

The beginning (preservice) School Counselor will demonstrate knowledge of and/or competency in the following **School Counseling** areas of study:

<p><b>1. Human Growth and Development</b>            MoSTEP<sup>1</sup> 1.4.1.1.a - .h;            CACREP CC3a, b, .d, .e,.f, .g, .h; CACREP SCP[A]6;            Praxis 0420: II-1; CR: B.c.1, B.c.2, B.c.3; C.2</p>	1. (MoSTEP 1.4.1.1.a; CACREP CC3a) theories of individual and family development to transitions across the life span and the range of human developmental variation.
	2. (MoSTEP 1.4.1.1.b) strategies for applying knowledge of developmental stages of individual growth.
	3. (MoSTEP 1.4.1.1.c, MoSTEP 1.4.1.1.f; CACREP CC3.b) strategies for applying theories of learning and development in working with all students in a variety of school counseling activities.
	4. (MoSTEP 1.4.1.1.d; CACREP CC3.d) theories of individual, family, cultural, and community resilience.
	5. (MoSTEP 1.4.1.1.e; CACREP CC3f, CACREP CC3g; CACREP SCP[A]6) factors that affect behavior, including but not limited to, crises, trauma, disaster, disability, addiction, psychopathology, and environmental factors, in assisting all students to develop healthy life and learning styles.
	6. (MoSTEP 1.4.1.1.g; CACREP CC3e) a framework for understanding exceptional abilities and strategies for differentiated interventions.
	7. (MoSTEP 1.4.1.1.h; CACREP CC3.h) strategies for facilitating optimal development and wellness over the life span.
<p><b>2. Social and Cultural Diversity</b>            MoSTEP 1.4.1.2.a-.h;            ASCA A.9; CACREP CC2a-f; CACREP SCP[E]2, 3; Praxis 0420: I-1-4, II-1; CR: B.c.7; C.2</p>	8. (MoSTEP 1.4.1.2.a; CACREP CC2a) multicultural and pluralistic theories, issues, and trends.
	9. (MoSTEP 1.4.1.2.b; CACREP SCP[E]3) attitudes and behaviors related to diversity, and how the diversity in families impacts all students.
	10. (MoSTEP 1.4.1.2.c; CACREP CC2b; CACREP SCP[E]3) strategies for educating students, colleagues, and others about diversity and its impact on learning, growth, and family and community relationships.
	11. (MoSTEP 1.4.1.2.d; CACREP CC2e) strategies for facilitating the development of all students' respect for and valuing of human diversity, social justice, advocacy, conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, and body.

<sup>1</sup> Alignment Codes used throughout this document: MoSTEP = MoSTEP 1.4 (3-26-08 revision); ASCA = American School Counselor Association School Counselor Competencies; CACREP CC = CACREP ("Draft 3 Final" [June 2007 revision]) Common Core standards; CACREP SCP = CACREP School Counselor Program standards; Praxis 0420 = ETS Praxis II School Guidance and Counseling; CR = DESE Certification Requirements.

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	<p>12. (MoSTEP 1.4.1.2.e; CACREP CC2f) counselors' roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.</p>
	<p>13. (MoSTEP 1.4.1.2.f; CACREP CC2c; CACREP SCP[E]4) strategies for applying knowledge of how culture affects human relationships and demonstrating cultural awareness and sensitivity in counseling</p>
	<p>14. (MoSTEP 1.4.1.2.g; ASCA A.9; CACREP SCP [E]2) strategies for demonstrating cultural awareness and sensitivity in the implementation of comprehensive guidance programs</p>
	<p>15. (MoSTEP 1.4.1.2.h; CACREP CC2d) individual, family, group, and community strategies for working with and advocating for diverse populations.</p>
<p><b>3. Assessment</b>          MoSTEP 1.4.1.3.a-f;          CACREP CC 7a-g; Praxis 0420:I-3; CR: B.c.5, B.c.8; C.2</p>	<p>16. (MoSTEP 1.4.1.3.a; CACREP CC 7a,b) theoretical and historical bases for assessment techniques, including basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations.</p>
	<p>17. (MoSTEP 1.4.1.3.b; CACREP CC 7d, e) concepts of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information), validity (i.e., evidence of validity, types of validity), and the relationship between reliability and validity.</p>
	<p>18. (MoSTEP 1.4.1.3.c; CACREP CC 7g) selecting, administering, and interpreting qualitative and quantitative assessments typically used in comprehensive guidance programs to assess the academic, career, and personal/social development of all students.</p>
	<p>19. (MoSTEP 1.4.1.3.d; CACREP CC 7c) statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.</p>
	<p>20. (MoSTEP 1.4.1.3.e; CACREP CC 7f) social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.</p>
	<p>21. (MoSTEP 1.4.1.3.f; CACREP CC 7.g) ethical principles in assessment.</p>
<p><b>4. Career Development and Planning</b>          (MoSTEP 1.4.1.4.a-d, f-g; ASCA H.5; CACREP CCa-g; Praxis 0420: I.4, III.2; CR: B.c.4, B.c.7</p>	<p>22. (MoSTEP 1.4.1.4.a; CACREP CC4.a) theories of career development, decision-making and planning with all students.</p>
	<p>23. (MoSTEP 1.4.1.4.b; CACREP CC4.c, 4.e) strategies for promoting and supporting the career decision-making and planning of all students through comprehensive guidance program planning, organization, implementation, administration, and evaluation.</p>

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	<p>24. (MoSTEP 1.4.1.4.c; ASCA H.4; CACREP CC4.f) career assessment instruments and techniques to assist all students in understanding their abilities and career interests.</p>
	<p>25. (MoSTEP 1.4.1.4.d; CACREP CC4.d) interrelationships among work, family, and other life roles and factors, including the role of multicultural issues in career development.</p>
	<p>26. (MoSTEP 1.4.1.4.e; CACREP CC4.g) impacts of diversity on career development.</p>
	<p>27. (MoSTEP 1.4.1.4.f; ASCA H.5; CACREP CC4.b) using current educational, career, and labor market information as well as career information delivery systems to assist all students in understanding the worlds of education and work in making career plans and choices</p>
<p><b>5. Helping Relationships</b>          MoSTEP 1.4.1.5.a-d;          CACREP CC5b-f; Praxis 0420: II; CR: not overtly present</p>	<p>28. (MoSTEP 1.4.1.5.a; CACREP CC5c) essential interviewing and counseling skills.</p>
	<p>29. (MoSTEP 1.4.1.5.b; CACREP CC5d) counseling theories to conceptualize student issues and concerns and select appropriate counseling interventions to respond to these issues and concerns.</p>
	<p>30. (MoSTEP 1.4.1.5.c; CACREP CC5e) strategies for applying a school, family and community systems perspective to the counseling process.</p>
	<p>31. (MoSTEP 1.4.1.5.d; CACREP CC5b, f) a framework for understanding and practicing professional consultation, including counselor characteristics and behaviors that influence helping processes.</p>
<p><b>6. Group Work</b>          MoSTEP 1.4.1.6.a-d;          CACREP 6a-d; Praxis 0420: I-1; CR: B.a.5</p>	<p>32. (MoSTEP 1.4.1.6.a; CACREP 6a) principles of group dynamics, including group process components, developmental stage theory, group member roles and behaviors, and therapeutic factors of group work.</p>
	<p>33. (MoSTEP 1.4.1.6.b; CACREP 6b) group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership roles.</p>
	<p>34. (MoSTEP 1.4.1.6.c; CACREP 6c) theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.</p>
	<p>35. (MoSTEP 1.4.1.6.d; CACREP 6d) planning, managing, and evaluating groups, including group counselor orientations and behaviors and appropriate selection criteria and methods.</p>

<p><b>7. Structural Components of a Comprehensive Guidance Program</b>          MoSTEP 1.4.2.1.a-c; ASCA A.1,2, 4, 5-7; ASCA C.1-4, D1-3, K.1-6, L.1-6; CACREP SCP [A]5, CACREP SCP [K]1; Praxis 0420: III;CR: B.c.12</p>	<p>36. (MoSTEP 1.4.2.1.a; ASCA A.1, A.2, 4, 5-7, C.1-3, D1-3; CACREP SCP [A]5, CACREP SCP [K]1) beliefs and philosophy for comprehensive guidance programs that align with current school improvement plans and student success initiatives at the school, district and state levels.</p> <p>37. (MoSTEP 1.4.2.1.b; ASCA K.1-6) facilities, resources, budget, and staffing patterns necessary to ensure the full implementation of comprehensive guidance programs.</p> <p>38. (MoSTEP 1.4.2.1.c; ASCA C.4, L.1-6) establishment, facilitation, and use of advisory councils to support the full implementation of comprehensive guidance programs..</p>
<p><b>8. Comprehensive Guidance Program Components: <i>Guidance Curriculum</i></b>          MoSTEP 1.4.2.2.1.a-d; ASCA E.1-2, G.1-5, 7-8; CACREP SSP [A]3; CACREP SCP [K]2-3; Praxis 0420: II-1 &amp; 3; CR: B.c.6; C.2</p>	<p>39. (MoSTEP 1.4.2.2.1.a) role and development of guidance curriculum planning surveys to inform the planning and implementation of the guidance curriculum.</p> <p>40. (MoSTEP 1.4.2.2.1.b; ASCA G.2, 7; CACREP SCP [K]2) design and implementation of culturally sensitive and developmentally appropriate guidance activities demonstrated to meet student needs and school goals, including closing-the-gap activities.</p> <p>41. (MoSTEP 1.4.2.2.1.c; ASCA E.1-2, G.1, 5, 8; CACREP SCP [A]3) collaboration with teachers and other school personnel in the delivery and full implementation of the guidance curriculum through alignment of guidance grade-level expectations with the grade-level expectations of other programs.</p> <p>42. (MoSTEP 1.4.2.2.1.d; ASCA G.3-4; CACREP SCP [K]3) effective curriculum design, classroom management skills, and instructional strategies.</p>
<p><b>9. Comprehensive Guidance Program Components: <i>Individual Planning</i></b>          MoSTEP 1.4.2.2.2.a-c; ASCA H.1-3, 5-7; CACREP.not overly presented; Praxis 0420: I-1; B.a.13</p>	<p>43. (MoSTEP 1.4.2.2.2.a; ASCA H.1-2) planning, goal setting, and decision-making strategies and processes demonstrated to help all students develop personal plans of study (e.g., appraisal, advisement, goal-setting, decision-making, social-skills, transition , or post-secondary-planning).</p> <p>44. (MoSTEP 1.4.2.2.2.b; ASCA H.3, 5) tools, including technology, to assist all students in developing personal plans of study in collaboration with parents or guardians and other school personnel.</p> <p>45. (MoSTEP 1.4.2.2.2.c; ASCA H.6-7) the relationship of academic performance to the world of work, family, life and community service and strategies demonstrated to assist students in monitoring and managing their own academic, career, and personal/social development.</p>
<p><b>10. Comprehensive Guidance Program Components: <i>Responsive</i></b></p>	<p>46. (MoSTEP 1.4.2.2.3.a; ASCA I.4, .5) understand and use individual and small-group counseling theories and techniques for students during times of transition, separation, heightened stress, and critical change.</p>

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<p><i>Services</i>          MoSTEP 1.4.2.2.3.a-e;          ASCA I.1-9, .13; CACREP          CC 6a-d, g; CACREP          SCP[C]6; CACREP SCP          [M]4; Praxis 0420: I.1-4,          II.1; CR: C.2</p>	<p>47. (MoSTEP 1.4.2.2.3.b; CACREP SCP [M]4) systems theories, models and processes of consultation within school system settings, including family and community.</p>
	<p>48. (MoSTEP 1.4.2.2.3.a, .c; ASCA I.1, .2, .4, .6-8, .13; CACREP CC1c, 3c, 5g, 6a-d; CACREP SCP [A]7, [C]6, [M]9) the role of school counselors and comprehensive guidance programs in school crisis/emergency management plans, including team leadership and collaboration models for schools, communities, and families before, during, and after a crisis.</p>
	<p>49. (MoSTEP 1.4.2.2.3.d; ASCA I.3, 9) construction and use of databases for compiling community agencies, resources, and service providers for student referrals in collaboration with parents or guardians and appropriate school personnel.</p>
<p><b>11. Comprehensive Guidance Program Components: System Support</b>          MoSTEP 1.4.2.2.4.a-i;          ASCA ASCA B.1.1-5, B.2-1-5, B.3.1-3, B.4.1-3, M.1-5, N.1-4, O.1-2, P.1-7, Q.1-8; CACREP SCP [O]1-5, SCP [I]1-5; CACREP 1e; Praxis 0420: II, III-1,3; CR: B.c.8, B.c.12</p>	<p>50. (MoSTEP 1.4.2.2.4.a; CACREP SCP [O]3) designing and managing a fully-implemented, district-wide comprehensive guidance program.</p>
	<p>51. (MoSTEP 1.4.2.2.4.b; ASCA B.1.1-4, B.2-1-5, B.3.1-3, B.4.1-3; CACREP SCP [O]1-2, 4, 5) advocacy, leadership, collaboration and acting as a systems change agent for the success of all students through the full implementation of comprehensive guidance programs.</p>
	<p>52. (MoSTEP 1.4.2.2.4.c) advocacy for the full implementation of comprehensive guidance programs at the local, state, and national level.</p>
	<p>53. (MoSTEP 1.4.2.2.4.d; ASCA J.4, M.1-5, P.1-7, Q.1-8; CACREP CC 1e; CACREP SCP [I]1-5) evaluate, monitor, and improve comprehensive guidance programs, informed by data, using the formula Program + Personnel = Results.</p>
	<p>54. (MoSTEP 1.4.2.2.4.e) designing and implementing a professional development plan that includes participation in local, state, and national, professional organizations and other professional growth opportunities.</p>
	<p>55. (MoSTEP 1.4.2.2.4.f, g; ASCA B.1.5) distinguishing between non-guidance and fair-share responsibilities and participating in those identified as being fair-share.</p>
	<p>56. (MoSTEP 1.4.2.2.4.h; ASCA O.1, 2) establishing and using annual, monthly, and weekly calendars to ensure the effective implementation of comprehensive guidance programs.</p>
	<p>57. (MoSTEP 1.4.2.2.4.i; ASCA N.1-4) conducting and interpreting time-and-task analyses to determine utilization of professional school counselor time.</p>
<p><b>12. Comprehensive Guidance Program</b></p>	<p>58. (MoSTEP 1.4.2.2.5.a; ASCA G.6) technologies available for the delivery of guidance and counseling activities.</p>

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<p><b>Components: <i>Technology</i></b>          MoSTEP 1.4.2.2.5.a-b;          ASCA A.8, G.6; CACREP:          not overtly presented;          MoSTEP 1.4.2.5.1-2; Praxis          0420: not overtly present;          CR: B.c.13</p>	<p>59. (MoSTEP 1.4.2.2.5.b; ASCA A.8) technologies available for the management and evaluation of a comprehensive guidance program.</p>
<p><b>13. Professional Relationships in the School, Family, and Community</b>          MoSTEP 1.4.3.1.a-d;          CACREP CC 1b; CACREP SCP [M]1-4, 7; Praxis 0420: II.1; CR: B.c.7, B.c.8, B.c.10, B.c.11</p>	<p>60. (MoSTEP 1.4.3.1.a; CACREP SCP [M]1, 4) using systems theories, models, and processes of consultation within school system to enhance student development, well being, and learning through family-school collaboration.</p> <p>61. (MoSTEP 1.4.3.1.b; CACREP SCP [M]2) consultation strategies demonstrated to improve communication and promote teamwork.</p> <p>62. (MoSTEP 1.4.3.1.c, d, e; CACREP CC 1b; CACREP SCP [M]3, 7) using consultation strategies to coordinate resources and the efforts of staff (teachers, administrators, and other school personnel), to promote school-home relationships through the involvement of parents and other family members, and to involve private and public community agencies in students' academic, career, and personal/social development.</p>
<p><b>14. Ethical Standards</b>          MoSTEP 1.4.4.1.a-d;          ASCA F.1, 2, 4, 6, 7, 9, 11;          CACREP CC 1j; CACREP SCP [A]2); Praxis 0420: IV.1-2; CR: B.c.14</p>	<p>63. (MoSTEP 1.4.4.1.a; ASCA F.1, .2, .4; CACREP CC 1j; CACREP SCP [A]2) practicing in accordance with the ethical standards of the counseling profession (e.g., ASCA Ethical Standards for School Counselors), with those of credentialing bodies, and within local school district policies and procedures.</p> <p>64. (MoSTEP 1.4.4.1.b; ASCA F.6) employing ethical decision-making models to recognize and resolve ethical dilemmas</p> <p>65. (MoSTEP 1.4.4.1.c; ASCA F.7) modeling ethical behavior in one's work.</p> <p>66. (MoSTEP 1.4.4.1.d; ASCA F.9, 11) adhering to the ethical standard of confidentiality in relationships with students, parents, administrators and teachers.</p>
<p><b>15. Legal Standards</b>          MoSTEP 1.4.4.2.a.,b;          ASCA F.2-5, 8, 9, 10;          CACREP CC 1.j; Praxis 0420: IV.1-2; CR: B.c.14</p>	<p>67. (MoSTEP 1.4.4.2.a.; ASCA F.2-.5, .9; CACREP CC 1.j) school district policies; and local, state, and federal statutory requirements pertaining to the practice of school counseling, including limits of confidentiality.</p> <p>68. (MoSTEP 1.4.4.2.b; ASCA F.8, 10) legal resources and professional development available to inform and guide professional practice.</p>
<p><b>16. Professional Orientation, Identity and Well-Being</b>          MoSTEP 1.4.5.a-g;          CACREP 1a, d, f-i; Praxis</p>	<p>69. (MoSTEP 1.4.5.a; CACREP 1a; CACREP SCP [A]1) the history and philosophy of the school counseling profession.</p> <p>70. (MoSTEP 1.4.5.b; CACREP 1f, g; CACREP SCP [A]4) professional organizations, competencies, preparation standards, credentials, and accreditation policies appropriate to professional school counselors.</p>

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0420: IV.2; CR: C.2;  
B.c.13, B.c.14

71. (MoSTEP 1.4.5.c) using personal reflection, consultation, supervision, and feedback from others to create and implement professional development plans for continued professional growth.

72. (MoSTEP 1.4.5.d; CACREP CC 1i, h) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for students and to advance the profession.

73. (MoSTEP 1.4.5.e; CACREP 1d) self-care strategies.