

EARLY CHILDHOOD THROUGH YOUNG ADULTHOOD

SCHOOL COUNSELING STANDARDS



Standard I: School Counseling Program

Accomplished school counselors develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school.

Standard III: Human Growth and Development

Accomplished school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being.

Standard V: Equity, Fairness, and Diversity

Accomplished school counselors model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.

Standard VII: Collaboration with Family and Community

Accomplished school counselors work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community. They are knowledgeable of the community and community resources, and they utilize available resources to make appropriate referrals based on the needs of students.

Standard IX: Student Assessment

Accomplished school counselors understand the principles and purposes of assessment, and the collection and use of data. They regularly monitor student progress and communicate the purpose, design, and results of assessments to various audiences.

Standard II: School Counseling and Student Competencies

Accomplished school counselors apply deep and broad understanding of academic, career, and personal/social student competencies.

Standard IV: Counseling Theories and Techniques

Accomplished school counselors demonstrate a comprehensive understanding of established and emerging counseling theories. They possess a thorough knowledge of techniques and processes that form the foundation for effective school counseling with a diverse population.

Standard VI: School Climate

Accomplished school counselors work to establish and foster an emotionally, socially, and physically safe learning environment for students, staff, and families.

Standard VIII: Informational Resources and Technology

Accomplished school counselors are skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs.

Standard X: Leadership, Advocacy, and Professional Identity

Accomplished school counselors work as leaders and advocates in the promotion of student learning and achievement. They adhere to ethical practices and engage in professional growth and development.

Standard XI: Reflective Practice

Accomplished school counselors integrate their knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations. They monitor and refine their work with continuous, in-depth reflection.

WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



Component 1: Content Knowledge

-Computer-based assessment of 45 selected response questions.
-3 short essays / constructed responses on:

- I. School Counseling Program
- II. Counseling Theories and Techniques
- III. School Climate



Component 2: Differentiation in Instruction

-Identify a critical student need, gather and analyze data related to that need, and use that analysis to design small-group sessions that implement differentiation in instruction, specifically, differentiation in process.

-Provide a description of a group assignment, a set of instructions that shows differentiation, and work samples and/or photographs from three students in your small group.

-Submit a Written Commentary in which you focus on the processes and techniques you used to generate student involvement through differentiated instruction in the small-group sessions, describe the structured activity, analyze the student work samples, and reflect on your school counseling practice.



Component 3: Teaching Practice and Learning Environment

-Provide a brief overview of the content of your overall submission.

-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.

-Submit information about the instructional context for each video.

-Describe your instructional planning for the lesson featured in each video and submit supporting materials.

-Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.



Component 4: Effective and Reflective Practitioner

-Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students. If you do not work with an entire class of students, but work with a number of students who share similar characteristics and work with them separately, you may use these students as your group.

-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.

-Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.

-Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

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