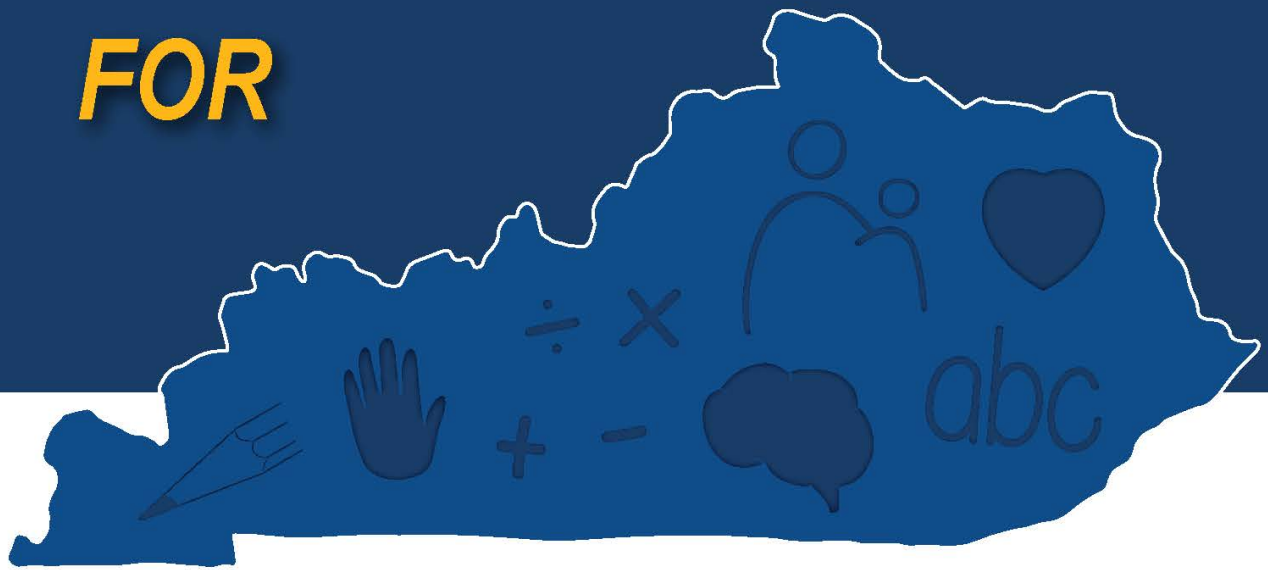# KENTUCKY STANDARDS OF PREPARATION FOR

SCHOOL COUNSELORS

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Section 1: Overview

Introduction/Preamble

Professional school counselors represent a significant and important component of the educational leadership team within the K-12 schools of the Commonwealth. The standards, as authorized by 16 KAR 3:060, School counselor, Provisional and Standard certificates all grades, acknowledge the importance of a common core of knowledge, skills, and abilities as well as the specific skills and knowledge unique to the practice of professional school counseling. The standards for counselor training and preparation represent the foundation for the profession of school counseling in the Commonwealth of Kentucky that will provide candidates with useful feedback and support as they grow and learn professionally.

Defining the Kentucky Professional School Counselor

A Kentucky school counselor is a certified mental health professional supporting all K-12 students in their social/emotional, academic and career development. Through a Comprehensive School Counseling Program, counselors provide data-informed, universal and targeted learning experiences to develop the whole child in a diverse society.

Roles and Responsibilities of the School Counselor

The daily work of a school counselor may differ depending on the setting and context (urban, suburban or rural; elementary, middle, high school or career technical center; and so on). At the core, however, the work of the professional school counselor is always to provide direct and indirect services in support of students' academic, career and social/emotional development.

As they work with students, school counselors maintain their sights on students' developmental levels and short and long-term goals and provide services accordingly. With the goal of supporting students' academic, career and social/emotional development, school counselors serve as leaders within their schools, advocating on behalf of their students and sharing in the creation of a positive environment for learning. To ensure their effectiveness, school counselors continuously engage in a cycle of improvement in which they adjust their professional learning and practices according to an informed analysis of available data.

Effective school counselors possess a wide body of knowledge and specific personal and professional competencies. With the adoption of the Kentucky Standards of Practice for School Counselors, Kentucky has clearly defined the knowledge, skills and competencies of effective school counselors. These standards promote the most effective school counseling practices and offer a core set of expectations for Kentucky school counselors. Professional school counselors offer students access to the kinds of high-quality direct and indirect services described here, which will support students' academic, career and social/emotional development.

## Organization and Structure of the Standards

The standards begin with the rationale for and the role of school counselor preparation programs to provide the context for the preparation standards.

Following the rationale and role is a crosswalk table connecting the Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards to the Kentucky Guidance Counselor Standards approved by the Educational Professional Standards Board in 2005, then to the proposed Kentucky School Counselor Standards to show direct alignment of the proposed School Counselor Standards to the nationally recognized CACREP standards for all mental health professionals.

Following the crosswalk, the standards are presented in a manner to allow for the presentation of specific indicators. This presentation is organized as follows:

• Standard: The overarching goal of the school counselor preparation program.
• Narrative Summary: The Narrative Summary describes the content of and rationale for each Standard.
• Elements: The Elements are statements of skills or characteristics that define effectiveness in the Standard.
• Indicators: The Indicators show the knowledge and skills of each element to model SMART goals. The Indicators are observable or measurable statements that serve as tools in discussions of effective school counselor preparation programs.

Standards:
Overarching goals and themes that provide a framework for effective preparation

Narrative Summaries:
Statements that describe key understandings, assumptions and beliefs related to the standards

Elements:
Specific statements that define the various skills and characteristics that demonstrate the effectiveness in each standard

Indicators:
Observable and/or measurable statements that provide evidence of the standards and elements in action

Standard

Narrative Summary

Element   Element   Element

Indicators   Indicators   Indicators
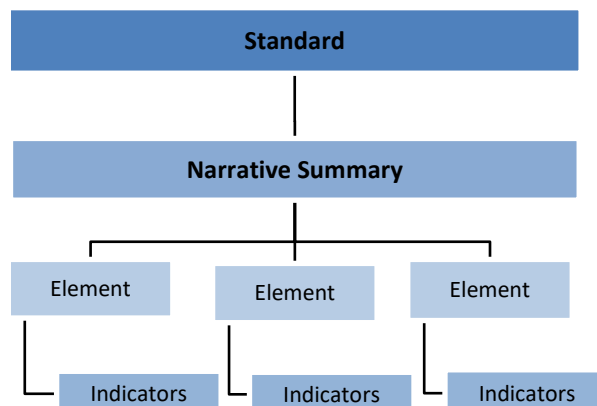
Section II: Rationale and Role

The Rationale

School counselors occupy an important leadership role in education and school counseling preparation programs are vital to the appropriate development of that role. School counselors significantly contribute to outcomes used to measure the success of students and schools; therefore, students in school counselor preparation programs need direct training and supervision in leadership and the implementation of a comprehensive school counseling program (House & Sears, 2002).

The Professional Code of Ethics for Kentucky Certified Personnel (16 KAR 1:020) significantly influences both the preparation and the practice standards and are thus enmeshed within the standards. The Standards of Preparation provides the foundation for preparation programs and guides the counselor candidate, while the Standards of Practice guides the practicing counselor. These standards are interrelated as preparation begets practice; hence these documents have been published at the same time as they share a somewhat dependent relationship.

The Standards of Practice and the Standards of Preparation influence the development of the evolving Kentucky Model of Comprehensive School Counseling, which is meant to guide the community in their view and use of the School Counselor and the School Counselor program.   The Kentucky Model is due out in Fall 2020, following the American School Counselors Association (ASCA) Conference when a revised ASCA National Model is due to be shared. The sharing the revised ASCA National Model explains the evolving development of the Kentucky Model as we want to use the most current National Model in our development.

These initiatives place significant attention on the preparation of school counselors, ensuring that graduates are well-prepared to design, implement and evaluate a comprehensive school counseling program that is proactive, accountable, and aligned with the mission of the school.

The Role of Counselor Preparation Programs

Effective school counseling preparation programs provide coursework and training to help school counseling students learn to design and implement a comprehensive school counseling program. These programs help school counseling students develop knowledge, skills and attitudes including:
- Understanding of the organizational structure and governance of the educational system, as well as cultural, political and social influences on current educational practices
- Addressing legal, ethical and professional issues in PK–12 schools
- Understanding of developmental theory, counseling theory, career counseling theory, social justice theory and multiculturalism
- Understanding of the continuum of mental health services, including prevention and intervention strategies for addressing academic, personal/social and career development to enhance student success for all students
- Facilitating individual student planning, school counseling core curriculum, crisis response and counseling programs that ensure equitable access to resources promoting academic achievement, personal/social growth and career development for all students

- Collaborating and consulting with stakeholders (e.g., families/guardians, teachers, administration, community stakeholders) to create learning environments promoting student educational equity and success for all students
- Identifying impediments to student learning, developing strategies to enhance learning and collaborating with stakeholders to improve student achievement
- Using advocacy and data-driven school counseling practices to close the achievement/ opportunity gap
- Understanding of current models of school counseling programs and how they relate to the educational program
- Understanding of outcome research data and best practices as identified in the school counseling research literature
- Understanding the importance of serving on school leadership teams and acting as educational leaders

Field-based experiences are essential to the preparation of school counselors. These experiences should provide training that aligns with the school counselor preparation program and further develops the student's knowledge, skills and attitudes necessary to implement a comprehensive school counseling program. Field-based experiences are ideally supervised by a certified school counselor in the K-12 setting and a university supervisor with the appropriate school counselor educator qualifications.

School counseling preparation programs are facilitated by counselor educators who have the knowledge, skills and attitudes necessary to prepare school counselors to promote the academic, career and personal/social development of all school counseling students. Counselor educators have appropriate preparation including knowledge of school counseling models and school counselor competencies, organization and administration of K-12 schools, counseling children and adolescents, and current issues and trends in school counseling. **Counselor educators should hold an earned doctoral degree in counselor education, counseling psychology, educational leadership or closely related field.**

Summary

School counselor preparation programs emphasize development of the attitudes, knowledge and skills essential for the implementation of effective comprehensive school counseling programs. These programs align with the philosophy and vision of the Kentucky Model of Comprehensive School Counseling, the Kentucky Standards of Practice for School Counselors, the Professional Code of Ethics for Kentucky Certified Personnel (16 KAR 1:020), and the Kentucky Standards for School Counselor Preparation Programs creating a program empowering every student to succeed and achieve in his/her K-12 experiences. Counselor educators have the appropriate background, experience and commitment to prepare school counselors who are able to respond to the changing expectations and dynamics of students, families, schools and communities.

Section III: Standards for School Counselor Preparation Programs

STANDARD 1. PROFESSIONAL IDENTITY/RESPONSIBILITY
The School Counselor Education Preparation Program infuses a professional identity of ethical and legal practices for the school counselor candidates to be able to practice effective school counseling.

NARRATIVE SUMMARY:
Professional identity is defined as including both personal and professional development. It involves the internalization of core values and perspectives recognized as integral to the school counseling role. How a school counselor thinks of herself or himself as a school counselor is often defined as a professional self-concept based on attributes, beliefs, values, motives, and experiences. Internalization of ethical codes of conduct is imperative. It is the preparation program's responsibility to foster a positive, proactive professional identity of the program as well as each individual within the program.

STANDARD 1 ELEMENTS		INDICATORS
1.1	The school counselor education program has a publicly available mission statement in alignment with the School of Education in which the program is housed.	a. Analyze personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do. b. Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission. c. Analyze a school's particular educational beliefs, vision and mission. d. Create a school counseling vision statement describing a future world where student outcomes are being successfully achieved, stating the best possible outcomes desired for students that are five to fifteen years away and aligned with the school and district vision. e. Create a school counseling mission statement aligned with the school, district and state mission that is specific, concise, clear and comprehensive; emphasizes equity, access and success for every student; and indicates long-range results desired for all students. f. Communicate the vision and mission of the school counseling program to all appropriate stakeholders.

1.2	The program has relevant objectives to carry out the mission.	a. The objectives reflect current knowledge and skills as provided in Standard 2. b. The objectives reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating school. c. The objectives address student learning. d. The objectives are written so they can be evaluated.
1.3	Students actively identify and participate within the counseling profession.	a. Students participating in professional counseling organizations. b. Students participating in seminars, workshops, or other activities that contribute to personal and professional growth.

STANDARD 2. PROGRAM IMPLEMENTATION
Professional Preparation encompasses eight common core areas within an evidenced-based supported curriculum to fully prepare the Counselor Candidate for practice.

NARRATIVE SUMMARY:
Standard 2 in the Program Preparation Standards is based on the curriculum within the program and is thus titled Program Curriculum. As such, the content of the standards provides the rationale.

STANDARD 2 ELEMENTS		INDICATORS
2.1	Current counseling -related research is infused in the curriculum.	a. Curriculum reflects evidenced-based theoretical foundation. b. Curriculum reflects evidenced-based strategies and techniques.
2.2.1	PROFESSIONAL IDENTITY AND ETHICAL PRACTICE	a. history and philosophy of the counseling profession, including significant factors and events; b. the multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams d. the role and process of the professional counselor advocating on behalf of the profession e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients f. professional organizations, including but not limited to ASCA/American Counselors Association (ACA), Kentucky School Counselors Association (KSCA)/Kentucky Counselors Association (KCA) its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues h. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling i. technology's impact on the counseling profession and how to stay up to date with technology needed to enhance productivity/efficiency within the profession

		j. strategies for personal and professional self-evaluation and implications for practice k. self-care strategies appropriate to the counselor role l. the role of counseling supervision in the profession
2.2.2	SOCIAL AND CULTURAL DIVERSITY	a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy c. multicultural counseling competencies d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others e. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; f. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body; g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination h. Apply legal and ethical principles of the school counseling profession
2.2.3	HUMAN GROWTH AND DEVELOPMENT	a. theories of individual and family development across the lifespan b. theories of learning c. theories of normal and abnormal personality development d. theories and etiology of addictions and addictive behaviors e. biological, neurological, and physiological factors that affect human development, functioning, and behavior f. systemic and environmental factors that affect human development, functioning, and behavior g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan h. a general framework for understanding differing abilities and strategies for differentiated interventions i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan j. strategies to facilitate school and postsecondary transitions
2.2.4	CAREER DEVELOPMENT	a. theories and models of career development, counseling, and decision making

		b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems d. assessment instruments and techniques that are relevant to career planning and decision making e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development f. strategies for career development program planning, organization, implementation, administration, and evaluation g. career counseling processes, techniques, and resources, including those applicable to specific populations h. strategies for facilitating client skill development for career, educational, life-work planning and management i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making j. ethical and culturally relevant strategies for addressing career development
2.2.5	COUNSELING AND HELPING RELATIONSHIPS	a. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling or their theoretical orientation b. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling c. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation

		d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships e. integration of technological strategies and applications within counseling and consultation processes f. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills g. essential interviewing, counseling, and case conceptualization skills h. developmentally relevant counseling treatment or intervention plans i. development of measurable outcomes for clients j. evidence-based counseling strategies and techniques for prevention and intervention k. strategies to promote client understanding of and access to a variety of community-based resources l. suicide prevention models and strategies m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid, Youth Mental Health First Aid, Trauma-Informed Training and more n. processes for aiding students in developing a personal model of counseling
2.2.6	GROUP COUNSELING	a. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature b. principles of group dynamics, including group process components, developmental stage theories, and groups members' roles and behaviors c. therapeutic factors and how they contribute to group effectiveness d. characteristics and functions of effective group leaders, including characteristics of leadership styles and approaches e. approaches to group formation, including recruiting, screening, and selecting members f. approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups g. ethical and culturally relevant strategies for designing and facilitating groups
2.2.7	ASSESSMENT AND TESTING	a. historical perspectives concerning the nature and meaning of assessment and testing in counseling b. methods of effectively preparing for and conducting initial assessment meetings

		c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
		d. procedures for identifying trauma and abuse and for reporting abuse
		e. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques for diagnostic and intervention planning purposes
		f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
		g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
		h. reliability and validity in the use of assessments
		i. use of assessments relevant to academic/educational, career, personal, and social development
		j. use of environmental assessments and systematic behavioral observations
		k. use of symptom checklists, and personality and psychological testing
		l. use of assessment results to diagnose developmental, behavioral, and mental disorders
		m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
2.2.8	RESEARCH AND PROGRAM EVALUATION	a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
		b. identification of evidence-based counseling practices
		c. needs assessments
		d. development of outcome measures for counseling programs
		e. evaluation of counseling interventions and programs
		f. qualitative, quantitative, and mixed research methods
		g. designs used in research and program evaluation
		h. statistical methods used in conducting research and program evaluation
		i. analysis and use of data in counseling
		j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

STANDARD 3. PROGRAM REFLECTION AND EVALUATION
The school counselor preparation program measures the candidate's knowledge and skills in ability to develop the Comprehensive School Counseling program ready for implementation. The school counselor preparation program infuses the practice of reflection and evaluation so that candidates engage in a cycle of continuous improvement using data to identify needs, plan and implement the CSCP aligned with the Kentucky Standards of Practice and refine their work through reflective analysis.

NARRATIVE SUMMARY:
The elements within the preparation program measure the candidate's knowledge and skills in the ability to develop the Comprehensive School Counseling program ready for implementation. It is both the school counselor candidates' and the practicing school counselors' role to understand the importance of using data to plan, implement and continually improve. Data are a key element in accountability of the comprehensive school counseling program.

STANDARD 3 ELEMENTS		INDICATORS
3.1	The preparation program monitors student performance and progress.	a. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas within Standard 2 as well as the remaining standards to support the design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs, (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data. b. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data. c. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

3.2	The preparation program monitors the effectiveness of the school counselor education program.	a. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning b. For each of the types of data listed in 3.3a, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement. c. C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications. d. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.
3.3	The preparation program uses data to recommend changes and adjustments to the program	a. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

STANDARD 4. CONTEXTUAL DIMENSIONS OF THE LEADERSHIP/ADVOCACY ROLE
The school counselor preparation program infuses the role of leader and advocate into the program modeling effective leadership, vision, collaboration with all stakeholders and equitable practices.

NARRATIVE SUMMARY:
School Counselor candidates demonstrate their proficiencies to lead and advocate for both the school counselor role and the K-12 students within their care so that learning and development opportunities for all K-12 students are enhanced. School counselors are prepared to lead and participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.

STANDARD 4 ELEMENTS		INDICATORS
4.1	Advocacy for all K-12 students	a. school counselor roles as leaders, advocates, and systems change agents in K-12 schools b. school counselor roles in consultation with families, K-12 and postsecondary school personnel, and community agencies c. school counselor roles in relation to college and career readiness
4.2	Advocacy for effective school counseling programs	a. competencies to advocate for school counseling roles b. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community c. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development. d. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate e. professional organizations, preparation standards, and credentials relevant to the practice of school counseling f. legislation and government policy relevant to school counseling g. legal and ethical considerations specific to school counseling
4.3	Strategies of Leadership designed to enhance the learning	a. school counselor roles in school leadership and multidisciplinary teams b. qualities and styles of effective leadership in schools

	environment of K-12 schools	c.	school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
		d.	common medications that affect learning, behavior, and mood in children and adolescents
		e.	signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
		f.	coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students
		g.	professional organizations, preparation standards, and credentials relevant to the practice of school counseling
		h.	legislation and government policy relevant to school counseling
		i.	legal and ethical considerations specific to school counseling

STANDARD 5. CLINICAL INSTRUCTION

Candidates will be provided a clinical experience within a K-12 school that allows the candidate to practice and demonstrate their developing skills and competencies in school counseling.

NARRATIVE SUMMARY:

Clinical Instruction aligns with Council for the Accreditation of Educator Preparation (CAEP) Standard 2, Clinical Partnerships and Practice, to provide a beneficial K-12 school counseling experience for clinical preparation co-constructed by University and K-12 school partnerships. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain
coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

University faculty works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions that are associated with a positive impact on the learning and development of all K-12 students.

STANDARD 5 ELEMENTS		INDICATORS
5.1	The program must clearly define and measure the outcomes expected of practicum/intern students, using appropriate professional resources that address the Kentucky School Counselor Standards of Practice.	a. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. b. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship. c. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. d. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group. e. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

		f.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
		g.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
		h.	Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.
5.2	Practicum/ internship experiences must occur in a school counseling setting under the supervision of a site supervisor.	a. b. c. d. e.	Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed EPSB school counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty. Site supervisors have (1) a minimum of a master's degree in school counseling; (2) relevant certifications and/or licenses; (3) a minimum of two years of professional experience in school counseling; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

*The creators of this document recognize that each Kentucky college or university has its own diverse and unique needs. As a result, we wanted to provide standards that each college or university would follow but chose not to provide a rubric for how these standards would be evaluated. By not providing a rubric, we offer each Kentucky college or university the autonomy to create their own evaluation system.

Section IV: School Counselor Standards Crosswalks

To show direct alignment, this section presents three crosswalks:

1. Original 2005 Kentucky Standards for Guidance Counseling to Current 2019 Kentucky Standards for School Counselor Preparation Programs
2. 2019 Kentucky Standards for School Counselor Preparation Programs to CACREP (National SPA) Standards
3. 2019 Kentucky Standards for School Counselor Preparation Programs to Kentucky School Counselor Practice Standards

2019 Ky. Standards for School Counselor Preparation Programs to 2005 Ky. Standards for Guidance Counseling

Proposed Kentucky School Counselor Standards	Kentucky Guidance Counselor Standards (2005)
Standard 1: Professional Identity/Responsibility 1. The school counselor education program has a publicly available mission statement in alignment with the School of Education in which the program is housed.	
Standard 1: Professional Identity/Responsibility 1.2. The program objectives (1) reflect current knowledge and skills as provided in section 2; (2) reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating school; (3) address student learning; and (4) are written so they can be evaluated.	
Standard 1: Professional Identity/Responsibility 1.3. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.	A. FOUNDATIONS OF SCHOOL COUNSELING 3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
Standard 2: Counseling Program Curriculum 1. Current counseling-related research is infused in the curriculum.	
Standard 2: Counseling Curriculum 1. Eight Common Core Areas 2.2.1. PROFESSIONAL IDENTITY & ETHICAL PRACTICE a. history and philosophy of the counseling profession, including significant factors and events b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	PROGRAM OBJECTIVES AND CURRICULUM 1. PROFESSIONAL IDENTITY a. history and philosophy of the counseling profession, including significant factors and events; A. (Foundations of School Counseling), 1. history, philosophy, and current trends in school counseling and educational systems b. professional roles, functions, and relationships with other human service providers

d. the role and process of the professional counselor advocating on behalf of the profession e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients f. professional organizations, including ASCA/ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues h. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling i. technology's impact on the counseling profession j. strategies for personal and professional self-evaluation and implications for practice k. self-care strategies appropriate to the counselor role l. the role of counseling supervision in the profession	f. public & private policy processes, including the role of the professional counselor in advocating on behalf of the profession g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients d. professional organizations, including ASCA/ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues h. ethical standards of ASCA, ACA, and related entities, and applications of ethical and legal considerations in professional counseling c. technological competence and computer literacy
Standard 2: Counseling Curriculum 2. Eight Common Core Areas 2.2.2. SOCIAL AND CULTURAL DIVERSITY a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy c. multicultural counseling competencies d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others e. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; f. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination h. Apply legal and ethical principles of the school counseling profession	PROGRAM OBJECTIVES AND CURRICULUM 2. SOCIAL AND CULTURAL DIVERSITY a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; e. theories of multicultural counseling, theories of identity development, and multicultural competencies b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body f. ethical and legal considerations.

Standard 2: Counseling Curriculum 1. Eight Common Core Areas 2.2.3. HUMAN GROWTH AND DEVELOPMENT a. theories of individual and family development across the lifespan b. theories of learning c. theories of normal and abnormal personality development d. theories and etiology of addictions and addictive behaviors e. biological, neurological, and physiological factors that affect human development, functioning, and behavior f. systemic and environmental factors that affect human development, functioning, and behavior g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan h. a general framework for understanding differing abilities and strategies for differentiated interventions i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan j. strategies to facilitate school and postsecondary transitions	PROGRAM OBJECTIVES AND CURRICULUM 3. HUMAN GROWTH AND DEVELOPMENT a. theories of individual and family development and transitions across the lifespan; b. theories of learning and personality development; c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; d. strategies for facilitating optimum development over the lifespan e. ethical and legal considerations.
Standard 2: Counseling Curriculum 1. Eight Common Core Areas 2.2.4. CAREER DEVELOPMENT a. theories and models of career development, counseling, and decision making b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems d. assessment instruments and techniques that are relevant to career planning and decision making; e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development f. strategies for career development program planning, organization, implementation, administration, and evaluation g. career counseling processes, techniques, and resources, including those applicable to specific populations h. strategies for facilitating client skill development for career, educational, & life-work planning & mgmt.	PROGRAM OBJECTIVES AND CURRICULUM 1. CAREER DEVELOPMENT a. career development theories and decision-making models d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems; f. assessment instruments and techniques that are relevant to career planning and decision making; c. career development program planning, organization, implementation, administration, and evaluation; h. career counseling processes, techniques, and resources, including those applicable to specific populations e. career and educational planning, placement, follow-up, and evaluation

i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making j. ethical and culturally relevant strategies for addressing career development	i. ethical and legal considerations. g. technology-based career development applications and strategies …
Standard 2: Counseling Curriculum Eight Common Core Areas 2.2.5. COUNSELING AND HELPING RELATIONSHIPS a. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling b. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling c. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation; d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships e. integration of technological strategies and applications within counseling and consultation processes f. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills	C. KNOWLEDGE & SKILL REQ. FOR SCHOOL COUNSELORS, 2. Counseling and Guidance PROGRAM OBJECTIVES AND CURRICULUM 5. HELPING RELATIONSHIPS c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling; d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation; g. ethical and legal considerations e. integration of technological strategies and applications within counseling and consultation processes a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills FOUNDATIONS OF SCHOOL COUNSELING 7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling
g. essential interviewing, counseling, and case conceptualization skills h. developmentally relevant counseling treatment or intervention plans i. development of measurable outcomes for clients	b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate

j. evidence-based counseling strategies and techniques for prevention and intervention k. strategies to promote client understanding of and access to a variety of community-based resources l. suicide prevention models and strategies m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid n. processes for aiding students in developing a personal model of counseling	the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic, and the counselor maintains appropriate professional boundaries
Standard 2: Counseling Curriculum 2.2. Eight Common Core Areas 2.2.6. GROUP COUNSELING a. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature b. principles of group dynamics, including group process components, developmental stage theories, and groups members' roles and behaviors c. therapeutic factors and how they contribute to group effectiveness d. characteristics and functions of effective group leaders, including characteristics of leadership styles and approaches e. approaches to group formation, including recruiting, screening, and selecting members f. approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups g. ethical and culturally relevant strategies for designing and facilitating groups	PROGRAM OBJECTIVES AND CURRICULUM 6. GROUP WORK c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature a. principles of group dynamics, including group process components, developmental stage theories, groups members' roles and behaviors, and therapeutic factors of group work b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; e. approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups; f. professional preparation standards for group leaders; and g. ethical and legal considerations.
Standard 2: Counseling Curriculum 2.2. Eight Common Core Areas 2.2.7. ASSESSMENT AND TESTING a. historical perspectives concerning the nature and meaning of assessment and testing in counseling b. methods of effectively preparing for and conducting initial assessment meetings c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide d. procedures for identifying trauma and abuse and for reporting abuse e. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques for diagnostic and intervention planning purposes	PROGRAM OBJECTIVES AND CURRICULUM a. historical perspectives concerning the nature and meaning of assessment;

f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; b basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations h. reliability and validity in the use of assessments i. use of assessments relevant to academic/educational, career, personal, and social development j. use of environmental assessments and systematic behavioral observations k. use of symptom checklists, and personality and psychological testing l. use of assessment results to diagnose developmental, behavioral, and mental disorders m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity); f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations; h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and i. ethical and legal considerations.
Standard 2: Counseling Curriculum 2.2. Eight Common Core Areas 2.2.8. RESEARCH AND PROGRAM EVAL. a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice b. identification of evidence-based counseling practices c. needs assessments d. development of outcome measures for counseling programs e. evaluation of counseling interventions and programs f. qualitative, quantitative, and mixed research methods g. designs used in research and program evaluation h. statistical methods used in conducting research and program evaluation i. analysis and use of data in counseling j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	PROGRAM OBJECTIVES AND CURRICULUM 8. RESEARCH AND PROGRAM EVALUATION a. the importance of research and opportunities and difficulties in conducting research in the counseling profession e. use of research to improve counseling effectiveness d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications; b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy f. ethical and legal considerations.

Standard 5: Clinical Instruction	D. CLINICAL INSTRUCTION
5.1 The program must clearly define and measure the outcomes expected of practicum/intern students, using appropriate professional resources that address the School Counselor Standards. a. Supervision of practicum/internship students includes program-appropriate audio/ video recordings and/or live supervision of students' interactions with clients. b. Formative & summative evaluations of the student's counseling performance & ability to integrate & apply knowledge are conducted as part of the student's practicum and internship. c. Students have the opportunity to become familiar with a variety of prof. activities & resources, including technological resources, during their practicum/internship. d. In addition to the development of individual counseling skills, … students must lead or co-lead a counseling or psychoeducational group. e. Students complete supervised counseling practicum exp. that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. f. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. g. Practicum students have weekly interaction with supervisors that averages one hour per week of … supervision throughout the practicum by (1) a counselor ed. program faculty member, (2) a student supervisor who is under the supervision of a counselor ed. program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor ed. program faculty member in accordance with the supervision agreement. h. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counseling education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. 5.2 Practicum/internship experiences must occur in a school counseling setting under the supervision of a site supervisor. a. Counselor education program faculty members serving as … supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience. b. Students serving as … supervisors for students in entry-level programs must (1) have completed EPSB school counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.	For the School Counseling Program, practicum/internship experiences must occur in a school counseling setting under the supervision of a site supervisor. The program must clearly define and measure the outcomes expected of practicum/intern students, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs). A. FOUNDATIONS OF SCHOOL COUNSELING 9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices.

c. Site supervisors have (1) a minimum of a master's degree in school counseling; (2) relevant certifications and/or licenses; (3) a minimum of two years of professional experience in school counseling; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. d. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors. e. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.	
Standard 3. Program Reflection and Evaluation 3.1. The preparation program monitor student performance and progress. a. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas within Standard 2 as well as the remaining standards to support the design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs; (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data. b. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data. c. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. 3.2 The preparation program monitors the effectiveness of the school counseling program. a. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning b. For each of the types of data listed in 3.3a, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.	CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING. 6 C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS 1. Program Development, Implementation, and Evaluation a. use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student outcomes; b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home; c. implementation and evaluation of specific strategies that meet program goals and objectives; d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies; e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program; f. strategies for seeking and securing alternative funding for program expansion; g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program

c. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications. d. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available. 3.3 The preparation program uses data to recommend changes and adjustments to the program a. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.	
Standard 4: Contextual Dimensions of the Leadership/ Advocacy Role 4.1. Advocacy for all K-12 students a. school counselor roles as leaders, advocates, and systems change agents in K-12 schools b. school counselor roles in consultation with families, K-12 and postsecondary school personnel, and community agencies c. school counselor roles in relation to college and career readiness 4.2. Advocacy for effective school counseling programs a. competencies to advocate for school counseling roles b. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community c. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development. d. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate e. professional organizations, preparation standards, and credentials relevant to the practice of school counseling f. legislation and government policy relevant to school counseling g. legal and ethical considerations specific to school counseling	B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING 1. advocacy for all students and for effective school counseling programs; A. FOUNDATIONS OF SCHOOL COUNSELING 4. strategies of leadership designed to enhance the learning environment of schools 2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students 5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community; 3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development. 4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate

4.3. Strategies of Leadership designed to enhance the learning environment of K-12 schools a. school counselor roles in school leadership and multidisciplinary teams b. qualities and styles of effective leadership in schools c. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders d. common medications that affect learning, behavior, and mood in children and adolescents e. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs f. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students g. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	7. knowledge of prevention and crisis intervention strategies Section 2. (Foundations). C. Students actively identify with the counseling profession by participating in professional counseling organizations…
h. legislation and government policy relevant to school counseling i. legal and ethical considerations specific to school counseling	A. FOUNDATIONS OF SCHOOL COUNSELING 6. current issues, policies, laws, and legislation relevant to school counseling; 10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the ASCA Ethical Standards for School Counselors, and the ACA Code of Ethics).

2019 Kentucky Standards for School Counselor Preparation Programs to CACREP Standards

Proposed Kentucky School Counselor Standards	CACREP (Council for Accreditation of Counseling & Related Education Programs)
Redundant of CAEP and SACSCOC	Section 1: The Learning Environment
Standard 1: Professional Identity/Responsibility 2. The school counselor education program has a publicly available mission statement in alignment with the School of Education in which the program is housed.	Section 2: Professional Counseling Identity ●Foundation A. The counselor education program has a publicly available mission statement and program objectives.
Standard 1: Professional Identity/Responsibility 1.2. The program objectives (1) reflect current knowledge and skills as provided in section 2; (2) reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating school; (3) address student learning; and (4) are written so they can be evaluated.	Section 2: Professional Counseling Identity ●Foundation B. The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated
Standard 1: Professional Identity/Responsibility 1.3. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.	Section 2: Professional Counseling Identity ●Foundation C. Students actively identify with the counseling profession by participating in professional counseling orgs. and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.
Standard 2: Counseling Program Curriculum 1. Current counseling-related research is infused in the curriculum.	Section 2: Professional Counseling Identity ● Counseling Curriculum E. Current counseling-related research is infused in the curriculum.
Standard 2: Counseling Curriculum 2. Eight Common Core Areas 2.2.1. PROFESSIONAL IDENTITY & ETHICAL PRACTICE d. history & philosophy of counseling profession, including significant factors & events e. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	Section 2: Professional Counseling Identity, Counseling Curriculum A. Eight Common Core Areas 1. PROF. COUNS. ORIENTATION & ETHICAL PRACTICE a. history and philosophy of the counseling profession and its specialty areas b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration & consultation

f. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams e. the role and process of the professional counselor advocating on behalf of the profession e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients g. professional organizations, including ASCA/ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, & current emphases g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues h. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling i. technology's impact on the counseling profession j. strategies for personal and professional self-evaluation and implications for practice k. self-care strategies appropriate to the counselor role l. the role of counseling supervision in the profession	c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams d. the role and process of the professional counselor advocating on behalf of the profession e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients f. professional counseling organizations, including membership benefits, activities, services to members, and current issues g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues h. current labor market information relevant to opportunities for practice within the counseling profession i. ethical standards of professional counseling organizations and credentialing bodies, &d applications of ethical and legal considerations in professional counseling j. technology's impact on the counseling profession k. strategies for personal and prof. self-evaluation and implications for practice l. self-care strategies appropriate to the counselor role m. the role of counseling supervision in the profession
Standard 2: Counseling Curriculum 2. Eight Common Core Areas 2.2.2. SOCIAL AND CULTURAL DIVERSITY a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy c. multicultural counseling competencies d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others e. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; f. counselors' roles in social justice, advocacy & conflict resolution, cultural self-awareness, nature of biases, prejudices, processes of intentional & unintentional oppression and discrimination to the growth of the human spirit, mind, or body	Section 2: Professional Counseling Identity, Counseling Curriculum F. Eight Common Core Areas 2. SOCIAL AND CULTURAL DIVERSITY a. multicultural & pluralistic characteristics within and among diverse groups nationally and internationally b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy c. multicultural counseling competencies d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others e. the effects of power and privilege for counselors and clients f. help-seeking behaviors of diverse clients g. the impact of spiritual beliefs on clients' and counselors' worldviews h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination h. Apply legal and ethical principles of the school counseling profession	
Standard 2: Counseling Curriculum 2. Eight Common Core Areas 2.2.3. HUMAN GROWTH AND DEVELOPMENT a. theories of individual and family development across the lifespan b. theories of learning c. theories of normal and abnormal personality development d. theories and etiology of addictions and addictive behaviors e. biological, neurological, and physiological factors that affect human development, functioning, and behavior f. systemic and environmental factors that affect human development, functioning, and behavior g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan h. a general framework for understanding differing abilities and strategies for differentiated interventions i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan j. strategies to facilitate school and postsecondary transitions	Section 2: Professional Counseling Identity, Counseling Curriculum F. Eight Common Core Areas 3. HUMAN GROWTH AND DEVELOPMENT a. theories of individual and family development across the lifespan b. theories of learning c. theories of normal and abnormal personality development d. theories and etiology of addictions and addictive behaviors e. biological, neurological, and physiological factors that affect human development, functioning, and behavior f. systemic and environmental factors that affect human development, functioning, and behavior g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan h. a general framework for understanding differing abilities and strategies for differentiated interventions i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
Standard 2: Counseling Curriculum 2. Eight Common Core Areas 2.2.4. CAREER DEVELOPMENT a. theories and models of career development, counseling, and decision making b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems d. assessment instruments and techniques that are relevant to career planning and decision making; e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development f. strategies for career development program planning, organization, implementation, administration, and evaluation	Section 2: Professional Counseling Identity, Counseling Curriculum F. Eight Common Core Areas CAREER DEVELOPMENT a. theories and models of career development, counseling, and decision making b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems d. approaches for assessing the conditions of the work environment on clients' life experiences e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development f. strategies for career development program planning, organization, implementation, administration, and evaluation

g. career counseling processes, techniques, and resources, including those applicable to specific populations h. strategies for facilitating client skill development for career, educational, & life-work planning & mgmt. i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making j. ethical and culturally relevant strategies for addressing career development	g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy h. strategies for facilitating client skill development for career, educational, & life-work planning & mgmt. i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making j. ethical and culturally relevant strategies for addressing career development
Standard 2: Counseling Curriculum 2.2. Eight Common Core Areas 2.2.5. COUNSELING AND HELPING RELATIONSHIPS a. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling c. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling c. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation; d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships e. integration of technological strategies and applications within counseling and consultation processes f. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills g. essential interviewing, counseling, and case conceptualization skills h. developmentally relevant counseling treatment or intervention plans	Section 2: Professional Counseling Identity, Counseling Curriculum F. Eight Common Core Areas 5. COUNSELING AND HELPING RELATIONSHIPS a. theories and models of counseling b. a systems approach to conceptualizing clients c. theories, models, and strategies for understanding and practicing consultation d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships e. the impact of technology on the counseling process f. counselor characteristics and behaviors that influence the counseling process g. essential interviewing, counseling, and case conceptualization skills h. developmentally relevant counseling treatment or intervention plans

i. development of measurable outcomes for clients j. evidence-based counseling strategies and techniques for prevention and intervention k. strategies to promote client understanding of and access to a variety of community-based resources l. suicide prevention models and strategies m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid n. processes for aiding students in developing a personal model of counseling	i. development of measurable outcomes for clients j. evidence-based counseling strategies and techniques for prevention and intervention k. strategies to promote client understanding of and access to a variety of community-based resources l. suicide prevention models and strategies m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid n. processes for aiding students in developing a personal model of counseling
Standard 2: Counseling Curriculum 2.2. Eight Common Core Areas 2.2.6. GROUP COUNSELING a. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature b. principles of group dynamics, including group process components, developmental stage theories, and groups members' roles and behaviors c. therapeutic factors and how they contribute to group effectiveness d. characteristics and functions of effective group leaders, including characteristics of leadership styles and approaches e. approaches to group formation, including recruiting, screening, and selecting members f. approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups g. ethical and culturally relevant strategies for designing and facilitating groups	Section 2: Professional Counseling Identity, Counseling Curriculum F. Eight Common Core Areas 6. GROUP COUNSELING & GROUP WORK a. theoretical foundations of group counseling and group work b. dynamics associated with group process and development c. therapeutic factors and how they contribute to group effectiveness d. characteristics and functions of effective group leaders e. approaches to group formation, including recruiting, screening, and selecting members f. types of groups and other considerations that affect conducting groups in varied settings g. ethical and culturally relevant strategies for designing and facilitating groups h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
Standard 2: Counseling Curriculum 2.2. Eight Common Core Areas 2.2.7. ASSESSMENT AND TESTING g. historical perspectives concerning the nature and meaning of assessment and testing in counseling h. methods of effectively preparing for and conducting initial assessment meetings i. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Section 2: Professional Counseling Identity, Counseling Curriculum F. Eight Common Core Areas 7. ASSESSMENT AND TESTING a. historical perspectives concerning the nature and meaning of assessment and testing in counseling b. methods of effectively preparing for and conducting initial assessment meetings c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

j. procedures for identifying trauma and abuse and for reporting abuse k. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques for diagnostic and intervention planning purposes l. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments h. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations h. reliability and validity in the use of assessments i. use of assessments relevant to academic/educational, career, personal, and social development j. use of environmental assessments and systematic behavioral observations k. use of symptom checklists, and personality and psychological testing l. use of assessment results to diagnose developmental, behavioral, and mental disorders m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	d. procedures for identifying trauma and abuse and for reporting abuse e. use of assessments for diagnostic and intervention planning purposes f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations h. reliability and validity in the use of assessments i. use of assessments relevant to academic/educational, career, personal, and social development j. use of environmental assessments and systematic behavioral observations k. use of symptom checklists, and personality and psychological testing l. use of assessment results to diagnose developmental, behavioral, and mental disorders m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
Standard 2: Counseling Curriculum Eight Common Core Areas 2.2.8. RESEARCH AND PROGRAM EVALUATION a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice b. identification of evidence-based counseling practices c. needs assessments d. development of outcome measures for counseling programs e. evaluation of counseling interventions and programs f. qualitative, quantitative, and mixed research methods g. designs used in research and program evaluation h. statistical methods used in conducting research and program evaluation i. analysis and use of data in counseling j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Section 2: Professional Counseling Identity, Counseling Curriculum F. Eight Common Core Areas 8. RESEARCH AND PROGRAM EVALUATION a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice b. identification of evidence-based counseling practices c. needs assessments d. development of outcome measures for counseling programs e. evaluation of counseling interventions and programs f. qualitative, quantitative, and mixed research methods g. designs used in research and program evaluation h. statistical methods used in conducting research and program evaluation i. analysis and use of data in counseling j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
Standard 5: Clinical Instruction	Section 3: Professional Practice, Entry-Level Professional Practice A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.

5.1 The program must clearly define and measure the outcomes expected of practicum/intern students, using appropriate professional resources that address the School Counselor Standards. a. Supervision of practicum/internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. b. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship. c. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. d. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group. f. Students complete supervised counselor practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. h. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. i. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. C. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. D. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group. Section 3: Professional Practice - Practicum/Internship A. Students complete supervised counselor practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. B. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. C. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor ed. program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
h. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. 5.2 Practicum/internship experiences must occur in a school counseling setting under the supervision of a site supervisor. a. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.	D. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision mus be provided by a counselor ed. program faculty member or student supervisor unde the supervision of a counselor education program faculty member. Section 3: Professional Practice, Supervisor Qualifications A. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.

b. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed EPSB school counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor ed. program faculty.	B. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor ed. program faculty.
d. Site supervisors have (1) a minimum of a master's degree in school counseling; (2) relevant certifications and/or licenses; (3) a minimum of two years of professional experience in school counseling; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. e. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors. e. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.	C. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related prof.; (2) relevant certifications and/or licenses; (3) a minimum of 2 yrs. of pertinent professional experience in specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, & evaluation procedures for students; & (5) relevant training in counseling sup. D. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors. E. Written supervision agreements define the roles & responsibilities of faculty supervisor, site supervisor, and student during practicum and internship.
Standard 3. Program Reflection and Evaluation 3.1. The preparation program monitor student performance and progress. a. The counselor ed. program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas within Standard 2 as well as the remaining standards to support the design, implementation, monitoring, & evaluation of com. developmental school counseling programs; (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data. b. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data. c. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. 3.2 The preparation program monitors the effectiveness of the school counseling program.	**Section 4: Evaluation in the Program** ASSESSMENT OF STUDENTS A. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data. B. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data. C. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. ● EVALUATION OF THE PROGRAM

c. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning d. For each of the types of data listed in 3.3a, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement. e. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications. f. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available. 3.3 The preparation program uses data to recommend changes and adjustments to the program a. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.	A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement. C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications. D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available. B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. A. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.

Standard 4: Contextual Dimensions of the Leadership/ Advocacy Role	Section 5G: SCHOOL COUNSELING
4.1. Advocacy for all K-12 students	1. CONTEXTUAL DIMENSIONS
d. school counselor roles as leaders, advocates, and systems change agents in K-12 schools	a. school counselor roles as leaders, advocates, and systems change agents in K-12 schools
e. school counselor roles in consultation with families, K-12 and postsecondary school personnel, and community agencies	d. school counselor roles in school leadership and multidisciplinary teams
f. school counselor roles in relation to college and career readiness	
4.2. Advocacy for effective school counseling programs	
h. competencies to advocate for school counseling roles	
i. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community	f. competencies to advocate for school counseling roles
j. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.	j. qualities and styles of effective leadership in schools
k. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate	b. school counselor roles in consultation with families, K-12 and postsecondary school personnel, and community agencies
l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	c. school counselor roles in relation to college and career readiness
m. legislation and government policy relevant to school counseling	
n. legal and ethical considerations specific to school counseling	
4.3. Strategies of Leadership designed to enhance the learning environment of K-12 schools	
h. school counselor roles in school leadership and multidisciplinary teams	
i. qualities and styles of effective leadership in schools	
j. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	
k. common medications that affect learning, behavior, and mood in children and adolescents	
l. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	
m. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students	e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
	f. common medications that affect learning, behavior, and mood in children and adolescents

n. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	g. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs h. community resources and referral sources i. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
h. legislation and government policy relevant to school counseling i. legal and ethical considerations specific to school counseling	m. legislation and government policy relevant to school counseling n. legal and ethical considerations specific to school counseling

Proposed Preparation Standards to Proposed Practice Standards

Proposed Kentucky SCHOOL Counselor Preparation Standards (Based on CACREP)	Proposed Kentucky SCHOOL Counselor Practice Standards (Based on ASCA Competencies)
Standard 1: Professional Identity/Responsibility 1.1. The school counselor education program has a publicly available mission statement in alignment with the School of Education in which the program is housed. a. Analyze personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do b. Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission c. Analyze a school's particular educational beliefs, vision and mission d. Create a school counseling vision statement describing a future world where student outcomes are being successfully achieved, stating the best possible outcomes desired for students that are five to 15 years away and aligned with the school and district vision e. Create a school counseling mission statement aligned with the school, district and state mission that is specific, concise, clear and comprehensive; emphasizes equity, access and success for every student; and indicates long-range results desired for all students f. Communicate the vision and mission of the school counseling program to all appropriate stakeholders	2.2 School counselors create school counseling program beliefs, vision and mission statements aligned with the school and district 4.1.a. School counselors are able to communicate the vision and mission of their school counseling program to administrators, teachers, other school staff and stakeholders. 2.2.a. School counselors analyze local school, district & state beliefs, assumptions & philosophies about student success, specifically what they should know & be able to do 2.2.b. School counselors compose CSCP beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission 2.2.c. School counselors analyze a school's particular educational beliefs, vision and mission 4.5.a. School counselors deliberately align their school counseling program mission and goals with the school's mission and goals, as well as school counselor responsibilities annually. 2.2.d. School counselors create a school counseling vision statement describing a future world where student outcomes are being successfully achieved, stating the best possible outcomes desired for students that are five to 15 years away and aligned with school and district vision 2.2.e. School counselors create a school counseling mission statement aligned with school, district and state mission that is specific, concise, clear and comprehensive which emphasizes equity, access and success for every student; and indicates long-range results desired for all students 2.2.f. School counselors communicate the vision and mission of the school counseling program to all appropriate stakeholders
Standard 1: Professional Identity/Responsibility 1.2. The program has relevant objectives to carry out the mission. a. The objectives reflect current knowledge and skills as provided in Standard 2. b. The objectives reflect input from all persons involved in the conduct of program, including program faculty, current and former students, and personnel in cooperating school. c. The objectives address student learning. d. The objectives are written so they can be evaluated.	1.4 School counselors apply school counseling professional standards and competencies to carry out the relevant objectives of the CSCP mission 1.4.c. School counselors use objectives within the CSCP that reflect current knowledge and skills as provided in the Kentucky Model for Comprehensive School Counselor Programs. 1.4.d. School counselors use objectives within the CSCP that reflect input from all persons involved in the conduct of the program, including teachers, students, and community members. 1.4.e. School counselors use objectives within the CSCP that address student learning. 1.4.f. School counselors use objectives within the CSCP that are written so they can be evaluated.
Standard 1: Professional Identity/Responsibility 1.3. Students actively identify with the counseling profession. a. Students participate in professional counseling organizations. b. Students participate in seminars, workshops, or other activities that contribute to personal and professional growth.	1.9 School counselors demonstrate professionalism in their field and have a professional responsibility to colleagues, parents, community members and students. 1.7.b. School counselors participate in school counseling and education-related professional organizations 1.9.b. Students participate in seminars, workshops, or other activities that contribute to personal and professional growth. 1.2.e. School counselors engage in continual professional development and use resources to inform and guide ethical and legal work 1.2.f. School counselor seeks out opportunities for professional development based on an individual assessment of need.

	1.2.h. School counselors create an annual growth plan…
	1.3.h. School counselors engage in continual professional development to inform and guide ethical and legal work

Standard 2: Counseling Program Curriculum	
2.1. Current counseling-related research is infused in the curriculum. a. Curriculum reflects evidenced based theoretical foundation.	1.5.a. School counselors select Kentucky School Counselor Model of Practice standards to address student needs demonstrated in data 2.1.c. School counselors identify appropriate evidence-based curricula aligned to the Kentucky Model of Comprehensive School Counseling Programs 4.1.d. School counselors can identify the organizational structure and individual components of their school counseling program. School Counselors are able to communicate the difference between direct and indirect services.
b. Curriculum reflects evidenced based strategies and techniques.	1.5b. School counselors prioritize Kentucky School Counselor Model of Practice standards aligned with school improvement goals 2.1.a. School counselors use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction 2.1.b. School counselors evaluate cultural and social trends when developing and choosing curricula 2.1d. School counselors demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction 2.1e. School counselors create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be evaluated to determine impact on student outcomes 4.1.e. School counselors are able to identify areas of growth and strength in their own counseling program and make adjustments as needed.

Standard 2: Counseling Curriculum	
2.2 Eight Common Core Areas 2.2.1. PROFESSIONAL IDENTITY AND ETHICAL PRACTICE a. history and philosophy of the counseling profession, including significant factors and events b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams d. the role and process of the professional counselor advocating on behalf of the profession e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	1.2.b. School counselors utilize the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs 1.2.c. School counselors delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success. 2.1.g. School counselors engage with school administrators, teachers and other staff to ensure the effective implementation of instruction 4.1.c. School counselors establish and maintain positive, professional relationships with students and parents/guardians. 4.2.e. School counselors collaborate to create, implement and recommend school safety initiatives, including a crisis response plan. 3.9.a. School counselors explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the comprehensive school counseling program 4.2.b. School counselors advocate for practices promoting understanding and counteraction of stereotypes.

f. professional organizations, including ASCA/ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling h. technology's impact on the counseling profession i. strategies for personal and professional self-evaluation and implications for practice j. self-care strategies appropriate to the counselor role k. the role of counseling supervision in the profession	1.7.g. School counselors participate in school counseling and education-related professional organizations 1.2.a. School counselors utilize the org. structure & governance of educational system as well as cultural, political & social influences on current ed. practices, including federal & state leg. 1.3.a. School counselors follow Kentucky Educator Ethics to demonstrate high standards of integrity, leadership and professionalism. 1.3.b. School counselors follow the legal aspects of the role of the school counselor. 2.1.f. School counselors use a variety of technologies in the delivery of lessons and activities 1.4.a. School counselors conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies 1.4.b. School counselors use personal reflection, consultation and supervision to promote professional growth and development
Standard 2: Counseling Curriculum 2.2 Eight Common Core Areas 2.2.2. SOCIAL AND CULTURAL DIVERSITY a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy c. multicultural counseling competencies d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others e. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups f. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination h. Apply legal and ethical principles of the school counseling profession	1.6.a. School counselors demonstrate basic knowledge & respect of differences in customs, communications, traditions, values & other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability & other factors 4.2.a School counselors demonstrate understanding of diverse populations (broadly defined to include all categories of diversity) and can anticipate and respond to demographic shifts in the building and community. 4.2.d. School counselors demonstrate commitment to principles of equity and fairness and model these attitudes and behaviors for school and community members, regardless of personal believes. 2.6.h. School counselors employ cultural characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors as well as personal characteristics, orientations, and skills 1.6.b. School counselors explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school 1.6.d. School counselors explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively 1.6.e. School counselors collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction 1.6.f. School counselors understand personal limitations and biases, and articulate how they may affect the school counselor's work 1.6.c. School counselors maintain and communicate high expectations for every student, regardless of cultural, social or economic background 1.3.e. School counselors consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise 1.3.g. School counselors model ethical behavior

Standard 2: Counseling Curriculum
2.2 Eight Common Core Areas
2.2.3. HUMAN GROWTH AND DEVELOPMENT
  a. theories of individual and family development across the lifespan
  c. theories of normal and abnormal personality development
	1.1.c. School counselors use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems

b. theories of learning	1.1.b. School counselors use learning theory to support student achievement and success, including students with diverse learning needs
d. theories and etiology of addictions and addictive behaviors	2.4.e. School counselors respond with appropriate intervention strategies…
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	1.1.a. School counselors use human development theories to have an impact on developmental issues affecting student success
f. systemic and environmental factors that affect human development, functioning, and behavior	1.1.g. School Counselors use systemic and environmental factors that affect human development, functioning, and behavior.
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.4.d. School counselors explain the impact of adverse childhood experiences and trauma and demonstrate techniques to support all students who have experienced trauma.
h. a general framework for understanding differing abilities and strategies for differentiated interventions i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	1.6.a. School counselors demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors
j. strategies to facilitate school and postsecondary transitions	2.4.b. School counselors provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success
Standard 2: Counseling Curriculum 2.2. Eight Common Core Areas 2.2.4. CAREER DEVELOPMENT a. theories and models of career development, counseling, and decision making	1.1.e. School counselors use career development theories to promote and support postsecondary planning
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	2.3.c. School counselors include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.3.f. School counselors help students understand the importance of postsecondary education and/or training as a pathway to a career
d. assessment instruments and techniques that are relevant to career planning and decision making	2.3.b. School counselors use assessments to help students understand their abilities, values and career interests
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	2.3.d. School counselors help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals
f. strategies for career development program planning, organization, implementation, administration, and evaluation	2.3.e. School counselors help students understand how academic performance relates to the world of work, family life and community service
g. career counseling processes, techniques, and resources, including those applicable to specific populations	2.4.f. School counselors use career counseling processes, techniques, and resources, including those applicable to specific populations to help students develop career plans.

h. strategies for facilitating client skill development for career, educational, and life-work planning and management	2.3.h. School counselors connect students to workplace experiences to deepen understandings and explore career interests
j. ethical and culturally relevant strategies for addressing career development	1.3.i. School Counselors adhere to ethical and culturally relevant strategies for addressing career development.

Standard 2: Counseling Curriculum
2.2. Eight Common Core Areas
2.2.5. COUNSELING AND HELPING RELATIONSHIPS

a. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling	1.1.c. School counselors use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems 1.1.d. School counselors use counseling theories/techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development
b. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling	1.1.f. School counselors use principles of multi-tiered systems of support within the context of a comprehensive school counseling program to provide instruction and interventions matched to student need 1.8.a. School counselors act as a systems change agent to create an environment promoting and supporting student success
c. general framework for understanding & practicing consultation. Student experiences should include examination of historical development of consultation, exploration of stages of consultation & major models of consultation, & opportunity to apply theoretical material to case presentations. Students begin to develop a personal model of consultation e. integration of tech. strategies & applications within counseling & consultation processes	2.6.c. School counselors consult with educational and outside agency colleagues integrating technological strategies and applications within counseling and consultation processes when applicable 1.3.d. School counselors adhere to the ethical and statutory limits of confidentiality
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	1.3.f. School counselors resolve ethical dilemmas by employing an ethical decision-making model in accordance with the Kentucky Educator Ethical Standards 4.1.c. School counselors establish and maintain positive, professional relationships with students and parents/guardians.
f. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills	2.6.h. School counselors employ cultural characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors as well as personal characteristics, orientations, and skills
g. essential interviewing, counseling, and case conceptualization skills	2.4.c. School counselors use an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning, including essential interviewing, counseling and case conceptualization skills.
h. developmentally relevant counseling treatment or intervention plans	1.1.f. School counselors use principles of multi-tiered systems of support within the context of a CSCP to provide instruction and interventions matched to student need
i. development of measurable outcomes for clients j. evidence-based counseling strategies and techniques for prevention and intervention k. strategies to promote client understanding of & access to variety of comm.-based res. l. suicide prevention models and strategies	1.5.d. School counselors use strategies to promote student understanding of and access to a variety of community-based resources within the implementation of the CSCP.

m. crisis intervention, trauma-informed, & community-based strategies, such as Psychological First Aid	2.4.e. School counselors respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response (i.e., suicide prevention models and strategies) 2.4.d. School counselors explain the impact of adverse childhood experiences and trauma and demonstrate techniques to support all students who have experienced trauma. 2.6.f. School counselors identify and involve appropriate school and community professionals as well as the family in a crisis situation
n. processes for aiding students in developing a personal model of counseling	4.1.b. School Counselors compose a personal beliefs statement … consistent with …mission.
Standard 2: Counseling Curriculum 2.2. Eight Common Core Areas 2.2.6. GROUP COUNSELING a. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature b. principles of group dynamics, including group process components, developmental stage theories, and groups members' roles and behaviors c. therapeutic factors and how they contribute to group effectiveness d. characteristics and functions of effective group leaders, including characteristics of leadership styles and approaches e. approaches to group formation, including recruiting, screening, and selecting members f. approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups g. ethical and culturally relevant strategies for designing and facilitating groups	1.1.d. School counselors use counseling theories and techniques in individual, small-group, classroom & large-group settings to promote academic, career and social/emotional dev. 2.4.g. School Counselors employ principles of group dynamics, including group process components, developmental stage theories, and groups members' roles and behaviors as well as therapeutic factors and how they contribute to group effectiveness in both small and large group counseling 4.1.g. School counselors employ characteristics and functions of effective group leaders, including characteristics of leadership styles & approaches when designing group exp. in CSCP. 2.4.h. School Counselors use approaches to group formation, including recruiting, screening, and selecting members as well as approaches used for other types of group work, including task groups, psycho educational groups, & therapy groups in both small & large group counseling 4.1.a. School counselors follow Kentucky Educator Ethics to demonstrate high standards of integrity, leadership and professionalism.
Standard 2: Counseling Curriculum 2.2. Eight Common Core Areas 2.2.7. ASSESSMENT AND TESTING a. historical perspectives concerning the nature and meaning of assessment and testing in counseling b. methods of effectively preparing for and conducting initial assessment meetings c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide d. procedures for identifying trauma and abuse and for reporting abuse e. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques for diagnostic and intervention planning purposes f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations h. reliability and validity in the use of assessments	2.8.a. School Counselors understand historical perspectives concerning the nature and meaning of assessment and testing in counseling 2.8.b. School counselors effectively prepare for and conduct initial assessment meetings 2.8.c. School counselors assess risk of aggression or danger to others, self-inflicted harm, or suicide 2.8.d. School counselors identifying trauma and abuse and for reporting abuse 2.8.e. School counselors use strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques for intervention planning purposes 2.8.f. School counselors understand basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments as well as statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations 2.8.g. School counselors employ reliability and validity in the use of assessments 2.8.h. School counselors use assessments relevant to academic/educational, career, personal, and social development

i. use of assessments relevant to academic/educational, career, personal, and social development j. use of environmental assessments and systematic behavioral observations b. use of symptom checklists, and personality and psychological testing c. use of assessment results to diagnose developmental, behavioral, and mental disorders	2.8.i. School counselors use environmental assessments and systematic behavioral observations
d. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.8.j. School counselors use ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
Standard 2: Counseling Curriculum 2.2. Eight Common Core Areas 2.2.8. RESEARCH AND PROGRAM EVAL. a. the importance of research in advancing the counseling profession… b. identification of evidence-based counseling practices c. needs assessments d. development of outcome measures for counseling programs e. evaluation of counseling interventions and programs f. qualitative, quantitative, and mixed research methods g. designs used in research and program evaluation h. statistical methods used in conducting research and program evaluation i. analysis and use of data in counseling j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	1.2.d. School counselors utilize education research to inform decisions and programming 1.2.g. School counselor stays current with education research and best practices. 2.3.a. School counselors conduct detailed and individualized assessments of student needs to contribute to program planning. 3.5.a. School counselors explain concepts related to program results and accountability, using both process and outcome measures, within a comprehensive school counseling program 3.5.b. School counselors review progress toward school counseling program goals 3.5.c. School counselors analyze data in all aspects and designs (qualitative, quantitative, mixed research methods, and statistical methods) to evaluate school counseling program effectiveness and to inform program development 1.8.b. School counselors use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success 1.8.c. School counselors use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity & access; & achievement, opportunity and/or info. gaps 2.1.h. School counselors analyze data from lessons and activities to determine impact on student outcomes 2.4.a. School counselors use data to identify students in need of counseling intervention 1.3.a. School counselors follow Kentucky Educator Ethics to demonstrate high standards of integrity, leadership and professionalism.
Standard 3. Program Reflection and Evaluation 3.1. The preparation program monitor student performance and progress. a. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas within Standard 2 as well as the remaining standards to support the design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs; (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.	Although aligned to Comprehensive School Counselor Program section in Kentucky Standards of Practice for School Counselors, direct alignment cannot be shown by indicators as Preparation measures the Preparation Program.

b. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.

c. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

3.2 The preparation program monitors the effectiveness of the school counseling program.

a. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning

b. For each of the types of data listed in 3.3a, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.

c. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.

d. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

3.3 The preparation program uses data to recommend changes and adjustments to the program

a. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Standard 4: Contextual Dimensions of the Leadership/Advocacy Role 4.1. Advocacy for all K-12 students a. school counselor roles as leaders, advocates, and systems change agents in K-12 schools b. school counselor roles in consultation with families, K-12 and postsecondary school personnel, and community agencies	1.7.b. School counselors explain the benefits of a comprehensive school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders 4.5.b. School counselors participate on school and district committees to advocate for student programs and resources. 2.1.g. School counselors engage with school administrators, teachers and other staff to ensure the effective implementation of instruction 2.6.a. School counselors gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success 4.5.c. School counselors team and partner with staff, parents, businesses and community organizations to support student achievement for all students.

c. school counselor roles in relation to college and career readiness	2.3.e. School counselors help students understand how academic performance relates to the world of work, family life and community service
4.2. Advocacy for effective school counseling programs	3.7.e. School counselors advocate for the appropriate use of school counselor time based on national recommendations and student needs
a. competencies to advocate for school counseling roles	
b. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community	1.5.c. School counselors select or create competencies aligned with the Kentucky School Counselor Model of Practice and the Kentucky Academic Standards
c. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.	2.6.d. School counselors facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise
d. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate	
e. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	1.7.g. School counselors participate in school counseling and education-related professional organizations
f. legislation and government policy relevant to school counseling	1.2.a. School counselors utilize the organizational structure & governance of the ed. system & cultural, political & social influences on current education practices, including federal/state legislation
g. legal and ethical considerations specific to school counseling	1.3.c. School counselors adhere to the unique legal and ethical principles of working with minor students in a school setting.
4.3. Strategies of Leadership designed to enhance the learning environment of K-12 schools	
a. school counselor roles in school leadership and multidisciplinary teams	4.4.a. School counselors communicate the valuable role of the school counseling program to the mission of the school and the success of its students
b. qualities and styles of effective leadership in schools	4.1. School counselors demonstrate leadership through the development and implementation of a comprehensive school counseling program.
c. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	2.4.e. School counselors respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response (i.e., suicide prevention models and strategies)
d. common medications that affect learning, behavior, and mood in children and adolescents	2.6.i. School counselors collaborate with stakeholders to understand common medications that affect learning, behavior, and mood in children and adolescents
e. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	2.6.j. School counselors collaborate with stakeholders to understand the signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
f. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students	2.6.b. School counselors share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations
	2.6.e. School counselors partner with others to advocate for student achievement and educational equity and opportunities
g. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	1.7.g. School counselors participate in school counseling and education-related professional organizations
h. legislation and government policy relevant to school counseling	1.2.a. School counselors utilize the organizational structure and governance of the educational system as well as cultural, political and social influences on current educational practices, including federal and state legislation
i. legal and ethical considerations specific to school counseling	1.3.c. School counselors adhere to the unique legal and ethical principles of working with minor students in a school setting.

Standard 5: Clinical Instruction	Specific to Preparation Program

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