# Secondary School Counselor

## I. Academic Foundations

The professional education program provides evidence that candidates for Secondary School Counselor certification complete a secondary school counselor preparation program that requires them to demonstrate their knowledge of and competence in working with secondary school aged children (7-12) including:

I.A. History and philosophy of school counseling, and current trends in secondary school counseling and education

I.B. Physiological and psychological growth and development of individuals with emphasis on adolescents and young adults including:

- personality theory and self-concept,
- family dynamics,
- normal and abnormal behavior,
- learning theories,
- cognitive and moral development,
- psychology of exceptional students

I.C. Social and cultural influences on adolescent development including:

- cultural change and diversity,
- respect for self and others,
- gender and ethnic identification,
- peer influences,
- family structures,
- differing life patterns,
- substance abuse,
- violence intervention strategies

I.D. Theories, models, and processes of counseling and consultation including:

- group dynamics and processes,
- crisis prevention and management

I.E. Career choice and subsequent life style including:

- self-awareness and investigating personal interests,
- work values and attitudes,
- relationship of self to the world of work,
- gender stereotyping in career choice,
- career exploration, occupational and educational information,
- career development exploration techniques,
- academic preparation and post-secondary transition,
- partnership/networking strategies,
- life-long learning

I.F. Assessment techniques including:

- methods of data gathering, statistics, and research design,
- evaluation, testing, and interpretation,
- case study of individual differences,
- identification of risk and protective factors,
- behavioral observation techniques, portfolios, and authentic assessments,
- formulating plans for facilitating personal, educational, and social growth and change,
- report writing

I.G. Organization and management of school counseling programs including:

- multidisciplinary instructional support teams,
- transition processes,
- roles of the school counselor,
- development and evaluation of a guidance program,
- assuring equitable access for all students,
- public relations strategies

I.H. School curriculum design including:

- operational components of the school system,
- secondary education curriculum program design,
- graduation requirements,
- operation of child study and other support services

I.I. Technology for information management and processing, program management, communication, and career decision making

I. J. Characteristics and identification of the range of exceptional students

I. K. Identification and provision of services for at-risk youth and special needs students

**II. Performances**

The professional education program provides evidence that the criteria and competencies for exit from the Secondary School Counselor program are assessed in coursework, field experiences and an internship. The professional education program also provides evidence that Secondary School Counselor certification candidates demonstrate individual and group counseling competencies and practical experience in all aspects of the counselor's role including:

- laboratory experiences, providing observation and participation,
- supervised counseling practicum experiences, prior to and separate from the field experience, providing direct service with individuals and groups (60 clock hours),
- internship/ supervised field experiences, that provide actual on-the-job experiences for a minimum of an additional 300 clock hours (over and above the 60) to include instructional experience and a minimum of 75 hours of direct service with individual and group clients

**III. Professionalism**

The professional education program provides evidence that each Secondary School Counselor certification candidate demonstrates knowledge and competencies that foster professionalism in school and community settings including:

III.A Professional organizations, journals, conferences and other sources of professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of
Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning

III.D. Communicating effectively with parents/guardians, business and industry, and other agencies, and the community at large to support learning by all students