The California Standards for the School Counseling Profession
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for the School Counseling Profession
Dear Colleague:

For the past two years, the California Association of School Counselors’ Board of Directors, in partnership with educational leaders and school counseling practitioners around the state, has been at work crafting standards of practice for school counselors in California. Based on formal research in school counseling, a variety of policy documents, and the wisdom of practitioners in the field, the standards present a common core of knowledge and performance indicators for the practice of school counseling in California. Our hope is that these standards will link school counseling practices more powerfully to the academic, personal/social, and career development of California pupils, will contribute to the maintenance of accountability within the profession, and will help educational policy makers, school administrators, and counselor supervisors better understand the unique contributions of school counselors to the creation and maintenance of healthy, safe, and productive schools.

The development of *The California Standards for the School Counseling Profession* represents a concerted effort to articulate the common expectancies that define the practice of the school counseling profession in our state. The intent of the *Standards* document is to establish the core content of quality school counseling practice. We hope that implementation of these standards will enhance the quality of school counseling throughout California schools.

On behalf of the California Association of School Counselors Executive Board, I would like to encourage you to use this document by discussing it with school counseling colleagues and distributing it to relevant school district personnel. The information contained in this document can be useful for the educational community, the larger public, and practicing professionals. It is our hope that *The California Standards* will guide the work of California school counselors through a shared vision and will help ensure that all California students are well served by the counseling and guidance programs provided by professional school counselors.

Sincerely,

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The California Standards for the School Counseling Profession

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School counselors play a vital role in promoting learning and achievement, in assuring that California students meet the requirements as outlined in California’s academic standards, and in providing the necessary links between learning and life-long success. As the profession of school counseling has evolved, attention has shifted from the role of the individual counselor to the provision of systematic support in relationship to a formal set of student competencies related to academic, career, and personal/social development. The complex needs of today’s student and the numerous barriers to learning that so many students face highlight the need for comprehensive counseling and guidance programs in schools. Unmistakably, the overriding responsibility of school counselors is to enhance and promote student success within the learning process. However, in its most advanced form, the foundation of the school counseling profession includes the knowledge, skills, and professional dispositions that promote student academic, career, and personal/social development.

The aim of the *California Standards for the School Counseling Profession* is three-fold: 1) to provide a common language regarding school counselor responsibilities; 2) to provide a framework of accountability and professional development for practice in school counseling; and, 3) to increase public understanding of the work of professional school counselors on behalf of California students. In addition, *The Standards* provide a tool that:

- encourages reflection about counseling practices
- facilitates establishing professional goals to improve counseling practices
- helps counselor supervisors guide, monitor and assess the progress of school counselors’ practice in relationship to professionally-accepted expectancies.

*The California Standards for the School Counseling Profession* is consistent with all aspects of California’s *Pupil Personnel Services: Specialist in School Counseling Credential*. Thus, with the current publication, the standards for professional practice reflect and build upon the standards for school counselor training established by the Commission on Teacher Credentialing (CTC).
Pupil Personnel Services: Specialist in School Counseling Credential authorizes the holder to: develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social development; advocate for the high academic achievement and social development of all students; provide school-wide prevention and intervention strategies and counseling services; provide consultation, training and staff development to teachers and parents regarding students’ needs; and supervise a district-approved advisory program as described in Education Code Section 49600. The California Standards for the School Counseling Profession includes all of the authorized elements in the credential.

This document is provided in response to ongoing conversations among counselors, counselor educators, representatives of the state school counseling association, and educational leaders regarding the need for clear standards of practice for school counselors in California. The document is organized with the following sections:

- School Counselor Training in California
- Current Need
- California School Counselors – Current Facts
- Policies and Regulations for School Counseling
- Purpose of Standards Development
- Development of the Standards – Background and Process
- Organization of the Standards

SCHOOL COUNSELOR TRAINING IN CALIFORNIA

The credential requirements for school counselors are a baccalaureate degree and post-baccalaureate study consisting of a minimum of 48 semester (72 quarter) hours in a California Commission on Teacher Credentialing approved professional preparation program specializing in school counseling. Also, school counselor candidates must complete a practicum with school-aged children, pass the California Basic Educational Skills Test (CBEST) and complete 600 clock hours of field experience hours for the School Counseling Credential.

School counselor preparation programs ensure that pre-service counselors acquire core knowledge and professional skills in the domains of school
counseling and guidance, the functions of school counselors and leadership, advocacy, and pupil learning. The Specialization in School Counseling credential authorizes the holder to perform the following duties:

- Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development
- Advocate for the high academic achievement and social development of all students
- Provide school-wide prevention and intervention strategies and counseling services
- Provide consultation, training, and staff development to teachers and parents regarding students’ needs
- Supervise a district-approved advisory program

The current standards for the school counselor credential were approved in 2001 and are based on the work of a Pupil Personnel Services Advisory Panel (1998 - 2000).

**CURRENT NEED**

Although the credential standards described above guide the preparation of school counselors, up until now school counselors in California have lacked a consistent set of professional expectancies to guide practice once they have entered the field. Historically, the lack of school counseling professional standards has resulted in local education agencies establishing job expectations and evaluation tools independent of any consistent format, often resulting in a lack of uniformity and unclear expectations from district to district and even from school site to school site.

Because of this lack of clarity, district administrators throughout the State resort to utilizing California’s Stull Teacher Evaluation as a make-shift evaluation for their school counselors. For years, the Stull evaluation has provided administrators with a formal structure to evaluate teacher performance, but this structure has little to do with school counselors’ roles and responsibilities. The Stull Evaluation is based on observation of classroom instruction and includes ranking in the areas of student learning; planning and designing instruction; classroom performance; developing as a professional educator; and punctuality, attendance, and record keeping. Consequently, with reliance on the Stull
Evaluation, authentic evaluation of school counselors based on research on effective practices, school counselor training standards, and/or national standards of counseling practice are rarely used. Thus, local expectations for the school counselor are at times in direct contradiction with the training school counselors received in their preparation programs.

In addition, a critical educational issue in California is student access to school counselors. Access varies from district to district and from grade level to grade level. Currently, at least 29 percent of California school districts have no school counseling programs. When counseling programs exist, counselors are often required to perform administrative duties such as testing, lunch supervision, and class scheduling. Such duties also inhibit student access to counselors, in particular when the ratio of counselors to students in California schools often exceeds 1:800. Here, it is worth noting that although the recent addition of significant new funding for school counselors (AB 1802, 2006) has added more than 2,500 counselors to the education workforce in California, many of the new counselors hired have been assigned job descriptions that severely limit their capacity to provide the services and programs that their training has equipped them to provide.

Overall, there is a serious disconnect between school counselor training, best practices in counseling, and what is actually expected of school counselors in the field. What school counselors have been trained to do is too often not developed or refined on the job. Thus, continuous improvement and mastery of effective practices is rarely reinforced. Under these circumstances, evaluation of school counselors’ job performance is haphazard at best, and/or unfortunately popular but untested practices can become the unspoken standard for practice. In other words, without any point of comparison or means of monitoring performance based on established standards of professional practice, the traditional practices of veteran school counselors automatically and uncritically become the duties outlined for incoming, novice counselors. Such a scenario is not good for the profession and not good for California pupils.

Additionally, there is growing concern about meeting the complex needs of students and their families so that students come to the classroom ready to learn. A report to the California Assembly, “Bill 722: Study of Pupil Personnel Ratios Services, and Programs” (2003), asserted that “We are facing a crisis in pupil support programs and services in California’s schools. Today’s students face increased challenges with decreased support. Peer pressure, bullying at school, dysfunctional families, drug and tobacco use, growing teen suicide rates all contribute to student feelings of anxiety and depression and create barriers to
learning. More than ever before, counseling and pupil support services play a critical role in the academic preparation and social development of our youth" (p. 10). The Report included the following points regarding the relationship between school counselor practice and student support programs:

1) Existing services and programs are effective and can become more effective when additional personnel and resources in specific areas are applied

2) Pupil support services are most effective when they are designed to achieve specific student outcomes

The first point spoke to the link between resources and program effectiveness in student support. The second point suggested that effective practice in school counseling needs to be linked to student outcomes. Yet, without clear standards of practice for school counseling, pupil support programs and services often become a jumble of disconnected services and random acts of guidance, thus reducing the potential effectiveness of the programs. Publication of the California Standards for the School Counseling Profession is consistent with the findings of the AB 722 study. The increasingly critical role of pupil support services warrants doing all that can be done to insure that high quality counseling is being provided based on the highest standards of professional practice.

Lastly, the lack of adequate training for educational leaders for California schools also serves to reinforce the disconnect between counselor preparation and school counselor practice. The CTC Standards for the Administrative Service Credential do not address the management and supervision of Pupil Personnel Service Credential holders. Consequently, in many administrator credential programs, preparation for effectively utilizing the expertise of school counselors and for overseeing effective student support programs is either non-existent or involves reading a small section in one chapter, in one textbook, in one administrator preparation course. The vast majority of California school leaders enter the field with very little understanding of either the training that school counselors receive or the potential of professional school counselors to contribute to the academic, personal/social, and career development of pupils.

A 2006 California Department of Education (C.D.E.) White Paper concluded that California administrator training programs need significant reform. The authors of The California Standards for the School Counseling Profession agree with this assessment and believe that the new school counseling standards can be a helpful part of such reform. In our view, training and professional development approaches in educational leadership need to emphasize leadership skills and
content understanding in relationship to policy and program development for
student support programs. California School counselors are trained to organize
programs and provide services in the context of comprehensive counseling and
guidance programs. It is crucial in these challenging times that California’s public
education system takes maximum advantage of the knowledge and skills that
school counselors bring to their work in the schools. The California Standards for
the School Counseling Profession provides the needed guidelines that can allow
this to happen. School administrator training programs should incorporate
knowledge of these standards as a part of the training of educational leaders.

California has made important strides in class size reduction, higher academic
standards, greater accountability, and improved teacher preparation. The
important missing link in these initiatives to improve student learning is the
recognition of the contributions of school counselors to student success. The new
California Standards provide a much needed correction to this missing link.

CALIFORNIA SCHOOL COUNSELORS - CURRENT FACTS

The ratio of students per counselor in California averages 945 to 1, compared to
the national average of 477 to 1, placing California last in the nation in ratio
ranking. However, a recent White Paper jointly published by the University of San
Diego’s Center for Student Support Systems (CS3) and the California
Association of School Counselors (CASC) estimates that “California has seen a
25 percent increase in the school counselor workforce in the last 2 years, going
from 7,461 as reported for the 2005-06 year to 7,771 (4% increase) in 2006-07 to
approximately 9,961 in 2007-08” (p. 15)i. As the White Paper reports, “the intent
of the new funding was to improve the ratio for middle school pupils to 500:1 and
for high school pupils to 300:1. Although available data indicates that this intent
has not been realized, the reduction of the overall ratio by an estimated 275
pupils per counselor represents a significant change in counseling and guidance
practices in California” (p. 15).

School Counselor Preparation programs in California are designed based on pre-
service standards published by the California Commission on Teacher
Credentialing in 2001. These standards were developed based on an extensive,
two-year process that included school counselors, counselor educators,
counselor supervisors, school psychologists, school social workers, and
university faculty in school psychology and school social work. The final pre-
service standards incorporated elements of the American School Counselor
Association’s (ASCA) National Standards for School Counseling Programs, and
the core and specialization requirements for school counseling included in the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The CTC Advisory Panel established to complete this review was mindful that changes in professional practice, coupled with changes in California education and challenges to healthy child and adolescent development associated with peer pressure, bullying at school, dysfunctional families, drug and tobacco use, and growing teen suicide rates, pointed to the need for stronger credential standards. The Advisory Panel looked to the CACREP standards in light of the fact that the CACREP core curriculum serves as the basis for the educational requirements of most state licensing regulations and is the source of the testing questions used in the National Counselor Exam for Licensure and Certification (NCE) (Retrieved April 23, 2008 from http://www.cacrep.org/mission.html).

One conclusion reached by the Advisory Panel, and subsequently supported by CTC action, was that the old 30-unit credential standard was inadequate. Hence, the revised credential standards are based on a 48-credit minimum. In addition, fieldwork hours were increased from 450 to 600 hours. The 2001 changes in the PPS-School Counseling credential were consistent with the increased professionalism in the field and with new school counseling and guidance program standards that had emerged from 1995-1997.

POLICIES & REGULATIONS FOR SCHOOL COUNSELING

Clearly, standards of practice in education must be in agreement with all relevant education laws. California laws are organized into 29 separate subject areas called codes. The Education Code is a collection of the laws of California relating to the establishment, maintenance, governance, and operation of schools. According to Knowles (1955)ii “Unlike the Civil Code and Penal Code, which have developed from a system of common law long established and in use in England and the various states for centuries before its provisions were compiled and set forth in the codes, the Education Code has grown piecemeal” (p.1). As Knowles put it, the Education Code “is not a system of law, but is in reality a collection of governmental rules and regulations for the organization and administration of a system of education within the State” (p. 1).

The Education Code includes the rules and regulations for counseling and student support services. These rules and regulations have developed over many decades. In their present form they emphasize both a definition of counseling in California schools, the types of services appropriate for counseling
programs, and the requirement that these services and programs be provided by individuals possessing a valid credential.

**California Education Code 49600**

The California Education code defines educational counseling as “specialized services provided by a school counselor possessing a valid credential with a specialization in pupil services”. It further specifies the mandated components of a district educational program, including specific counseling strategies and activities to be included in the three program areas — academic, career and vocational, and personal and social counseling.

The State Board of Education also has established policy for counseling and guidance. In 1995, a *State Board of Education Policy Statement on Guidance and Counseling* was redrafted to assert that “All students attending public schools in California are entitled to receive the benefits of effective guidance and counseling programs and services designed to meet their academic, career, vocational, personal, and social needs at all levels of development” iii The State Board policy also declared that “Every public school and school district in California should develop a comprehensive plan for meeting the guidance and counseling needs of students”.

**The State Board of Education policy states:**

It is also the policy of the State Board of Education that the benefit students will derive as a result of effective guidance and counseling programs justifies a high priority and commitment of resources by the State Department of Education and by local educational agencies. These resources include both state operational funds, district program funds, and appropriate categorical funds.

The *California Standards for the School Counseling Profession* has been written to be consistent with all existing Education Code regulations and with the State Board of Education policy. High quality counseling and guidance and student support programs based on the highest standards of professional practice certainly can be provided based on current Education Code provisions and State Board of Education policy. Indeed, by providing a common framework of counselor expectancies, publication of these standards may help ensure that districts choosing to incorporate counseling and guidance programs will be better
able to link such programs with the knowledge and skills of the counselors hired to lead these programs.

**PURPOSE OF STANDARDS DEVELOPMENT**

The California Standards for the School Counseling Profession provide a common language and a vision of the scope and complexity of the school counseling profession. With these standards, all counselors can define and develop their practice. The standards address the diversity of California’s student population and reflect a system of support services that connects all students to activities and opportunities for academic, career, personal and social development.

The Standards are intended for use by California schools and local education agencies which employ school counselors. The 2007 California Standards for the School Counseling Profession addresses the need in California’s educational institutions to understand the role, responsibilities and professional expectancies for the school counselor.

The Standards also provides knowledge and tools to help school district administrators and school counselors examine current school counseling practices and services. The Standards align with current California statutes, and can be used to align with the overall mission of the school by promoting student achievement, career planning, and personal/social development for every student. School counselors use their leadership, advocacy, teaming, collaboration, and data-driven decision-making skills so that students will have access to a quality, equitable education.

School counselors now can pursue excellence in professional practices in a multitude of ways. The Standards articulates a shared vision of quality and distinction in school counseling, and values the diversity of school counselors' experiences, perspectives, skills, knowledge and practices. The role of the school counselor is one that has grown over time. As our society faces increased economic, cultural, and societal challenges, the school counselor plays a central role in relationship to all the participants involved in the education of the child. School counselors are uniquely positioned to identify the needs of not only the “student-in-need”, but also the needs of all students. Likewise, school counselors are prepared to respond to a wide variety of school climate and safety issues.

The Standards allows for each school counselor and administrator to review and effectively fulfill the Standards as they determine what is best for their particular
school setting. This includes building a comprehensive counseling program based on identified student needs, monitored for effectiveness. School counseling is not a profession in which a single approach to professional practice will be successful for all practitioners.

DEVELOPMENT OF THE STANDARDS - BACKGROUND AND PROCESS

The California Association of School Counselors (CASC) supports school counselors’ efforts to support students in their academic, personal/social and career development so that they achieve success in school and are prepared to lead full and productive lives as responsible members of society. In recent years, the CASC leadership has recognized that California needs a more unified vision of the role and responsibilities associated with the school counseling profession. The Standards reflects this recognition as well as the expectation that the education of diverse students in California is more likely to be successful when school counselors build their practice on the highest standards within their field.

The 2007 California Standards were prepared collaboratively by a CASC appointed Advisory Committee. Members of the Advisory Committee are listed at the beginning of this publication. Committee work extended over a one-year period from spring of 2007 to spring of 2008. Once a final draft had been developed and approved by the Committee, final editing was assigned to the two individuals listed as editors. The Standards document was then presented to the CASC Board for review and approval.

In developing the California Standards for the School Counseling Profession a variety of documents and relevant State legislation and statutes were consulted including:

- Standards of Quality and Effectiveness for Pupil Personnel Services
- California Standards for the Teaching Profession. California Teachers Association (1997)
Guiding Principles

The committee has developed a set of overarching principles to guide its efforts. The principles include:

1. Standards should be set high to advance the quality of the profession.
2. Standards should be integrated and coherent.
3. Standards should be consistent with the work of the Commission on Teacher Credentialing, Pupil Service Standards Panel (2001)
4. Standards should reflect a strong focus on student achievement.
5. Standards should acknowledge the changing role of the school counselor.
6. Standards should recognize the collaborative nature of the work of school counselors.
7. Standards should empower school counselors to provide equity and access, opportunity, and empowerment for students and all members of the school community.

Over 2,000 school counselors in California were informed of the work of the Standards Advisory Committee. The draft Standards were posted for a 30-day public review on the California Association of School Counselors' and Center for Student Support Systems’ (CS3) websites. Comments from respondents were considered in the final development and editing of the Standards.
ORGANIZATION OF THE STANDARDS

The California Standards for the School Counseling Profession are organized in a manner consistent with other California educator preparation standards. Each of the standards includes elements that help to define the standard and guide individuals in interpreting the standard.

The Standards are organized under the following headings:

STANDARD 1: Engage, Advocate for and Support All Students in Learning

STANDARD 2: Plan, Implement and Evaluate Programs to Promote Academic, Career, Personal and Social Development of All Students

STANDARD 3: Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement

STANDARD 4: Collaborate and Coordinate with School and Community Resources

STANDARD 5: Promote and Maintain a Safe Learning Environment for All Students

STANDARD 6: Develop as a Professional School Counselor

CONCLUSION

Many strategies are being used to upgrade the quality of school counseling across the nation. CASC believes that creation of the California Standards would provide an excellent opportunity for diverse stakeholders in education to contribute to further progress for the school counseling profession and to provide a tool for performance assessment of California school counselors.

While acknowledging the full range of responsibilities of school counselors, the Advisory Committee decided to focus on the core of effective school counseling practice. First, because the committee did not want to lose key issues in a forest of standards, the committee deliberately framed a sensible model at the standard level. Thus, the committee produced only six standards. Second, the committee
continuously focused on student achievement and the creation of safe and
effective learning environments. Finally, the basic design the committee
employed is borrowed from the thoughtful work of colleagues in the California
Teacher Association who developed the *California Standards for the Teaching
Profession*. The CASC Advisory Committee hopes that the *California Standards
for the School Counseling Profession*, in tandem with the *California Standards for
the Teaching Profession*, moves state of California forward in the effort to ensure
that all the state’s pupils have access to an education that meets world-class
standards.

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End Notes

Supplemental Counseling Program: Increased support for student success in
California schools*. White Paper. San Bernardino and San Diego, CA: California
Association of School Counselors and the Center for Student Support Systems.

http://web.archive.org/web/20060405105400/www.sandiego.edu/lrc/education_c
ode.html.

iii California Department of Education (2007). Policy Statement: Guidance and
Counseling. Retrieved October 21, 2007 from:
http://www.cde.ca.gov/be/ms/po/policy.asp.
California Standards for the School Counseling Profession

ORGANIZATION

The School Counselor professional Standards are organized into six areas:

- Engage, Advocate for and Support All Students in Learning;
- Plan, Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students;
- Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement;
- Collaborate and Coordinate with School and Community Resources;
- Promote and Maintain a Safe Learning Environment For All Students;
- Develop as a Professional School Counselor.

OUTLINE

THE CALIFORNIA STANDARDS FOR THE SCHOOL COUNSELING PROFESSION provides a common language and a vision of the scope and complexity of the school counseling profession. With these standards, all counselors can define and develop their practice. The standards address the diversity of California’s student population and reflect a system of support services that connects all students to activities and opportunities for academic, career, personal and social development. In promoting the success of all students, school counselors:

STANDARD 1: ENGAGE, ADVOCATE FOR AND SUPPORT ALL STUDENTS IN LEARNING

1.1 Ensure all students are engaged in a system of support designed for learning and academic success
1.2 Advocate for educational opportunity, equity and access for all students
1.3 Advocate for the learning and academic success of all students
1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies
STANDARD 2: PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS

2.1 Demonstrate organization skills
2.2 Develop outcome-based programs
2.3 Assess program outcomes and analyze data
2.4 Demonstrate leadership in program development

STANDARD 3: UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT

3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement
3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans
3.3 Monitor student personal, academic, and career progress

STANDARD 4: COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES

4.1 Build and maintain student support teams for student achievement
4.2 Provide consultation and education for teachers and parents
4.3 Develop working relationships within the school that include school staff members, parents, and community members
4.4 Coordinate support from community agencies

STANDARD 5: PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS

5.1 Promote a positive, safe, and supportive learning environment
5.2 Develop and implement programs that address the personal and social risk factors of students
5.3 Develop and implement programs that reduce the incidence of school site violence
5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system

STANDARD 6: DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR

6.1 Establish professional goals and pursue opportunities to improve
6.2 Model effective practices and continuous progress in school counseling
6.3 Adhere to professional codes of ethics, legal mandates, and district policies
**STANDARD 1**
**ENGAGE, ADVOCATE FOR AND SUPPORT ALL STUDENTS IN LEARNING**
School counselors engage all students in a system of support programs, services, activities and opportunities to ensure their learning and academic success. School counselors assess the learning and academic needs of all students and develop interventions to address those needs. School counselors identify problems that impede learning at the earliest stages and implement strategies to address these problems. School counselors advocate for and support student achievement by promoting student motivation, positive interaction, and educational choice.

**STANDARD 2**
**PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS**
School counselors utilize systems and organizational skills to design, plan, and implement student-support programs to benefit all students. School counselors apply multiple approaches to assess program outcomes and then use evaluation data for continuous improvement. School counselors employ accepted guidance models and current research findings to ensure effective leadership and accountability for program outcomes.

**STANDARD 3**
**UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT**
School counselors assess and evaluate student attributes, behavior, and achievement using a variety of resources and methods. School counselors gather information to facilitate data-based decisions that promote student academic, career, personal, and social development. School counselors interpret and use data to work with individual students and their parents/guardians to develop plans for educational and personal success.

**STANDARD 4**
**COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES**
School counselors collaborate and coordinate with school staff, parents, local community agencies, municipalities, businesses, and service organizations to facilitate student development and ensure student success in school and in life. As student advocates, school counselors develop effective working teams with school staff, parents, and community members to eliminate personal, social, and institutional barriers to academic development.

**STANDARD 5**
**PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS**
School counselors actively participate in systematic planning for school safety that includes school climate and crisis response plans. School counselors address elements of prevention, intervention, and treatment and contribute to establishing and maintaining a positive, safe, and secure school environment. School counselors develop and implement programs that reduce the incidence of school-site verbal, psychological, and physical intimidation and violence. School counselors provide support to witnesses and victims of violence and promote responsible behavior by the perpetrators of violence.

**STANDARD 6**
**DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR**
School counselors evaluate their professional contributions and actively engage in planning their professional development. School counselors establish professional goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. School counselors follow professional codes of ethics and legal mandates while maintaining current knowledge of laws affecting the delivery of student services. School counselors contribute to school activities, promote school goals, and continually improve professional practice.
THE CALIFORNIA STANDARDS FOR THE SCHOOL COUNSELING PROFESSION provides a common language and a vision of the scope and complexity of the school counseling profession.

With these standards, all counselors can define and develop their practice. The standards address the diversity of California's student population and reflect a system of support services that connects all students to activities and opportunities for academic, career, personal and social development. In promoting the success of all students, school counselors:

STANDARD 1

ENGAGE, ADVOCATE FOR AND SUPPORT ALL STUDENTS IN LEARNING

School counselors engage all students in a system of support programs, services, activities and opportunities to ensure their learning and academic success. School counselors assess the learning and academic needs of all students and develop interventions to address those needs. School counselors identify problems that impede learning at the earliest stages and implement strategies to address these problems. School counselors advocate for and support student achievement by promoting student motivation, positive interaction, and educational choice.

1.1 Ensure all students are engaged in a system of support designed for learning and academic success

- ensure all students understand and know how to access personal, social, and career resources
- assess the academic needs of all students and use these assessments in planning for programs, services, activities, and interventions
- connect students to a system of support programs, services, activities, and opportunities to ensure learning and high achievement

1.2 Advocate for educational opportunity, equity and access for all students

- ensure that all students and parent/guardians are informed about and understand the full range of educational options
- address current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students
- act as systems change agents to correct policies and practices that adversely affect student learning or that stratify learning opportunities

1.3 Advocate for the learning and academic success of all students

- facilitate the development, articulation, and implementation of a vision for school counseling that engages and supports all students in learning and achievement
- encourage all students to learn and achieve at high levels
- plan and implement strategies to motivate and support learning and achievement of all students
1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies

- identify early signs and predictors of student learning problems
- work with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children
- develop and implement programs for students and parents/guardians to prevent learning problems and promote academic growth
THE CALIFORNIA STANDARDS FOR THE SCHOOL COUNSELING PROFESSION provides a common language and a vision of the scope and complexity of the school counseling profession. With these standards, all counselors can define and develop their practice. The standards address the diversity of California’s student population and reflect a system of support services that connects all students to activities and opportunities for academic, career, personal and social development. In promoting the success of all students, school counselors:

STANDARD 2

PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS

School counselors utilize systems and organizational skills to design, plan, and implement student-support programs to benefit all students. School counselors apply multiple approaches to assess program outcomes and then use evaluation data for continuous improvement. School counselors employ accepted guidance models and current research findings to ensure effective leadership and accountability for program outcomes.

2.1 Demonstrate organization skills
- utilize skills in systems change and organizational development to build programs for all students
- utilize knowledge of local, state, and national standards as a guide in developing student-support programs.
- design programs based on current research findings in a variety of fields related to student growth and development including nutrition, exercise, brain development, medical advances, technology, and others
- manage time and task responsibilities

2.2 Develop outcome-based programs
- address student outcomes in personal, social, academic, and career development
- develop and implement programs that build student assets, address personal challenges, and strengthen learning and achievement
- develop and implement programs that increase interpersonal awareness, social skills, and effective interpersonal communication
- design and implement career-development programs that increase student knowledge of their skills, personality, interests, and values related to education and career choice, and promote life-long learning values
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2.3 **Assess program outcomes and analyze data**
- implement program evaluation as a regular, ongoing part of the assessment and improvement process
- assess measurable student outcomes of programs and services
- utilize evaluation data to monitor progress and involve other stakeholders in the assessment and improvement process
- present outcomes of programs to all stakeholders as part of ongoing individual and program accountability

2.4 **Demonstrate leadership in program development**
- assume leadership in identifying student needs, creating programs to address needs, and evaluating student outcomes
- establish strategies to involve all student-support staff working toward mutually defined goals and related student outcomes
- provide leadership to include students, families, and community-resource personnel in program development and implementation
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STANDARD 3

UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT

School counselors assess and evaluate student attributes, behavior, and achievement using a variety of resources and methods. School counselors gather information to facilitate data-based decisions that promote student academic, career, personal, and social development. School counselors interpret and use data to work with individual students and their parents/guardians to develop plans for educational and personal success.

3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement
- assess individual student strengths, hopes, aspirations, and challenges related to academic, career, personal, and social development
- gather relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors
- collect data from inventories, surveys, tests, and other assessments
- involve parents/guardians in the assessment and planning process for each student

3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans
- inform students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student’s potential and life goals
- interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning
- work with students to develop plans to achieve and attain their goals and aspirations

3.3 Monitor student personal, academic, and career progress
- maintain records of student academic progress toward promotion and graduation
- provide students and their parents/guardians with current assessment data to facilitate educational and career planning
- counsel students to develop healthy personal and social behavior and well-being
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STANDARD 4

COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES

School counselors collaborate and coordinate with school staff, parents, local community agencies, municipalities, businesses, and service organizations to facilitate student development and ensure student success in school and in life. As student advocates, school counselors develop effective working teams with school staff, parents, and community members to eliminate personal, social, and institutional barriers to academic development.

4.1 Build and maintain student support teams for student achievement

- integrate programs and services designed to meet student developmental challenges and eliminate the achievement gap
- develop learning communities of student-support professionals, parents, and community members to promote student success

4.2 Provide consultation and education for teachers and parents

- provide educational information and presentations for school staff, parents, and community members on academic, personal, social, and career development
- use ethical and professional decision-making processes to consult and collaborate with others

4.3 Develop working relationships within the school that include school staff members, parents, and community members

- build networks of individuals working within the school and community on education-related endeavors
- develop collaborative teams of educators, families, and community members, ensuring the inclusion of the diverse populations within the school and community, to maximize the support students need to become successful
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4.4 Coordinate support from community agencies

- coordinate support from community businesses, industries, service clubs, agencies, and families to increase student academic achievement and work experiences
- coordinate a referral process for parents and students that facilitates access to community resources
- support a positive school environment that values diversity within the school and community
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STANDARD 5

PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS

School counselors actively participate in systematic planning for school safety that includes school climate and crisis response plans. School counselors address elements of prevention, intervention, and treatment and contribute to establishing and maintaining a positive, safe, and secure school environment. School counselors develop and implement programs that reduce the incidence of school-site verbal, psychological, and physical intimidation and violence. School counselors provide support to witnesses and victims of violence and promote responsible behavior by the perpetrators of violence.

5.1 Promote a positive, safe, and supportive learning environment

- Facilitate the development of a positive school environment that promotes active school engagement
- Ensure that students understand the relationship between rules, laws, safety, and the protection of individual rights
- Promote school safety and the reduction of verbal, emotional, psychological, and physical violence
- Advocate for the safety and well-being of all students through prevention, intervention, and treatment

5.2 Develop and implement programs that address the personal and social risk factors of students

- Collaborate with others to provide programs that reduce student at-risk behaviors
- Identify and respond to individual students who display early warning signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems.
- Educate students, parents, staff members and the school community about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.
5.3 Develop and implement programs that reduce the incidence of school site violence

- Design and implement programs that address ethnic, cultural, socioeconomic and other environmental factors that influence student learning and achievement.
- Collaborate with other school staff, community agencies, parents and student groups, to build and maintain safe learning environments
- Use assessment data to develop programs that promote a positive school climate and the wellbeing of all students.
- Utilize negotiation skills, conflict management skills, and mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and other school staff

5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system

- Utilize research-based models and programs designed to detect and limit the occurrence of violence and promote positive social relations in the classroom and on school campuses.
- Develop, implement and maintain crisis intervention procedures and practices and crisis management plans
- Promote the importance of a healthy balanced lifestyle in students including nutrition, fitness and positive use of leisure time.
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STANDARD 6

DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR

School counselors evaluate their professional contributions and actively engage in planning their professional development. School counselors establish professional goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. School counselors follow professional codes of ethics and legal mandates while maintaining current knowledge of laws affecting the delivery of student services. School counselors contribute to school activities, promote school goals, and continually improve professional practice.

6.1 Establish professional goals and pursue opportunities to improve
- continue to learn and expand professional roles and responsibilities
- establish goals and identify opportunities for professional growth and development including knowledge about current trends in the field of school counseling and education
- use professional literature and other professional development opportunities including advanced certification and specialization to develop as a highly-qualified school counseling professional
- benefit from and contribute to professional organizations to improve competence as a school counselor.
- solicit input from stakeholders to improve professional practices

6.2 Model effective practices and continuous progress in school counseling
- reflect on professional practices, analyze personal progress as a school counselor, and plan professional development
- identify successes and challenges and assess growth as a school counselor over time
- analyze counseling activities with regard to their impact on student learning

6.3 Adhere to professional codes of ethics, legal mandates, and district policies
- apply legal and ethical principles in the use of standardized tests and other methods of assessment
- follow laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education
- keep informed of changes in laws and regulations related to California public education and school district policy
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Mission Statement
The mission of the California Association of School Counselors, Inc. (CASC) is to promote excellence in the profession of school counseling.