

# **Guidance and Counseling PK–12**

## **Section 18**

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## **1 Knowledge of counseling**

1. Demonstrate knowledge of major counseling theories.
2. Recognize the relationships of cultural identity, personality, learning, and human development theories to counseling theories.
3. Apply relevant counseling theories and techniques appropriate to specific situations and populations.
4. Recognize criteria for selecting appropriate modes of counseling interventions in individual, small group, and large group settings.
5. Demonstrate knowledge of interpersonal processes in small and large group settings.
6. Demonstrate knowledge of techniques and leadership skills for facilitating small and large groups.
7. Demonstrate knowledge of appropriate listening and responding skills with all stakeholders.
8. Identify appropriate evidence-based counseling approaches for specific populations.
9. Demonstrate knowledge of human development and behavior to promote positive change.

## **2 Knowledge of activities and programs for addressing current concerns**

1. Demonstrate knowledge of evidence-based strategies that promote academic, career, and personal-social development, and community involvement.
2. Demonstrate knowledge of crisis counseling and crisis management plans (e.g., responses to death, natural disasters, acts of violence, medical emergencies).
3. Identify materials and resources for implementing guidance curricula (e.g., character education, conflict resolution, bullying prevention, mediation training).
4. Identify high-risk and addictive behaviors and appropriate intervention strategies.
5. Demonstrate knowledge of school counseling programs for classrooms and large groups (e.g., drug education, personal safety, career education).
6. Demonstrate knowledge of peer helper programs.

7. Demonstrate knowledge of the components of *ASCA National Model: A Framework for School Counseling Programs* and *Florida's School Counseling and Guidance Framework: A Comprehensive Student Development Program Model* (e.g., foundation, management, delivery, accountability, systemic change, collaboration, advocacy, leadership).

### **3 Knowledge of student assessment**

1. Demonstrate knowledge of basic measurement concepts (e.g., validity, norming, reliability, error of measurement, standardization).
2. Identify factors that may influence student performance and affect test results.
3. Demonstrate knowledge of the major functions, strengths, and limitations of various standardized and nonstandardized assessments.
4. Interpret the results of formal and informal assessments.
5. Identify appropriate methods of communicating synthesized data from a variety of sources (e.g., response to intervention, Florida's Academic Counseling and Tracking for Students [FACTS]) for a comprehensive assessment of a student.
6. Apply the results of formal and informal assessments from a variety of sources to improve student educational outcomes.

### **4 Knowledge of career development and postsecondary opportunities**

1. Demonstrate knowledge of major career development theories.
2. Identify school counseling activities related to careers.
3. Identify decision-making approaches for students in various stages of career development.
4. Demonstrate knowledge of resources, including assessments, used in career development.
5. Interpret student assessment data relevant to career development.
6. Identify appropriate activities for promoting student employability and lifelong learning.
7. Demonstrate knowledge of resources that provide specific information about educational and technical career opportunities.
8. Identify ways to assist students in selecting secondary and postsecondary opportunities.
9. Demonstrate knowledge of sources of financial assistance for funding educational opportunities.

## **5 Knowledge of consultation, collaboration, and coordination**

1. Identify components essential to a consultation model.
2. Demonstrate knowledge of strategies for collaborating with stakeholders to facilitate student success.
3. Demonstrate knowledge of collaborative decision making and the use of appropriate data and resources to assist individuals and groups and enhance the school environment.
4. Identify appropriate procedures and follow-up strategies for student transitions.
5. Select effective procedures for communicating information to stakeholders (e.g., graphing response to intervention, Web site, e-mail, workshop, newsletter).
6. Identify appropriate approaches and resources for making in-school and out-of-school referrals.
7. Identify effective methods for communicating the benefits of a comprehensive school counseling program to all stakeholders.
8. Demonstrate knowledge of multicultural, ethical, and professional competencies in planning, organizing, implementing, evaluating, and enhancing the comprehensive school counseling program.

## **6 Knowledge of professional, ethical, and legal considerations**

1. Demonstrate knowledge of legal and ethical standards relevant to the counseling process and practices.
2. Demonstrate knowledge of the professional and ethical standards of the American Counseling Association and the American School Counselor Association.
3. Demonstrate knowledge of the legal rights of students and parents or guardians with regard to student records (e.g., Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, Individuals with Disabilities Education Improvement Act).
4. Demonstrate knowledge of legislation concerning students with special needs.
5. Demonstrate knowledge of the counselor's role as an advocate and leader to promote and support student success in the school and community.

## **7 Knowledge of academic advisement**

1. Identify effective strategies for promoting student awareness of graduation requirements, the college admission process, scholarships, and other postsecondary opportunities.

2. Interpret academic assessment data for appropriate educational placement and progression for all student populations.
3. Identify approaches for assisting students with course selection to prepare for secondary and postsecondary educational or employment opportunities.
4. Identify systemic interventions that foster equity and access to close achievement, opportunity, and informational gaps.

## **8 Knowledge of research, program evaluation, and follow-up**

1. Demonstrate knowledge of accountability and research methodology.
2. Apply the results of assessment, research, and evaluation to determine program goals and objectives.
3. Demonstrate knowledge of needs assessment techniques.
4. Demonstrate knowledge of the purposes, types, and basic steps of program evaluation and relevant follow-up activities.
5. Demonstrate knowledge of progress monitoring and outcomes reporting to all stakeholders (e.g., graphing student performance, response to intervention, program outcomes).

## **9 Knowledge of appropriate technology**

1. Demonstrate knowledge of the use of technology in accessing, managing, storing, reporting, and transmitting student information.
2. Demonstrate knowledge of the appropriate use of technology to plan, organize, implement, evaluate, and enhance the comprehensive school counseling program.
3. Demonstrate knowledge of the benefits and limitations of various technological applications.

## **10 Knowledge of social and cultural diversity**

1. Demonstrate knowledge of multicultural and pluralistic societal changes and trends when developing and coordinating the school counseling program.
2. Demonstrate knowledge of the characteristics, needs, and issues of diverse populations.
3. Demonstrate knowledge of facilitating the counseling process for diverse students and families.
4. Demonstrate knowledge of the counselor's responsibility to address his or her own biases.

5. Identify inclusive strategies that eliminate biases, prejudices, and discriminatory contexts within the school and community.