

ADOPTED BY STATE BOARD OF EDUCATION OF OHIO OCTOBER, 2015



Ohio Standards for School Counselors

Contents

Section I: Overview of the Ohio Standards for School Counselors.....	3
Introduction.....	3
Roles and Responsibilities of the School Counselor.....	3
The Development of the Standards.....	4
Who is the Audience for this Document?.....	4
Organization and Structure of the Standards.....	6
The Standards in the Context of Ohio’s Standards-Based Reforms.....	7
Section II. Ohio Standards for School Counselors.....	8
Standard 1. Comprehensive School Counseling Program Plan.....	9
Standard 2. Direct Services for Academic, Career and Social/Emotional Development.....	11
Standard 3. Indirect Services: Partnerships and Referrals.....	14
Standard 4. Evaluation and Data.....	16
Standard 5. Leadership and Advocacy.....	18
Standard 6. Professional Responsibility, Knowledge and Growth.....	21
Section III: Understanding and Using the Standards.....	23
Section IV: Resources.....	29
Glossary.....	29
Resources for School Counselors.....	31
Writing Team for School Counselor Standards.....	33

Section I: Overview of the Ohio Standards for School Counselors

Introduction

School counselors play an instrumental role in school districts throughout Ohio by helping guide students toward success in education and their future careers. In response to changes in state law, Ohio is taking steps toward building a standards-based evaluation policy for school counselors that will provide them with useful feedback and support as they grow and learn professionally.

House Bill 64 of the 131st Ohio General Assembly (Ohio Revised Code 3319.61) directed the State Board of Education to develop standards for school counselors. By Sept. 30, 2016, the bill further directed each school district board of education to adopt a school counselor evaluation policy that conforms to the State Board framework.

Ohio school counselors, members of the Ohio School Counselor Association (OSCA), members of higher education, school administrators, and staff members from the Ohio Department of Education (ODE) and Ohio Department of Higher Education (ODHE) worked collaboratively to develop the Ohio Standards for School Counselors presented on the pages ahead. These standards reflect what school counselors are expected to know and be able to do at all stages of their careers. They also will serve as the foundation of the state's evaluation system for these important school professionals.

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 sight on students' developmental levels and short and long term goals, and provide services accordingly. For example, school counselors in a pre-kindergarten through grade 6 setting might introduce career development topics through awareness sessions on "Jobs and Careers" or "The World of Work," while those in a middle-school setting might host career fairs with a focus on exploration. Those in a high school setting might assist with interview skills, job applications, connecting students with mentors and more specific planning.

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. School counselors demonstrate professionalism, strong ethics (including maintaining privacy and confidentiality appropriately), cultural competence and diversity awareness. They also must effectively communicate as they work to connect students, school staff, families and community partners in collaborative efforts to help students realize their potential and meet their goals. 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. Counselors must be knowledgeable in areas including human development, effective counseling techniques, career development, societal trends, human diversity, assessment, data, technology and research on effective counseling practices. They must possess professional competencies in communication, leadership, organization, advocacy and ethics. They must demonstrate personal traits of empathy, acceptance and flexibility.

With the adoption of the Ohio Standards for School Counselors, Ohio 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 Ohio 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.

While Ohio's school counselors do not serve with identical functionality, with their specific roles and daily responsibilities varying depending on factors including the size and demographics of their districts, the counselor-to-student ratio and the age of the student population being served, all of Ohio's professional school counselors meet rigorous licensure requirements that ensure their qualifications to meet these standards.

THE DEVELOPMENT OF THE STANDARDS

Before state law passed in 2015, the Ohio School Counselor Association (OSCA) had already anticipated the need for detailed standards and related resources that could guide

the professional learning and evaluation of Ohio's school counselors. As a result, OSCA had already convened a writing team to draft expectations and evaluation guidelines. As its starting point, the writing team for the Ohio Standards for School Counselors began with the standards-based evaluation system and guide created by the OSCA writing team, the Ohio School Counselor Evaluation System (2013).

In addition to the work of OSCA, the writing team considered the National Model created by the American School Counselor Association (ASCA), the National Board School Counseling Standards, the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the School Counselor Assessment Framework from the Ohio Assessments for Educators (OAE), and the work of exemplary states nationwide.

In consulting the work of national organizations and exemplary states, and in working together to share professional knowledge, the writing team's goal was to create a set of standards that define the role and responsibilities of the school counselor in a detailed and clear manner, while offering enough flexibility to apply to the many different roles and contexts in which school counselors serve.

The Ohio Standards for School Counselors serve as:

- An overview of the expectations of knowledge and practices of effective school counselors;
- A tool for school counselors' self-assessment and professional learning.

WHO IS THE AUDIENCE FOR THIS DOCUMENT?

The purpose for articulating clear, statewide standards is to support school counselors in advocating for the importance of their profession; engaging in professional reflection and

self-assessment; and pursuing their own professional learning. These standards are written for the individual school counselor. Administrators seeking guidance on building effective school counseling programs can find program standards online through the American School Counselor Association (ASCA).

As a result of self-assessment using the standards, school counselors may decide to build their knowledge and skills in such areas as:

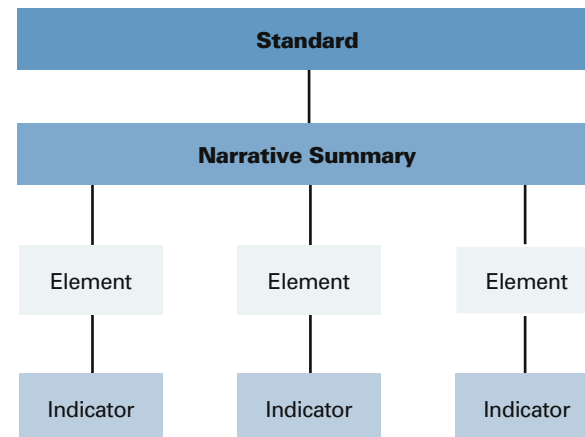
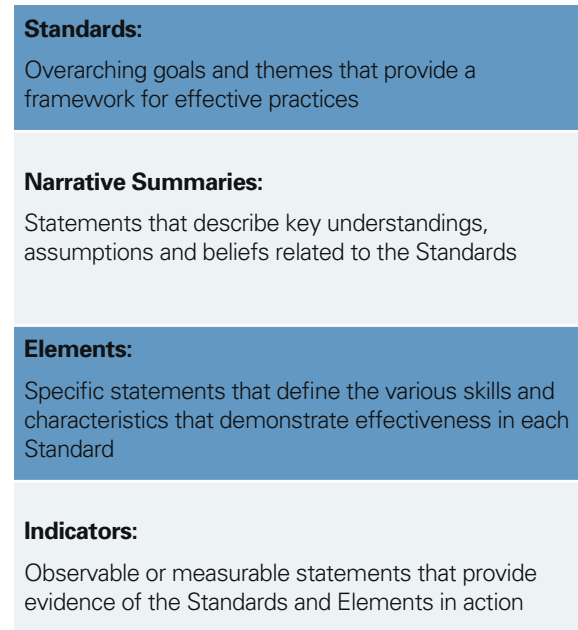
- Human growth and development, and the related needs at each stage;
- Theories of social development, personality, and social learning, and impacts on students' academic, career and social/emotional development;
- Learning styles and learning theories, and impacts on academic performance;
- Effective counseling and teaching techniques;
- Effective approaches to prevention and intervention;
- Meeting the needs of various populations of students;
- Cultural awareness and competence and social justice;
- Career-development theories and models;
- Education, training and employment trends and labor market information and resources; and
- Emerging trends and issues in school counseling.

ORGANIZATION AND STRUCTURE OF THE STANDARDS:

Each standard is organized as follows:

- **Standard:** The Standard expresses a definable goal or area of responsibility of school counselors.
- **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 in practice. The Indicators are observable or measurable statements that serve as tools in discussions of effective school counselors.

This organization by Standard, Narrative Summary, Element and Indicator is shown in the graphic below:



THE STANDARDS IN THE CONTEXT OF OHIO'S STANDARDS-BASED REFORMS:

The Ohio Standards for School Counselors are an extension of the standards-based reforms that have taken place in Ohio over the past decade. The state has detailed student academic learning standards for P-12 (<http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Ohios-New-Learning-Standards>), as well as the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals, the Ohio Standards for Superintendents, the Ohio Standards for Professional Development, and the Ohio Standards for School Treasurers and School Business Managers. Together, these standards show what is known about the practices of effective district leaders, school leaders, teachers and professional development systems. Copies of these standards are available on the Ohio Department of Education website: <http://education.ohio.gov/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards>

Common themes cross all of these sets of standards. These shared foundations include an emphasis on:

- Student learning and achievement;
- Shared leadership;
- Data-based decision-making;
- Communication and collaboration; and
- Ongoing professional learning.

Section II. Ohio Standards for School Counselors

<p>Standard 1: Comprehensive School Counseling Program Plan</p>	<p>School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative and responsive, and in alignment with the school's goals and mission.</p>
<p>Standard 2: Direct Services for Academic, Career and Social/Emotional Development</p>	<p>School counselors develop a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.</p>
<p>Standard 3: Indirect Services: Partnerships and Referrals</p>	<p>School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.</p>
<p>Standard 4: Evaluation and Data</p>	<p>School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.</p>
<p>Standard 5: Leadership and Advocacy</p>	<p>School counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.</p>
<p>Standard 6: Professional Responsibility, Knowledge and Growth</p>	<p>School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflection.</p>

STANDARD 1. COMPREHENSIVE SCHOOL COUNSELING PROGRAM PLAN

School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative and responsive, and in alignment with the school's goals and mission.

Narrative Summary:

A comprehensive school counseling program is an integral part of an effective school, serving to meet the academic, career and social/emotional development needs of all students. To be effective for each and every student in the school community, the program must be data-based, developmental, systematic and comprehensive. To lead the development of the comprehensive school counseling program, school counselors must know the effective practices in their field and be familiar with the expectations described by experts in the field, such as the work of the American School Counselor Association.

Elements:

- 1.1** School counselors possess the knowledge and skills to design a comprehensive and proactive school counseling program.
- 1.2** School counselors collaborate to design the school counseling program.
- 1.3** School counselors take leadership in identifying resources for the school counseling program.
- 1.4** The school counseling program aligns with the school's goals and mission.

STANDARD 1. COMPREHENSIVE SCHOOL COUNSELING PROGRAM PLAN

SCHOOL COUNSELORS COLLABORATIVELY ENVISION A PLAN FOR A COMPREHENSIVE SCHOOL COUNSELING PROGRAM THAT IS DEVELOPMENTAL, PREVENTATIVE AND RESPONSIVE, AND IN ALIGNMENT WITH THE SCHOOL'S GOALS AND MISSION.

STANDARD 1 ELEMENTS		INDICATORS
1.1	School counselors possess the knowledge and skills to design a comprehensive and proactive school counseling program.	<ul style="list-style-type: none"> a. The comprehensive plan includes clearly stated program priorities, student improvement goals, proactive and preventive strategies, and a data-informed cycle of evaluation. b. The comprehensive plan includes a school counseling core curriculum that includes sequenced activities based on students' academic, career and social/emotional development. c. The comprehensive plan is responsive, prepared with services to intervene on behalf of students at risk (educationally, socially, or emotionally) or in times of crisis. d. The comprehensive plan includes an individual planning system, in which counselors work with students to set flexible goals tailored to students' individual educational, career, social/emotional development and aspirations. e. The comprehensive plan promotes connections and collaborations among teachers, staff, parents/guardians and community partners. f. School counselors use technology in planning the comprehensive school counseling program, and the plan employs technology to deliver services and meet student needs.
1.2	School counselors collaborate to design the school counseling program.	<ul style="list-style-type: none"> a. School counselors collaborate with key stakeholders to set the goals, priorities, organization and implementation strategies for the comprehensive school counseling program. b. School counselors communicate the goals of the program with students, school personnel, parents/guardians and community partners.
1.3	School counselors take leadership in identifying resources for the school counseling program.	<ul style="list-style-type: none"> a. School counselors identify roles and responsibilities of stakeholders in managing and implementing the comprehensive school counseling program. b. School counselors collaborate to identify resources (time, money, school staff, community partners) and manage resources to implement the plan.
1.4	The school counseling program aligns with the school's goals and mission.	<ul style="list-style-type: none"> a. School counselors can communicate the integral relationship of the school counseling program with the total educational program. b. School counselors can articulate how the plan aligns to initiatives at the federal, state and local level and aligns to state, district and building goals and activities.

STANDARD 2. DIRECT SERVICES FOR ACADEMIC, CAREER AND SOCIAL/EMOTIONAL DEVELOPMENT

School counselors develop a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.

Narrative Summary:

School counselors work with students to promote academic, career and social/emotional learning and well-being. School counselors provide direct services for students to help them build knowledge, skills and mindsets in order to set goals, solve problems and reason through complex choices related to their academic, career and social/emotional development. School counselors purposefully employ a variety of approaches to implement the comprehensive school counseling program and provide direct services to students. These may include individual and group counseling; one-on-one meetings; group lessons; classroom presentations or assemblies; integrated or stand-alone lessons; parent/guardian and family education; and other approaches. Effective school counselors build on students' strengths, while helping them identify and manage their challenges.

Elements:

- 2.1 Curriculum Development:** School counselors possess the knowledge and skills to develop an effective school counseling core curriculum.
- 2.2 Individual Student Planning:** School counselors work directly with students to support their academic progress and goals.
- 2.3 Individual Student Planning:** School counselors work directly with students to develop their college and career-related knowledge, skills and pathways.
- 2.4 Individual Student Planning:** School counselors work directly with students to support their social/emotional development, skills and mindsets.
- 2.5 Responsive Services:** School counselors develop appropriate interventions for students as needed.

STANDARD 2. DIRECT SERVICES FOR ACADEMIC, CAREER AND SOCIAL/EMOTIONAL DEVELOPMENT

SCHOOL COUNSELORS DEVELOP A CURRICULUM, OFFER INDIVIDUAL STUDENT PLANNING AND DELIVER RESPONSIVE SERVICES IN ORDER TO ASSIST STUDENTS IN DEVELOPING AND APPLYING KNOWLEDGE, SKILLS AND MINDSETS FOR ACADEMIC, CAREER AND SOCIAL/EMOTIONAL DEVELOPMENT.

STANDARD 2 ELEMENTS		INDICATORS
2.1	<p><u>Curriculum Development:</u> School counselors possess the knowledge and skills to develop an effective school counseling core curriculum.</p>	<ul style="list-style-type: none"> a. School counselors demonstrate knowledge of accepted theories and effective techniques of developmental school counseling. b. School counselors understand student development and developmental characteristics. c. School counselors recognize environmental factors that influence students' development. d. School counselors understand various exceptionalities and populations of students. e. School counselors use student standards to drive the delivery of direct services to students. f. School counselors can clearly articulate a rationale for their decisions.
2.2	<p><u>Individual Student Planning:</u> School counselors work directly with students to support their academic progress and goals.</p>	<ul style="list-style-type: none"> a. School counselors plan and deliver effective activities and experiences designed to enhance student learning and achievement. b. School counselors possess deep knowledge of the school academic program in order to help students make appropriate academic decisions. c. School counselors counsel students, in collaboration with parents/guardians, to set academic goals.
2.3	<p><u>Individual Student Planning:</u> School counselors work directly with students to develop their college and career-related knowledge, skills and pathways.</p>	<ul style="list-style-type: none"> a. School counselors provide developmentally appropriate counseling designed to build students' awareness of, skills for and navigation through varied college and career opportunities. b. (As appropriate on a developmental continuum) School counselors possess and clearly communicate knowledge of educational options (P-12 and postsecondary), including flexible credit options, and opportunities to earn Ohio college credit. c. (As appropriate on a developmental continuum) School counselors possess and clearly communicate knowledge of Ohio-specific career counseling resources. d. School counselors employ technology effectively to help students explore college and career interests and opportunities.

STANDARD 2. DIRECT SERVICES FOR ACADEMIC, CAREER AND SOCIAL/EMOTIONAL DEVELOPMENT, CONT.

SCHOOL COUNSELORS DEVELOP A CURRICULUM, OFFER INDIVIDUAL STUDENT PLANNING AND DELIVER RESPONSIVE SERVICES IN ORDER TO ASSIST STUDENTS IN DEVELOPING AND APPLYING KNOWLEDGE, SKILLS AND MINDSETS FOR ACADEMIC, CAREER AND SOCIAL/EMOTIONAL DEVELOPMENT.

STANDARD 2 ELEMENTS		INDICATORS
2.4	<p><u>Individual Student Planning:</u> School counselors work directly with students to support their social/emotional development, skills and mindsets.</p>	<ul style="list-style-type: none"> a. School counselors observe and assess students' social/emotional development and skills. b. School counselors plan and deliver effective activities and experiences to promote wellness and help students develop the character traits and self-awareness needed for success.
2.5	<p><u>Responsive Services:</u> School counselors develop appropriate interventions for students as needed.</p>	<ul style="list-style-type: none"> a. School counselors monitor student progress related to academic, career and social/emotional development. b. School counselors implement and/or recommend interventions for students as needed, including academic and behavior interventions and supports. c. School counselors are trained in crisis response, and articulate and provide an appropriate role in a plan for intervening quickly and systematically in response to a trauma or crisis.

STANDARD 3. INDIRECT SERVICES: PARTNERSHIPS AND REFERRALS

School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.

Narrative Summary:

School counselors recognize that educating students is a shared responsibility, involving students, school personnel, parents/guardians and the community. To this end, counselors provide indirect services on behalf of students by fostering open communication and collaboration among the school, home and community in order to promote and build trust, understanding and partnerships. School counselors seek solutions and provide referrals to meet students' academic, career and social/emotional development needs.

Elements:

- 3.1** School counselors partner with school personnel and parents/guardians to achieve common goals for student success.
- 3.2** School counselors coordinate school and community resources and provide referrals as needed to support students and promote their success.

STANDARD 3. INDIRECT SERVICES: PARTNERSHIPS AND REFERRALS

SCHOOL COUNSELORS COLLABORATE AND CONSULT WITH SCHOOL PERSONNEL, PARENTS/GUARDIANS, COMMUNITY PARTNERS AND AGENCIES/ORGANIZATIONS TO COORDINATE SUPPORT FOR ALL STUDENTS.

STANDARD 3 ELEMENTS		INDICATORS
3.1	School counselors partner with school personnel and parents/guardians to achieve common goals for student success.	<ul style="list-style-type: none"> a. School counselors involve parents/guardians in students' academic, career and social/emotional development. b. School counselors provide clear, relevant and appropriate information for students and their parents/guardians. c. School counselors facilitate communication between students, parent/guardians and school personnel, and encourage school personnel involvement in working with families to support students. d. School counselors demonstrate skills in teamwork, communication and problem-solving when providing indirect services on behalf of students.

STANDARD 3. INDIRECT SERVICES: PARTNERSHIPS AND REFERRALS

School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.

STANDARD 3. INDIRECT SERVICES: PARTNERSHIPS AND REFERRALS, CONT.**SCHOOL COUNSELORS COLLABORATE AND CONSULT WITH SCHOOL PERSONNEL, PARENTS/GUARDIANS, COMMUNITY PARTNERS AND AGENCIES/ORGANIZATIONS TO COORDINATE SUPPORT FOR ALL STUDENTS.**

STANDARD 3 ELEMENTS		INDICATORS
3.2	School counselors coordinate school and community resources and provide referrals as needed to support students and promote their success.	<ul style="list-style-type: none"> a. School counselors demonstrate knowledge of available community resources. b. School counselors coordinate with community partners to make connections and integrate community resources towards the program goals of academic, career and social/emotional development. c. School counselors connect and refer students, parents/guardians, school personnel and others to appropriate mentors, professionals, agencies and services in the school and in the community.

STANDARD 4. EVALUATION AND DATA

School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.

Narrative Summary:

School counselors 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.

Elements:

- 4.1** School counselors monitor student performance and progress.
- 4.2** School counselors monitor the effectiveness of the school counseling program.
- 4.3** School counselors use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.

STANDARD 4. EVALUATION AND DATA

SCHOOL COUNSELORS COLLABORATIVELY ENGAGE IN A CYCLE OF CONTINUOUS IMPROVEMENT USING DATA TO IDENTIFY NEEDS, PLAN AND IMPLEMENT PROGRAMS, EVALUATE IMPACT AND ADJUST ACCORDINGLY.

STANDARD 4 ELEMENTS		INDICATORS
4.1	School counselors monitor student performance and progress.	<ul style="list-style-type: none"> a. School counselors understand the purpose and design of various assessments. b. School counselors interpret and communicate assessment results, and make recommendations accordingly. c. School counselors gather and monitor individual and group student data, including academic, attendance and behavioral data. d. School counselors gather feedback from students, colleagues, parents/guardians and community members to identify issues and barriers that impede student success. e. School counselors analyze and use collected data and feedback to plan appropriate activities and experiences for students. f. School counselors maintain and communicate student records according to laws, regulations, and confidentiality guidelines, and as detailed in the ASCA Ethical Standards for School Counselors.

STANDARD 4. EVALUATION AND DATA, CONT.

SCHOOL COUNSELORS COLLABORATIVELY ENGAGE IN A CYCLE OF CONTINUOUS IMPROVEMENT USING DATA TO IDENTIFY NEEDS, PLAN AND IMPLEMENT PROGRAMS, EVALUATE IMPACT AND ADJUST ACCORDINGLY.

STANDARD 4 ELEMENTS		INDICATORS
4.2	School counselors monitor the effectiveness of the school counseling program.	<ul style="list-style-type: none"> a. School counselors develop measurable outcomes for school counseling activities, interventions and experiences. b. School counselors collaborate to create ongoing, regular, pre- and post measures of the effectiveness of the comprehensive school counseling program. c. School counselors analyze results of program evaluations and relevant data. d. School counselors report results to key stakeholders.
4.3	School counselors use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.	<ul style="list-style-type: none"> a. School counselors continually use site-specific data to demonstrate results and refine, enhance or recommend change to policies, procedures and programs as needed to promote students' academic, career and social/emotional development.

STANDARD 5. LEADERSHIP AND ADVOCACY

School counselors lead efforts to advocate for programs, policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.

Narrative Summary:

School counselors recognize that they hold a unique role in schools, as leaders and advocates for the well-being of the whole child—including students’ academic, career and social/emotional development. School counselors have a big picture view of the school community and span of student development and growth. In this role, school counselors work as dedicated professionals who provide leadership and advocacy for the development, implementation and management of the comprehensive school counseling program. Through their ongoing collaborations with students, parents/guardians, families, school administrators and personnel, school counselors contribute to a caring school culture.

Elements:

- 5.1** School counselors serve as leaders.
- 5.2** School counselors take leadership in promoting a school environment that is inclusive of, responsive to and safe for its diverse members.
- 5.3** School counselors advocate on behalf of all students.
- 5.4** School counselors advocate for their profession and the role that school counselors play in fostering student success and well-being.

STANDARD 5. LEADERSHIP AND ADVOCACY

SCHOOL COUNSELORS LEAD EFFORTS TO ADVOCATE FOR PROGRAMS, POLICIES AND PRACTICES THAT SUPPORT AN EQUITABLE, SAFE, INCLUSIVE AND POSITIVE LEARNING ENVIRONMENT FOR ALL STUDENTS.

STANDARD 5 ELEMENTS		INDICATORS
5.1	School counselors serve as leaders.	<ul style="list-style-type: none"> a. School counselors articulate their important role as leaders in leading change in the school. b. School counselors establish and maintain positive, professional relationships with students and parents/guardians. c. School counselors encourage teamwork and active collaboration among school personnel. d. School counselors facilitate communications and partnerships within and outside of the school. e. School counselors possess, use and model skills in effective conflict resolution techniques and interpersonal relationships.
5.2	School counselors take leadership in promoting a school environment that is inclusive of, responsive to and safe for its diverse members.	<ul style="list-style-type: none"> a. School counselors demonstrate understanding of diverse populations (broadly defined to include all categories of diversity) and anticipate and respond to demographic shifts in the building and community. b. School counselors advocate for practices that promote understanding and counteract stereotypes. c. School counselors actively promote equitable access for all students to educational opportunities and needed resources and services. d. School counselors demonstrate commitment to principles of equity and fairness and model these attitudes and behaviors for school and community members. e. School counselors collaborate to create, implement and recommend school safety initiatives.

STANDARD 5. LEADERSHIP AND ADVOCACY, CONT.

SCHOOL COUNSELORS LEAD EFFORTS TO ADVOCATE FOR PROGRAMS, POLICIES AND PRACTICES THAT SUPPORT AN EQUITABLE, SAFE, INCLUSIVE AND POSITIVE LEARNING ENVIRONMENT FOR ALL STUDENTS.

STANDARD 5 ELEMENTS		INDICATORS
5.3	School counselors advocate on behalf of all students.	<ul style="list-style-type: none"> a. School counselors identify community, environmental and institutional factors that can enhance or impede students' academic, career and social/emotional development. b. School counselors advocate for the resources needed to support all students' academic, career and social/emotional development. c. School counselors advocate for various populations of students, using strategies to ensure equity of opportunities for all students.
5.4	School counselors advocate for their profession and the role that school counselors play in fostering student success and well-being.	<ul style="list-style-type: none"> 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. School counselors provide professional learning opportunities and/or resources for other members of the school community.

STANDARD 6. PROFESSIONAL RESPONSIBILITY, KNOWLEDGE AND GROWTH

School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis.

Narrative Summary:

School counselors engage in ongoing professional learning with a focus on supporting students' academic, career and social/emotional development. To this end, school counselors seek learning opportunities specifically designed to increase relevant knowledge and enhance essential skills. To ensure their own effectiveness, school counselors engage themselves in a continuous process of professional goal setting, self-assessment, learning and growth.

Elements:

- 6.1** School counselors seek ongoing, relevant and high-quality professional learning and growth.
- 6.2** School counselors adhere to ethical standards and legal and professional codes.
- 6.3** School counselors demonstrate professionalism in their field.

STANDARD 6. PROFESSIONAL RESPONSIBILITY, KNOWLEDGE AND GROWTH

SCHOOL COUNSELORS ADHERE TO THE ETHICAL STANDARDS OF THE PROFESSION, ENGAGE IN ONGOING PROFESSIONAL LEARNING AND REFINE THEIR WORK THROUGH REFLECTIVE ANALYSIS.

STANDARD 6 ELEMENTS		INDICATORS
6.1	School counselors seek ongoing, relevant and high quality professional learning and growth.	<ul style="list-style-type: none"> a. School counselors set goals for themselves that align with the school's mission and the goals of the comprehensive professional development plan. b. School counselors use data to make decisions regarding their own professional learning. c. School counselors monitor, evaluate and refine their own counseling skills, program planning and delivery. d. School counselors stay current with technology, up-to-date research and practices that have proven effective in their field. e. School counselors monitor and expand their knowledge of social, cultural and demographic shifts and trends and strive to remove bias and prejudice from their practice.
6.2	School counselors adhere to ethical standards and legal and professional codes.	<ul style="list-style-type: none"> a. School counselors understand and comply with legal and professional standards and requirements including federal requirements and state and local codes and policies. b. School counselors adhere to the ASCA Ethical Standards for School Counselors, which include detailed standards related to privacy/confidentiality and multicultural/social justice advocacy. c. School counselors are knowledgeable of and adhere to laws and regulations regarding student evaluation and data reporting.
6.3	School counselors demonstrate professionalism in their field.	<ul style="list-style-type: none"> a. School counselors demonstrate effective skills in written, oral (speaking and listening) and interpersonal communication (verbal and nonverbal; sensitivity to others). b. School counselors seek opportunities in the school and district to positively impact school improvements and student achievement. c. School counselors participate in local, state and/or national professional meetings and organizations.

Section III: Understanding and Using the Standards

The Ohio Standards for School Counselors define expectations for Ohio’s school counselors based on what is known about the skills and practices of effective school counselors. The standards can be used as a guide for school counselors as they self-assess their professional effectiveness to identify their strengths and areas for additional professional growth.

Standards-Based Guiding Questions

One way for school counselors to self-assess is to respond to focused, guiding questions related to effective practices. The tool that follows was created using the standards as its base. Any statements to which a school counselor responds at levels 1, 2 or 3 may be areas for growth and further professional development. It may be useful to review responses with a trusted peer, mentor or colleague to allow for additional discussion and reflection.

Self-Assessment Tool for School Counselors

STANDARD 1. COMPREHENSIVE SCHOOL COUNSELING PROGRAM PLAN

School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative and responsive, and in alignment with the school’s goals and mission.

Essential Question: Have I engaged in collaborative planning within my school for a comprehensive school counseling program plan?

Consider each of the statements below. Choose the response that most accurately represents your performance.

	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I possess the knowledge and skills to design a comprehensive and proactive school counseling program.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I collaborate to design the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I take leadership in identifying resources for the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
The school counseling program aligns with the school’s goals and mission.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

STANDARD 2. DIRECT SERVICES FOR ACADEMIC, CAREER AND SOCIAL/EMOTIONAL DEVELOPMENT

School counselors develop a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.

Essential Question: Do I effectively provide direct services to meet the academic, career and social/emotional development needs of my students?

Consider each of the statements below. Choose the response that most accurately represents your performance.

	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
<u>Curriculum Development</u> : I possess the knowledge and skills to develop an effective school counseling core curriculum.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
<u>Individual Student Planning</u> : I work directly with students to support their academic progress and goals.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
<u>Individual Student Planning</u> : I work directly with students to develop their college and career-related knowledge, skills and pathways.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
<u>Individual Student Planning</u> : I work directly with students to support their social/emotional development, skills and mindsets.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
<u>Responsive Services</u> : I develop appropriate interventions for students as needed.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

STANDARD 3. INDIRECT SERVICES: PARTNERSHIPS AND REFERRALS

School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/ organizations to coordinate support for all students.

Essential Question: Do I effectively make connections, build partnerships, consult and seek solutions and provide referrals to meet my students' academic, career and social/emotional development needs?

Consider each of the statements below. Choose the response that most accurately represents your performance.

I partner with school personnel and parents/guardians to achieve common goals for student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I coordinate school and community resources and provide referrals as needed to support students and promote their success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

STANDARD 4. EVALUATION AND DATA

School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.

Essential Question: Do I use data to plan, implement and continually improve my practice?

Consider each of the statements below. Choose the response that most accurately represents your performance.

	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I monitor student performance and progress.						
I monitor the effectiveness of the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

STANDARD 5. LEADERSHIP AND ADVOCACY

School counselors lead efforts to advocate for programs, policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.

Essential Questions: Do I effectively advocate on behalf of students and the role of school counseling in creating a positive environment and meeting the needs of the whole child?

Consider each of the statements below. Choose the response that most accurately represents your performance.

I serve as a leader.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I foster a school environment that is inclusive of, responsive to and safe for its diverse members.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I advocate on behalf of students.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I advocate for my profession and the role that school counselors play in fostering student success and well-being.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

STANDARD 6. PROFESSIONAL RESPONSIBILITY, KNOWLEDGE AND GROWTH

School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis.

Essential Question: Do I demonstrate professionalism, model ethics and seek continuous professional learning?

Consider each of the statements below. Choose the response that most accurately represents your performance.

I seek ongoing, relevant and high quality professional learning and growth.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I adhere to ethical standards and legal and professional codes.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate professionalism in my field.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

Section IV: Resources

Glossary

Advocacy: Advocacy includes those actions that are taken on behalf of students or the counseling profession to promote individual growth and support effective policies and standards.

Career Development: Career development is the proactive planning and steps students take toward meeting their career goals. School counselors can help students (1) understand the connection between school and work, (2) envision, plan for and make successful transitions from P-12 into postsecondary education or work and (3) develop lifelong skills for future education and work transitions and decision making. To these ends, and across the continuum of student development, school counselors focus on awareness building, exploration and planning. As part of career development, school counselors help students with postsecondary planning that may include application, selection and entry into college (two-year, four-year or technical programs) or workforce entry into business/industry.

Comprehensive School Counseling Program: The comprehensive school counseling program includes four components: the school counseling core curriculum, individual planning, responsive services and system support. An effective plan will clearly define roles and promote collaborative leadership; focus on results and be driven by data; be developmentally appropriate; and align with research, national models and effective practices.

Direct Services: Direct services are in-person interactions between school counselors and students to support students' academic, career and social/emotional development. Direct services include the development of the school counseling core curriculum, individual student planning and the delivery of responsive services.

Indirect Services: Indirect services include the referrals, consultations and collaborations that school counselors make and engage in on students' behalf.

Individual Planning: When school counselors assist students individually in understanding, monitoring and managing their development, and coordinate activities designed to help students with their goals and plans, these activities are part of individual planning.

Preventative Services: Preventative services are those activities within the comprehensive school counseling program that are designed to promote students' positive growth and development, while avoiding harm or negative consequences.

Responsive Services: School counselors provide responsive services or interventions to meet students' immediate needs and concerns or to respond to specific problems that affect social/emotional or academic development. Responsive services include crisis response.

The School Counseling Core Curriculum: The school counseling core curriculum is a plan of structured lessons or activities designed to build students' knowledge and skills as appropriate on the developmental continuum. An effective school counseling core curriculum does not need to include detailed daily lessons; rather, the key is that the plan be systematic and purposefully sequenced. The school counseling core curriculum is delivered as part of the school's overall plan for what students should learn. It is presented in collaboration with other educators in P-12 classroom and group activities.

Section IV: Resources, Cont.

Glossary

Stakeholders: Stakeholders include those people, groups or organizations that have an interest or concern in the comprehensive school counseling program. Internal stakeholders may include educators and administrators at the building or district level. External stakeholders may include community organizations, business/industry, or groups.

Student Standards: Student standards are those standards written to describe the expected knowledge, skills and competencies students should possess at each grade level or grade-level band. The American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student (2014) describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The school counseling program should also be informed by relevant state student standards, such as Ohio's Learning Standards (2010). Other student standards may inform the school counseling program as appropriate.

System Support: System support includes those management activities needed to assure the implementation and ongoing evaluation of a high quality, developmental, comprehensive school counseling program.

Resources for School Counselors

The **American School Counselor Association (ASCA)** supports school counselors' efforts with professional development, publications and other resources, research and advocacy. Go to: <https://www.schoolcounselor.org/>

ASCA Ethical Standards for School Counselors <http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>

ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student <https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

ASCA School Counselor Competencies <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

The **Council for Accreditation of Counseling and Related Educational Programs (CACREP)** accredits master's and doctoral degree programs in counseling and its specialties. Go to: <http://www.cacrep.org/>

The CACREP Standards <http://www.cacrep.org/wp-content/uploads/2013/12/2009-Standards.pdf>

The **National Board for Professional Teaching Standards** was founded with the mission to advance the quality of teaching and learning through high standards, a voluntary certification system and advocacy. Go to: <http://www.nbpts.org/>

National Board School Counseling Standards (First Edition, for school counselors of students ages 3-18+) <http://boardcertifiedteachers.org/sites/default/files/ECYA-SC.pdf>

The **Ohio Assessments for Educators (OAE)** are designed to ensure that licensed educators in Ohio have the knowledge and skills needed to effectively meet the needs of Ohio students. Go to: <https://www.oh.nesinc.com/>

Ohio Assessments for Educators (OAE), Field 040: School Counselor Assessment Framework http://www.oh.nesinc.com/Content/Docs/OH040_SCHOOLCOUNSELOR_OBJ_FINAL.pdf

Disclaimer:

The Ohio Department of Education cannot control the content or take responsibility for pages maintained by external providers/organizations of any Web page referenced by this document. Information detailed on referenced websites are not endorsed or necessarily representative of the views of the Ohio Department of Education. A site may contain outdated material. While the Ohio Department of Education makes every reasonable effort to provide current and accurate information, no guarantee of any kind is made.

Resources for School Counselors, Cont.

The **Ohio Educator Standards** were created to define standards for Ohio educators and educational administrators at all stages of their careers. These include the:

- Ohio Standards for the Teaching Profession
- Ohio Standards for Principals
- Ohio Standards for Professional Development
- Ohio Standards for School Treasurers and School Business Managers
- Ohio Standards for Superintendents

For more information and to see the complete standards, go to: <http://education.ohio.gov/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards>

The **Ohio School Counselor Association (OSCA)** empowers, unites and supports professional school counselors in their role of promoting student success. Go to: <http://www.ohioschoolcounselor.org/>

Writing Team for School Counselor Standards

Susan E. Boggs

School Counselor
Tolles Career and Technical Center

Gena Catino

School Counselor
Berea City School District

Vicki Carvour

School Counselor
Marysville Exempted Village School District

Sarah Collins

School Counselor
Lancaster City Schools

Kim Crandall

School Head Counselor
Cleveland Metropolitan School District

Colette Dollarhide

Associate Professor, School of Counselor Education
The Ohio State University

Carolyn Everidge-Frey

Director
Ohio Department of Education

Julie Ford

School Counselor
Oregon City Schools

Carolyn George

Career Connections Administrator
Ohio Department of Education

Michelle Grimm

School Counselor
Dover City Schools

Rhonda Hanks

School Counselor
Dublin City Schools

Michael Harlow

Administrative Staff
Ohio Department of Education

Elizabeth Haydel

Technical Writer
Ohio Department of Education

Craig Heath

School Counselor
Berne-Union Local Schools

Kathleen Herrmann

Assistant Director
Ohio Department of Education

Wendy Hoop Adams

Director
Ohio Department of Higher Education

Cassandra Johnson

Director of Human Resources
Parma City School District

Brian C. Knight

Regional Technical Assistance Educator,
ESC of Lake Erie West

Writing Team for School Counselor Standards, Cont.

Donna Lee

Head School Counselor
Cleveland Metropolitan School District

Kris Owen

School Counselor
Pickerington Local School District

Lori Parker

Education Program Specialist
Ohio Department of Education

Ginny Rammel

Superintendent
Milton-Union E.V.S.

Sara Roseberry

Principal
Hardin-Houston Local School District

Kelley Schubert

School Counselor
New Albany Plain Local School District

Julia Simmerer

Senior Executive Director
Ohio Department of Education

John Soloninka

Associate Director
Ohio Department of Education

Linda Wolf

School Counselor
Berea City School District