

Introduction

The Missouri School Counselor Standards convey the expectations of performance for professional school counselors. The standards are based on teaching and counseling theory indicating that effective counselors are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills. Counseling professionals are expected to supply sound professional judgment and to use these standards to inform and improve their practice. School counselors work actively to support the academic, personal/social and career development for students through a comprehensive guidance and counseling program. The Missouri School Counselor Standards employ a developmental sequence to define a continuum that illustrates how school counselors' knowledge and skills mature and strengthen throughout their careers. **Thus these standards recognize that school counselors continuously develop knowledge and skills.**

These standards are aligned with the American School Counselor Association (ASCA) School Counseling Standards, Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards, National Board for Professional Teaching Standards (NBPTS) 2002 Counselor Standards, and the National Center for Transforming School Counseling (NCTSC) Ten Essential Elements for Change in School Counselor Preparation Programs.

Standard #1 Student Development

The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social and career development.

Quality Indicator 1: Human Growth and Development

Quality Indicator 2: Counseling Theories and Interventions

Quality Indicator 3: Helping Relationships

- Individual Counseling
- Group Work
- Classroom Guidance
- Mental Health and Well-Being

Quality Indicator 4: Social and Cultural Diversity

- Equity
- Fairness

Quality Indicator 5: Appraisal of Student Growth and Achievement

- Measurement
- Assessment
- Interpretation
- Application

Quality Indicator 6: Career Development and Planning

Standard # 2 Program Implementation

The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, personal/social and career development of all students.

Quality Indicator 1: Structural Components

Quality Indicator 2: Program Components

- Guidance Curriculum
- Individual Student Planning
- Responsive Services
- System Support

Quality Indicator 3: Technology

- Program Delivery
- Program Management

Quality Indicator 4: Program, Personnel, and Results Evaluation

Standard #3 Professional Relationships

The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive guidance and counseling program as well as the overall mission and improvement plans of the school and district.

Quality Indicator 1: Interpersonal Skills

Quality Indicator 2: Collaboration

- Administrators
- Staff
- Students
- Families
- Community Members
- Agency Representatives
- Other Professional School Counselors

Quality Indicator 3: Consultation Theories and Strategies

Quality Indicator 4: School and Community Involvement

Standard #4 Leadership and Advocacy

The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive guidance and counseling program and the school.

Quality Indicator 1: Personal Well-Being

Quality Indicator 2: Leadership and Professionalism

- Professional Identity
- Professional Development
- Professional Affiliation
- Professional Involvement

Quality Indicator 3: Student Advocacy

Quality Indicator 4: Program Leadership

- Vision
- Development and Enhancement
- Advocacy

Quality Indicator 5: School Climate and Culture

Standard #5 Ethical and Professional Conduct

The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.

Quality Indicator 1: Ethical Standards

Quality Indicator 2: Professional Standards

Quality Indicator 3: District and School Policies

Quality Indicator 4: Legal Requirements

The Professional Continuum of the Missouri School Counselor: The following descriptions apply to all indicators found in the standards:

<p>Candidate: #C#) This level describes the performance expected of a potential school counselor preparing to enter the profession and is enrolled in an approved educator preparation program at a college, university, or state-approved alternate pathway. Content knowledge, teaching, and counseling skills are being developed through a progression of planned classroom and supervised clinical experiences.</p>	<p>New School Counselor: #E#) This level describes the performance expected of a new school counselor as they enter the profession in a new assignment. The base knowledge and skills are applied as they begin to counsel and advance student growth and achievement in a school setting of their own.</p>	<p>Developing School Counselor: #D#) This level describes the performance expected of a school counselor early in their assignment as the teaching, content, knowledge, and skills that he/she possesses continue to develop as they encounter new experiences and expectations in the classroom, school, district, and community while they continue to advance student growth and achievement.</p>	<p>Proficient School Counselor: #P#) This level describes the performance expected of a career, professional school counselor who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.</p>	<p>Distinguished School Counselor: #S#) This level describes the career, professional school counselor whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished School Counselor serves as a leader in the school, district, state, and the profession.</p>
<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Demonstrate knowledge • Able to Create, Implement, or Locate • Familiar with • Understand • Aware of/Recognize • Observe • Identify 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Demonstrate • Communicate • Identify/Select • Use/Implement • Develop/Create • Facilitate • Explore • Apply 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Incorporate • Apply • Engage • Develop • Actively participate • Realize • Deliver • Advance 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Expand • Analyze/Assess • Adjust • Display/Present • Enable • Build • Infuse • Anticipate 	<p>Indicator Terminology:</p> <ul style="list-style-type: none"> • Mentor/Model • Lead • Connect • Employ • Contribute • Has Mastery of • Cultivate/Foster • Research
<p>Data Points:</p>	<p>Data Points:</p>	<p>Data Points:</p>	<p>Data Points:</p>	<p>Data Points:</p>
<p>Data Points established for each level of the Professional Continuum help define or give meaning to the Indicator Terminology</p>				