarding the practice and delivery of academic, career, and personal/social interventions, candidates must obtain experience at the elementary (Pre K-8) and secondary (7-12) levels during their field experiences, which include pre-practicum, practicum, and internship. Students may satisfy the requirement of field experience at the elementary and secondary levels through their pre-practicum, practicum, or internship placements.

Pre-Practicum

In concurrence with certification programs for other Pennsylvania Department of Education preparation programs, professional school counselor training programs must also incorporate the components of pre-practicum field experiences into their program design. The planned sequential field experiences may begin as early as the initial semester of the applicant's enrollment. These field experiences are intended to be completed prior to the required practicum. These experiences are to benefit the candidates' preparation by providing opportunities to observe and apply principles and theories from the training program to actual practice in Pre K-12 schools with diverse populations, ages, and school settings. There are no defined hours for the pre-practicum experience.

Practicum

Candidates will be required to participate in counseling practice experiences that provide for the application of theory and the development of counseling skills under supervision. The practicum experience should provide the candidate the opportunity to demonstrate their abilities to provide counseling services for a diverse population of students. The Practicum must include counseling practice, individual and group *clinical* supervision (*which involves frequent review of the candidate's competency at the practicum level to ensure that they are meeting acceptable "standards of the profession"*), and periodic, regularly scheduled evaluations of the candidate's performance. There are no defined hours for the practicum experience.

Internship

Candidates will be required to complete a minimum of 12 weeks of supervised, post-practicum internship experiences that provide opportunities for them to demonstrate their ability to design and implement school counseling programs at various grade levels. This 12-week experience represents a minimum of 420 clock hours. Candidates will provide individual counseling, small group counseling, classroom guidance, and systemic advocacy interventions. Candidates should use school data to drive and evaluate at least a portion of their work. Internship should include

individual and group supervision, and periodic, regularly scheduled evaluations of the candidate's performance.

Definitions of Field Experiences

There are three stages of field experience; each one is progressively more intensive and requires the candidate to assume gradually more responsibility. The experiences should take place in collaborative settings to give candidates a sense for the values, culture, and working styles of the learning environments. This includes learning about the socio-emotional, career and academic traits of students, and gaining experience with the pupil personnel teaming approach to collaboration in Pre K-12 schools. In addition, students should learn about school structure, improvement processes, policies, and yearly processes such as building transitions and master schedule development.

Collaboration of the Training Program and the Field Site

It is important that the training programs include components in the field experiences that are planned and sequential. It is important that the training institution and the field site supervisors establish a collaborative relationship. The field site supervisors need to know the training curriculum and the goals and objectives of the field experience. Representatives from the training institution need to have regular contacts with the field site to insure that the candidates are receiving the appropriate experiences and that the field site evaluation is on-going and appropriate. In addition, there should be regular communication with the field site supervisors regarding the components of the on-going on-campus evaluations.

Characteristics of On-Site, Internship Supervisors and Internship Sites

Candidates may satisfy the competencies identified in the school counselor program preparation guidelines under the supervision of one school counseling supervisor, or several school counseling supervisors from the same or different schools and school districts. The Pennsylvania Department of Education requires an on-site supervisor to be a certified school counselor, have a minimum of three (3) years of experience as a school counselor, and be currently employed as a school counselor. The on-site supervisor may supervise a candidate's internship activities that occur within a school that is not a primary assignment of the on-site supervisor, but the school must be within the on-site supervisor's district in order for the supervisor to monitor the candidate's internship activities.

Pre-practicum, Practicum, and Internship Preparation Standards

Candidates will be required to participate in developmental field practice experiences prior to, and continuing through, the counseling practicum and internships. The developmental field practice experiences require counseling practice in appropriate instructional environments conducive for modeling, demonstration, and training that are used by the program faculty to supervise the progress of candidates throughout their programs. In addition, the experiences should include exposure to diversity by requiring field experiences based primarily on: ages, ability levels, geographic setting (urban, rural, suburban), grade levels, educational setting (pre-

school, public/private school elementary, middle and high schools), exceptionalities, cultures and languages, family systems, ethnic and racial groups, socioeconomic levels.

Pre-Practicum

Pre-practicum experiences are defined as a range of formal, required school and community activities participated in by candidates who are enrolled in school counselor preparation programs. These activities require the supervision and mentorship of a cooperating teacher/mentor at the pre-practicum site. Effective pre-practicum experiences provide candidates with increasing exposure to schools, under the guidance of program faculty and professional school counselors. Throughout the preparation program institutions should explain: (1) how they implement pre-practicum experiences to allow candidates to progress from observing, to working with data and being introduced to the students; (2) the duration of candidate pre-practicum experiences; and (3) how these experiences are closely integrated with coursework, assessment practices, and training goals.

Practicum

Practicum practice standards will require candidates to participate in counseling practice experience that provides for the application of theory and the development of counseling skills under *clinical* supervision. The practicum experience should provide the candidate with opportunities to demonstrate their abilities and to provide counseling intervention services for a diverse population of students. Candidates must complete supervised counseling practicum experiences that meet the following standards:

- Direct service that includes a diverse population of Pre K-12 students;
- Weekly interactions requiring at least one hour of individual or triadic *clinical* supervision conducted by program faculty (or qualified doctoral students under the supervision of faculty) that occurs regularly over a minimum of one academic term;
- Group supervision by program faculty that is provided on a regular basis over the course of the practicum;
- Periodic regularly scheduled evaluations of the candidate's performance and a formal evaluation upon completion of the practicum.

Internship

Internship practice standards will require candidates to complete supervised internship experiences that provide opportunities for them to demonstrate their ability to design and implement school counseling programs at various grade levels. Candidates will provide individual counseling and planning, small group counseling, classroom guidance, consulting, and systemic advocacy interventions. The internship requires:

- Internship experience intended to reflect the comprehensive work of school counselors;
- At least 12 weeks of direct school-based service (minimum of 420 clock hours) with students, teachers, parents, etc.;

- Although not required, candidates are best able to demonstrate the competencies outlined in the school counselor program preparation guidelines by conducting internship at both the elementary (Pre K-8) and secondary (7-12) levels;
- Weekly interactions requiring an average of one hour of individual or triadic supervision conducted throughout the internship (performed by the program faculty and/or the on-site supervisor) that occurs regularly over a minimum of one academic term;
- Group supervision by program faculty that is provided on a regular basis over the course of the internship
- Periodic regularly scheduled evaluations of the candidate's performance and a formal evaluation upon completion of the internship.

New School Counselor Support

According to (22 Pa. Code Chapter 49.14(4)(ix)), all school entities (LEAs) must submit a plan for the induction experience for first-year teachers, which includes first-year school counselors. This plan in submitted as part of the LEA's strategic plan written every 6 years as required by Chapter 4. Preparing institutions have a role in school counselor's induction experience. The preparing institution shall provide, "…ongoing support for novice educators with local education agencies during their induction period, including observation, consultation and assessment." (22 Pa. Code 49.14(4)(ix)). New school counselors are to receive supervision from experienced school counselors who are the most qualified persons to facilitate first-year school counselors' capacity to fulfill the unique role school counselors assume in promoting students' academic, career, and socio-emotional development.

Testing Requirements

School counselor candidates must successfully pass the following tests:

1. Basic Skills: Pre-service Academic Performance Assessment (PAPA)(Pearson)
   a. Reading
   b. Writing
   c. Math
2. Subject Matter: Professional School Counselor (Educational Testing Services)

Application Process

Existing K-6 and 7-12 programs wishing to be approved for the new program can submit a Post-baccalaureate Assurances form to the Division of Professional Education and Teacher Quality, with a student advisement sheet and description of admissions intake process.

Appendix A

Accommodations & Adaptations for Diverse Learners
Guidelines that inform the work of the School Counselor, 2009

Based on recommendations from School Counselors and School Counselor Educators, the following table has been developed as a guideline indicating how School Counselors may meet the intent of the Accommodations and Adaptations competencies required by Chapter 49. The left column indicates the language as written in Chapter 49. Boxed words on the left side are substituted in the right column with job-specific language, in recognition of the role of school counselors. Examples of related School Counselor job tasks have been added in the right column. PDE is committed to the spirit of Chapter 49 with regard to diverse learners and expects to see interpretations like these within School Counselor preparation programs. Reviews of Institutions of Higher Education applications including the Accommodations and Adaptations for Diverse Learners and ELLs will accept appropriate interpretations of the competencies if they resemble the examples within this document.

Regulation Language	Activities that relate to the work of the School Counselor
I. **Types of Disabilities and Implications for Learning** **Candidates will be able to:**	I. **Types of Disabilities and Implications for Learning** **Candidates will be able to:**
A. Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based instructional practices and adaptations.	**A.** Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based **interventions** and adaptations. **Examples:** Develop positive behavioral interventions for exceptional students with social or emotional needs; Participate on IEP, IST, SAP teams, as well as with 504 plans; Conduct trainings and consult with parents, staff, teachers, regarding learning styles, brain-based research, test-taking skills; Conduct classroom, individual, group counseling and guidance activities related to targets
B. Demonstrate an understanding of the legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed.	**B.** Demonstrate an understanding of the legal rights and responsibilities of the **school counselor/personnel** related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed. **Examples:** Awareness of timelines, behavioral observation requirements, data collection for positive behavior intervention; Inform parents/guardians and students of the legal rights and responsibilities regarding special education referral and evaluations; Provide consultation with teachers and staff, and interact with related personnel in regard to legal issues;

	Utilize a counseling advisory team to effect communication and pertinent school counseling-related activities
C. Demonstrate an understanding of possible causes and implications of overrepresentation of minorities in special education to avoid misinterpretation of behaviors that represent cultural, linguistic differences as indicative of learning problems.	**C. Examples:** Use data to establish goals and activities to close the achievement-, opportunity-, and information-gaps among different groups of students, especially minority students; Develop, implement, consult with school and related community regarding brain-based research, especially dealing with issues related to learning styles and issues of diversity
II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments	**II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments**
A. Cognitive – Delineate how individuals acquire and process information. 1. Design learning environments to facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving.	**A. Cognitive** – Delineate how individuals acquire and process information. 1. Understand the learning environments that facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving. **Examples:** Guidance lessons to develop positive and safe school climates; Use information processing theory in conducting guidance lessons and individual/group counseling; Utilize a counseling advisory group and related work groups to develop and implement brain-based strategies and training activities related to targets
2. Describe the developmental patterns of change, physical, cognitive, and psychosocial areas that have been identified for each stage of development.	2. **Examples:** Ensure understanding of cognitive and psychosocial development through trainings with staff; Conduct related guidance and counseling activities with individual students, groups, and classroom activities—for example, using prosocial skillstreaming; Use developmental theories of physical, cognitive, career, and socio-economic development when conducting individual and group counseling, guidance lessons, and consultation with parents and school personnel
3. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control.	3. **Examples:** Apply learning theory and cognitive functioning principals to guidance programming and lesson planning, and apply these principles in a way that matches developmental stage, e.g., teach mnemonic strategies and effective study skills and test taking skills to students in order to promote academic success; Use information processing theory in conducting guidance lessons, individual and group counseling, and consultation with parents and school personnel; Develop and implement strategies that inform and apply concepts in trainings that emphasize learning styles, brain-based research, stress management,

	etc.;
4. Specify the experiences children need from birth to age eight to prepare them to learn, read, and succeed in school.	4. Specify the experiences children need from birth to age eight to prepare them to learn (**remove "read"**) and succeed in school. **Examples:** Same as above, plus implementation of modular training programs that clearly provide skill development in a "hierarchical" developmental manner; Collaborate in the implementation of violence and bullying prevention programs and other school-wide programs that ensure the physical and emotional safety necessary for academic learning; Collaborate with parents and community groups to increase parents' understanding of the home conditions that facilitate academic, career, and socio-emotional development
5. Identify early interactions with adults and peers, the early childhood education teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades.	5. Identify early interactions with adults and peers, the early childhood **counseling methods, and interventions** that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades. **Examples:** Communicate with parents and other stakeholders about the available resources that support early childhood learning and development, including effective counseling interventions; Training modules in target areas of significance to developmental level, e.g., in developing socioemotional management; Younger student efforts focus on emotional "labeling", whereas middle level students and beyond focus on utilization of more abstract skills such as peer mediation
B. Physical – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices.	**B. Physical** – Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and **consult** for possible accommodations and/or modifications which may be necessary to implement effective instructional practices. **Examples:** Actively employ strategies that evidence best practice using appropriate diagnostic language and intervention/prevention; Incorporate individual/group/classroom intervention that underscores the uniqueness of the individual; Collaborate with team members in recognizing and identifying students with atypical physical development and help to develop effective accommodations and instructional practices for students with atypical physical development, e.g., working on Kindergarten screening teams that evaluate fine and gross motor development
C. Social – Initiate, maintain and	**C. Social** –

manage positive social relationships with a range of people in a range of contexts. 1. Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes, forming and maintaining relationships (including parentchild, caregiver, peer, friend, sibling), and attachment models and their effects on learning.	1. **Examples**: Consult with teachers and parents regarding the importance of interpersonal relationships and social skill development and provide information about effective practices for caregivers/instructors; Act as referral source to external agencies that provide effective social skills developmental and to professionals that provide effective parental attachment interventions; Facilitate the implementation of a guidance curriculum that promotes students' social development; Incorporate school counseling activities, such as prosocial skillstreaming strategies, etc., as well as school counseling advisory and work groups to interact successfully with all constituents impacting those children.
2. Apply principles in social competence, social withdrawal, social role formation and maintenance, and prosocial behaviors, and aggression as they affect learning.	2. **Examples:** Determine level of social skill and development, to determine both need of intervention and effective planning and intervention of this domain if needed; Use theories of socio-emotional to promote the social skills acquisition; Develop classroom guidance programs, with accompanying lesson plans, that focus on social skills development—these plans must incorporate effective instructional practices for regular and inclusions populations; Promote and develop school-wide prosocial programs that target a reduction of aggressive/bullying behaviors as they affect learning.
D. Behavioral – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning.	**D. Behavioral** – Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive **interventions or modeling** of appropriate behaviors that facilitate learning. **Examples:** Work with caregivers and teachers by recommending appropriate support and intervention strategies making sure to discuss factors such as teaching/parenting styles, positive classroom environment and student cultural background that can affect student learning; Use of role plays that evidence more effective responses to challenging situations. Incorporate awareness-building activities, e.g., students with "normal" vision acuity are blindfolded (BRIEFLY!) to experience the effects of a visual impairment.
E. Language – Apply reading predictors, analyzing the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read. 1. Apply principles of early learning to language development in the following	**E. Language** -- **Understand** reading predictors **and how to analyze** the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read. 1. **Identify** principles of early learning to language development in the following areas language

areas: language comprehension, language expression, language form and syntax, morphology and semantics.	comprehension, language expression, language form and syntax, morphology and semantics. **Example:** Use knowledge of language development in order to actively contribute ideas for effective intervention plans while serving as a team (RtI, IEP) member.
2. Apply and teach skills of spoken language as a precursor of reading and academic development.	**2. Understand how** spoken language **is** a precursor of reading and academic and social development. **Example:** Identify and refer students with both expressive and pragmatic language delay to appropriate support services, e.g., speech pathologist**.**
F. Positive Environments for Learning for Students with Disabilities 1. Define the scientific principles influencing academic and social behavior.	**F. Positive Environments for Learning for Students with Disabilities** 1. Define the **developmental theories** influencing academic and social behavior. **Examples:** As they relate to classroom guidance lessons and individual and group counseling sessions; Consult with caregivers/teachers of special needs students in order to identify academic and social strengths and needs.
2. Implement positive behavioral interventions based on a functional analysis of behavior.	2. **Examples:** Collaborate with other school personnel in the construction and implementation of positive behavioral interventions based on a functional analysis of behavior; Use individual counseling and consultation with parents to determine factors that are likely to enhance the success of positive behavioral intentions, including involving the student in the process and identifying reinforcers that will be attractive to the student.
3. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.	3. **Examples:** Develop/Implement Functional Behavior Assessments; Collaborate and consult with teachers to maximize the potential to increase student engagement within the classroom setting.
G. Collaboration and Communication 1. Identify effective co-planning and co-teaching strategies	**G. Collaboration and Communication** 1. Identify effective **collaboration and consultative strategies**.
2. Identify collaborative consultative skills and models (i.e., understanding role on the IEP team; teaming; parallel teaching).	2. **Examples:** School Counselors are active and collaborative members of IEP, RtI, SAP, transition, etc., teams; Lead/coordinate such teams; Apply consensus-building process to foster agreement in a group; Contribute expertise in understanding of students' career and socio-emotional development and facilitate the connection between the school and family environment; Utilize a school counseling advisory committee for consultation, including members from teaching and

	administrative staffs, as well as parents and community agencies; Actively work with state, local, and national organizations—especially those that embrace ASCA standards for best practices in school counseling.
3. Identify instructional levels of students through collaboration with members of the IEP team.	3. **Examples:** Collaborate as team members on IEP and RtI teams and understand assessment data distributed during these meetings; Assist the IEP team in identifying the socio-emotional and family issues that may be currently hindering the student from achieving at the expected instructional level.
4. Understand the role of the general educator as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes).	4. Understand the role of the school counselor as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes). **Examples:** This role is used throughout the day as one interacts with teachers, administrators and parents. This role is also used on the various teams school counselors participate on—IEP, IST and SAP; Conduct guidance lessons that address students' socio-emotional, career and academic needs at transitional points; Collaborate with school personnel in coordinating transitional planning to address students' socio-emotional, career and academic needs; Provide individual and group counseling and guidance lessons for students with disabilities to promote their successful entry into the work of work.
5. Demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education program.	5. **Examples:** Include parents on school counseling advisory and work groups; Conduct needs assessments and follow-up on outputs and outcomes using evaluative instruments to assess counseling program effectiveness; Use individual counseling to help students understand their disability, strengths, need to compensate for information processing weaknesses, and education program; Promote parent involvement in the process of identifying their student's needs and constructing and implementing the student's education program; Communicate with caregivers and students about a student's education program and extend invitations to caregivers and students to attend meetings that focus on a student's education program.
6. Demonstrate sensitivity for multicultural and economic perspectives in order to encourage parent participation.	6. **Examples:** Work with other school personnel and community agencies to provide multicultural and economic resources in order to encourage parental participation, e.g., provide transportation for parents to meetings, meet with parents in their homes, and secure

	interpreters at meetings; Assist school personnel, through collaboration and consultation, to understand the impact of racial and/or religious discrimination upon students and their families; Assist school personnel to comprehend and appreciate diverse worldviews when interacting with parents and students of backgrounds different from their own.
7. Demonstrate an understanding of how to support student and family communication and meaningful participation into the student's educational program.	7. **Examples:** Implement procedural goals at various stages of problem solving in relation to pre-referral interventions and IEP development; Work to counteract the barriers and challenges involved with Home-School collaboration; Use communication and systems theory to facilitate constructive communication between school personnel and students and their families for the purposes of identifying students with disabilities and creating the students' educational program.
8. Work collaboratively with all members of the student's instructional team including parents and non-educational agency personnel.	8. **Example:** Facilitate communication between school personnel, e.g., provide parents with appropriate referrals to community agencies;
III. Assessments	**III**. **Assessments**
Candidates will be able to: **A.** Identify, administer, interpret, and plan instruction based on each of the following assessment components in a standards aligned system.	Candidates will be able to: **A.** Identify, administer, interpret, collaborate and plan instruction or interventions based on each of the following assessment components in a standards aligned system.
1. **Authentic** –A form of assessment in which, students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. The assessment usually includes a task for students to perform, and a rubric is used to evaluate their performance.	1. **Authentic** – **Examples:** Academic counseling; Guidance lessons; In elementary grades, help students improve or develop specific social skills and/or anger/frustration management skills that help reduce academic barriers; To assess the outcome of an intervention, a student is often observed in the classroom or other settings;
2. **Screening**- Screening assessments are used to determine which students may be at risk. Poor performance on the screening assessment identifies those students needing additional, in-depth assessment of strengths and weaknesses. The primary purpose of screening assessments is to identify children early who need additional instructional (or behavioral) intervention. An essential element of using a screening assessment is implementing additional identified intervention(s) (instructional, behavioral, or medical).	2. **Screening**- **Examples:** Determining level of need for behavioral or social-emotional interventions; Administer, interpret, and provide a formal report of the KBIT, PPVT, or WJ (assessment measures used by school to screen cognitive abilities—often used to screen for gifted)
3. **Diagnostic** – The purpose is to	3. **Diagnostic** –

ascertain, prior to instruction, teach student's strengths, weaknesses, knowledge, and skills. Using diagnostic assessments enable the instructor to remediate students and adjust the curriculum to meet each pupil's unique needs. (Examples of diagnostic assessments are: DRA's; Running Records; GRADE; GMADE)	**Examples:** Review diagnostic data prior to implementing individual or whole class instruction; Working as a member of an IEP team; Differentiating individual and group counseling services in accordance with the strengths and weaknesses
4. Formative- Pennsylvania defines formative assessments as classroom based assessments that allow teachers to monitor and adjust their instructional practice in order to meet the individual needs of their students. Formative assessments can consist of formal instruments or informal observations. The key is how the results are used. Results should be used to shape teaching and learning. Black and Wiliam (1998) define formative assessments broadly to include instructional formats that teachers utilize in order to get information that are used diagnostically to alter instructional practices and have a direct impact on student learning and achievement. Under this definition, formative assessment encompasses questioning strategies, active engagement check-ins (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads), and analysis of student work based on set rubrics and standards including homework and tests. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as to provide individual students corrective feedback that allows them to "reach" set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students. When teachers know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. The use of ongoing formative classroom	**4. Formative –** Formative assessments allow school counselors/personnel to monitor and adjust their instructional practice and interventions in order to meet the individual needs of their students. Formative assessments can consist of formal instruments or informal observations. The key is how the results are used. Results should be used to shape teaching, learning, consultation and counseling interventions. Formative assessments include instructional formats that teachers and school counselors/personnel utilize in order to get information that are used diagnostically to alter instructional practices and have a direct impact on student learning and achievement. Under this definition, formative assessment encompasses questioning strategies, active engagement check-ins (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads), and analysis of student work based on set rubrics and standards including homework and tests. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as to provide individual students corrective feedback that allows them to "reach" set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers and school counselors/ personnel with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students. When teachers and school counselors/ personnel know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. The use of ongoing formative classroom assessment data is an imperative. Effective teachers and school counselors/ personnel seamlessly integrate formative assessment strategies into their (**remove "daily"**) instructional routines. **Examples:** During individual and group counseling sessions and during classroom guidance lessons; Assess students' mastery of objectives in individual and group counseling and guidance lessons;

assessment data is an imperative. Effective teachers seamlessly integrate formative assessment strategies into their daily instructional routines.	Modifying interventions to promote students' achievement of objectives
5. Benchmark – Assessments that are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments: measure the degree to which students have mastered a given concept; measure concepts, skills, and/or applications; are reported by referencing the standards, not other students' performance; serve as a test to which teachers want to teach; measure performance regularly, not only at a single moment in time. (Examples of benchmark assessments are: 4Sight, Riverside 9-12, DIBELS)	**5. Benchmark** – Assessments that are designed to provide feedback to the teacher, school counselors/personnel and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments: measure the degree to which students have mastered a given concept; measure concepts, skills, and/or applications; are reported by referencing the standards, not other students' performance; serve as a test to which teachers want to teach; measure performance regularly, not only at a single moment in time. (Examples of benchmark assessments are: 4Sight, Riverside 9-12, DIBELS) **Examples:** Review yearly progress of students across a grade; Analyze for potential breakdown of learning areas across the grade; Identify students who may need additional services, which may include individual and group counseling
6. **Summative** —Summative Assessments seek to make an overall judgment of progress at the end of a defined period of instruction. Often the summative assessment occurs at the end of a school level, grade, or course, or is administered at certain grades for purposes of state or local accountability. Summative assessments are considered high-stakes assessments and the results are often used in conjunction with the No Child Left Behind Act (NCLB) and Adequate Yearly Progress (AYP). They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Performance on these assessments are often part of the student's permanent record and serve as an indication of overall performance on a set of standards. Results from summative assessments are of interest to parents, faculty, administration, the press, and the public. The data from summative assessments are the basis of accountability systems. (Examples of summative assessment: PSSA; Terra Nova)	6. **Summative** **Examples:** Use summative assessments to modify the guidance curriculum, targeting specific groups for remediation, and identifying additional services and/or educational approaches that are likely to positively impact performance; Collaborate with school personnel in determining students' readiness for grade promotion/retention; Supervise PSSA testing process within a school.
B. Demonstrate an understanding of the types of assessments used (e.g., screening, diagnostic, formative, summative) and the purpose of each	**B. Example:** Active members of RtI teams that use each of the methods of assessment during team meetings to determine educational strategies

assessment in a data-based decision making process. C. Demonstrate the use of formal and informal assessment data for instructional, behavioral, and possible eligibility for special education based on the type of assessment, level of the students being assessed, and the purpose of and the quality of instruction. D. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report including grade-level equivalents, percentile rank, standard scores, and stanines. E. Demonstrate an understanding of the components of the Individualized Education Plan (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel.	C. **Example:** Use summative assessments to modify the guidance curriculum, targeting specific groups for remediation, and identifying additional services and/or educational approaches that are likely to positively impact performance; D. **Examples:** Help parents and students better understand test results, e.g., PSAT and SAT testing; As a member of IEP teams and to communicate with parents. E. **Examples:** As a member of IEP teams and to communicate with parents; Helping to develop measurable goals, specially designed instruction, adaptations, accommodations, supplementary aids and services and supports for school personnel; Coordinate special education services in some schools
F. Articulate differences between achievement tests, aptitude tests, and observational data used in special education placement decisions.	**F. Example:** Conference with parents, planning with team members
G. Create an instructional plan using assessment information related to individual student	**G.** Create an **intervention** plan using assessment information related to individual student achievement. **Example:** Collaborating with the IEP team in creating instructional plans.
H. Analyze and interpret formative assessment (e.g., curriculum based assessment, CBA). I. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of the multiple indicators used in overall student evaluation. J. Systematically monitor student performance to identify areas of need.	**H. Examples:** Active contributors on RtI and IEP teams that analyze and monitor these various assessment practices and their results; Identify students requiring additional services, which may include individual and group counseling. I. **Example:** Participate on data analysis teams to assist in identifying instructional trends and areas of instructional improvement J. **Example:** Identify students requiring additional services, which may include individual and group counseling
K. Use evaluative data on an individual, class and district level to identify and implement instructional and/or programmatic revisions for quality improvement.	**K.** Use evaluative data on an individual, class and district level to identify and implement **intervention** and/or programmatic revisions for quality improvement. **Example:** Review college acceptance rates and graduate employment statistics to determine if there is a need to modify heir college/career (transition) planning efforts with students

L. Demonstrate an understanding of legally acceptable modifications and accommodations for assessment for students with disabilities. M. Demonstrate an understanding of ethical practice for assessment.	**L. Example:** Serve as leaders of 504 planning teams and develop the 504 plan for students M. **Example:** Abide by ethical practice standard of large scale assessment's administration
N. Recognized the need to consult with multi-disciplinary team when cultural, economic or linguistic differences are present in order to avoid biased assessment.	**N. Examples:** Work with multidisciplinary teams to ensure that students are assessed with unbiased instruments; Analyzing grade level progress or breakdowns in academic areas; Parent conferencing of student's needs or current level
IV. Literacy Development and Instruction in Core and Intervention Areas	**IV. Literacy Development and Instruction in Core and Intervention Areas**
Candidates will be able to: **A.** Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs.	Candidates will be able to: **A.** Demonstrate an ability to identify instructional research-validated literacy interventions to identified student needs. **Example:** Evaluate instructional needs of students when developing guidance lessons in order to match instructional interventions to identified student needs, e.g., use paired-reading to ensure all students understand reading material used in the lesson, review difficult words prior to distributing reading materials.
B. Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities: Phonological Awareness & Phonics Fluency Vocabulary Comprehension Language Word Study (investigate & understand patterns in words)	**B. Example:** Participate with school-based teams in discussions surrounding reading difficulties and relate the discussions to student placements
C. Demonstrate an ability to review and evaluate literacy programs for purpose, quality, effectiveness, and research-base and show knowledge of commonly available programs.	**C**. Example: Participate on school based teams reviewing text books and/or curriculum measures that incorporate multicultural and character development concepts within the text.
D. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy.	**D. Example:** Participate with school-based teams as the teams discuss evidenced-based practices in reading and relate large scale assessment results to the teams.
E. Demonstrate an understanding of the evidence-based connection between literacy and behavior.	**E. Example:** Assist to determine which is primary-behavior or learning need
F. Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with	**F. Example:** Evaluate instructional needs of students when developing guidance lessons—lessons on career/college goals—in order to match instructional interventions to identified student needs, e.g., review

disabilities: Text production Spelling Composition for different types of writing G. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels. H. Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities across all reading levels. I. Demonstrate instructional strategies to enhance comprehension of material. J. Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy. K. Assess the readability of content area reading materials.	effective writing skills before assigning a written task. **G. Example:** Ensure, through team meetings, that students with disabilities receive explicit instruction in reading and writing as part of their instructional program **H. Example:** Ensure, through team meetings, that student with disabilities receive literacy instruction appropriate for various types/levels of content in all subjects as part of their instructional program **I. Example:** Be familiar with leading instructional approaches in the teaching of reading **J. Example:** Based on student interviews, provide input to teams on the challenges that students with disabilities face in learning subject area content **K. Example:** Be aware that textbooks and other texts (Internet documents, teacher-authored documents, etc.) provided to students become more difficult in each grade level, and that readability levels may be well beyond the stated grade level of the material
L. Demonstrate the ability to adapt content area material to the student's instructional level.	**L. Example:** Conducting individual and group sessions and classroom guidance programming.
M. Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards based curriculum (core literacy program for students with disabilities). **N.** Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities. **O.** Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities.	M. **Example:** Contribute information to teams about ways to measure the effectiveness of the core literacy program for students with disabilities N. **Examples:** Contribute on RtI and IEP teams to ensure rigorous instruction of students; Contribute to transition teams that encourage rigor in academic studies to ensure student success in career or in college O. **Example:** Work on a team that includes the counselor and teacher(s)
V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings	**V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings**
Candidates will be able to: **A.** Identify effective instructional strategies to address areas of need.	Candidates will be able to: **A.** Identify effective **intervention** strategies to address areas of need.
B. Scaffold instruction to maximize instructional access to all students.	**B. Example:** Work with IEP team in developing ways to scaffold instruction when instructing students in

C. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate. **D.** Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern. **E.** Strategically align standard based curriculum with effective instructional practices. **F.** Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a variety of methods without compromising curriculum intent. **G.** Analyze performance of all learners and make appropriate modifications.	guidance lessons **C. Example:** Assess students' achievement of objectives in individual/group counseling and guidance lessons **D. Example:** Conducting classroom guidance lessons (group counseling sessions might also come under this section) **E. Example:** Use standards-based curriculum in guidance lessons (also evidence-based) **F. Example:** Make adaptations to guidance curriculum that are evidence-based and engage students **G. Example:** Assess students' achievement of objectives in individual/group counseling and guidance lessons
H. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.	**H. Example:** Academic counseling
I. Use research supported methods for academic and non-academic instruction for students with disabilities. **J.** Develop and implement universally designed instruction. **K.** Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech). **L.** Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination and delivery for effective instruction required for inclusive settings.	**I. – L.** **Examples:** Use a variety of inclusive instructional methods during guidance lessons; Use a variety of technology in the delivery of guidance curriculum (ASCA); Modify individual and group counseling services and guidance lessons to meet the unique needs of learners;
MEETING THE INSTRUCTIONAL NEEDS OF ENGLISH LANGUAGE LEARNERS (ELL)	**MEETING THE INSTRUCTIONAL NEEDS OF ENGLISH LANGUAGE LEARNERS (ELL)**
I. Foundations for Preservice Candidates	**I. Foundations for Preservice Candidates**
A. **Language** 1. Demonstrate knowledge of language systems, structures, functions, and variation. 2. Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development.	**A**. **Language** 1. **Example:** Oversee implementation of ESL and IU services 2. **Example:** Understand the normal development of a second language
3. Identify the differences between academic language and social language.	3. **Example:** Identify for teachers, students, and parents the differences between academic language required for learning and social language used in student conversations
B. Culture	**B. Culture**

1. Identify sociocultural characteristics of ELLs including educational background and demographics.	1. **Examples:** Use understanding of diverse worldviews and orientations to learning when conducting individual and group counseling, classroom lessons, closing-the-gap action plans, and interventions; Help parents and children negotiate the potential conflict stemming from acculturation;
2. Describe how ELLs' cultural communication styles and learning styles affect the learning process.	2. **Example:** Understand and appreciate diverse communication and learning styles in providing individual and group counseling and classroom lessons; Assist school personnel in understanding and modifying communication to accommodate diverse communication and learning styles;
3. Describe how ELLs' cultural values affect their academic achievement and language development.	3. **Examples:** Incorporate social inclusion practices into guidance curriculum and promote diversity training with students, teachers and other stakeholders; Assist school personnel to understand different orientations to academic achievement;
4. Identify bias in instruction, materials and assessments.	4. **Examples:** On curriculum development teams, ensure that culture bias does not occur; Inform school personnel of potential bias in instruction materials, and assessments
5. Demonstrate cross-cultural competence in interactions with interactions with colleagues, administrators, school and community specialists, students and their families.	5. **Examples:** Collaborate in the implementation of violence and bullying prevention programs to promote respect of cultural differences; Conduct individual and group counseling and classroom lessons to promote acceptance and appreciation of diverse cultures.
6. Observe culturally and/or linguistically diverse instructional settings.	6. **Example:** In classroom observations, understand the particular dynamics and instructional strategies used within all classrooms including ELLs.
II. Applications for Pre-service Candidates	**II. Applications for Pre-service Candidates**
A. Standards-based Instruction 1. Apply research, concepts and theories of language acquisition to instruction.	**A. Standards-based Instruction** 1. **Example:** Provide input to ensure that students learning English as a second language receive a standards-based curriculum, i.e., proceed along the continuum from foundational concepts to grade-level performance within each content area.
2. Implement appropriate research-based instructional strategies to make content comprehensible for all ELLs.	2. **Example:** Provide input to ensure that students receive evidenced based instructional strategies as part of their instructional program
3. Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards.	3. Demonstrate effective intervention and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) and PA academic standards. **Example:** This understanding would be needed in developing behavioral plans or social emotional counseling
B. Assessment specific to ELL 1. Use PA ELPS to design content	1. **Example:** Work with school-based teams in the use

assessment. 2. Identify issues related to standards-based formative and summative assessment for *all* ELLs. 3. Use assessment data to differentiate and modify instruction for optimal student learning.	of ELPS in order to determine that content is assessed according to standards based instruction 2. **Example:** Call to the attention of the school-based team the issues related to formative and summative assessment 3. **Example:** Participate with school-based teams in order to ensure that instruction is modified based on the ELPS assessment results.
C. Professionalism 1. Describe the legal responsibilities related to serving ELLs. 2. Demonstrate collaborative, co-teaching models for serving ELLs. 3. Define common terms associated with English Language Learners. 4. Identify professional resources and organizations related to serving ELLs.	1. **Example:** Assist in the coordination of services for ELL students, and inform parents and administrators of the school's legal responsibilities concerning ELL students. 2. **Example:** Observe and suggest co-teaching and collaborative models for serving students learning a second language 3. **Example:** Facilitate use of common terms associated with English Language Learning 4. **Example:** Assist in the coordination of services for ELL students, and provide parents of ELLs appropriate referrals to community agencies.

Appendix B
References

PA Standards for Career, Education & Work

Pennsylvania Companion Guide to the American School Counselor Association National Model

American School Counselor Association National Model Executive Summary

Council for Accreditation of Counseling and Related Educational Programs Standards

American School Counselor Association School Counselor Competencies

American School Counselor Association Position Statement SC Preparation

Act 49 Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting and Meeting the Needs of English Language Learners Program Guidelines (School Counselor version)

American School Counselor Association [American School Counselor Association] (2004.)

American School Counselor Association National Standards for Students.. Alexandria, VA: Author.

American School Counselor Association [American School Counselor Association] (2005). *The American School Counselor Association National Model: A Framework for School Counseling Programs* (2nd ed.). Alexandria, VA: Author.

Council for Accreditation of Counseling and Related Educational Programs [Council for Accreditation of Counseling and Related Educational Programs] (2009). Council for Accreditation of Counseling and Related Educational Programs *accreditation manual*. Alexandria, VA: Author.