



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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GOVERNOR

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SUPERINTENDENT OF
PUBLIC INSTRUCTION

January 25, 2010

MEMORANDUM

To: State Board of Education

From: Michael P. Flanagan, Chairman 

Subject: Presentation of the Proposed Standards for the School Counselor Endorsement (NT), Preliminary Employment Authorization to Work as a School Counselor, and School Counselor License

Michigan Teacher Preparation Institutions (TPI) have operated under the auspices of the American School Counselor Association standards and the Michigan Comprehensive Guidance and Counseling program as models for many years. Prior to being granted approval by the State Board of Education (SBE), TPIs that currently offer an approved school counselor program, along with those TPIs that may seek approval of a newly developed school counselor program, will have specific criteria to fulfill. The proposed standards (Attachment A) address necessary components that each TPI needs to adopt as it prepares candidates for K-12 school counseling.

The proposed Standards for the Preparation of School Counselors are aligned with those developed by the Council for the Accreditation of Counseling and Related Educational Programs and with the current American School Counselor Association (2005) national model. Drafts of the standards were made available to the Professional Standards Commission for Teachers (PSCT) for discussion and the PSCT recommended that the Standards for the Preparation of School Counselors be approved by the SBE. The proposed standards submitted by the School Counselor Educator Discussion Group (Attachment B) are needed to formalize the program TPIs offer and to hold them accountable for how they prepare candidates to be credentialed for the role of school counselor throughout Michigan. The Office of Professional Preparation Services will make these proposed standards available via the web to intermediate and local school districts, educational associations, and professional school counselor memberships for review and feedback in March and April of 2010. It is anticipated that these standards will be presented for approval at the June 2010 Board meeting. When approved, these standards will be the framework for a revised Michigan Test for Teacher Certification – School Counseling based content area examination.

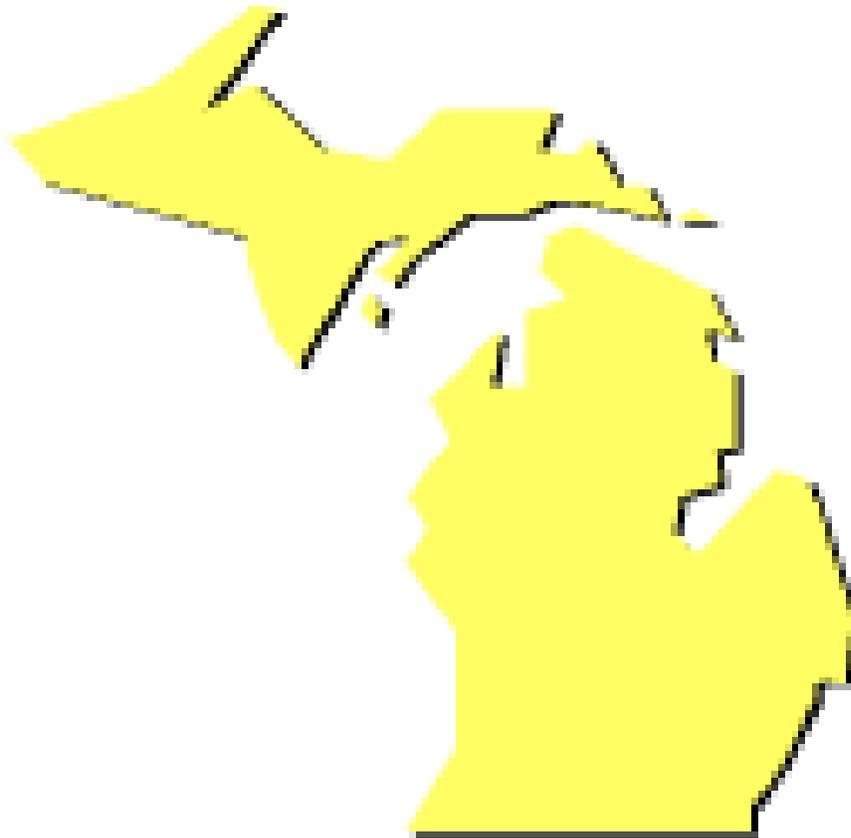
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Standards for the Preparation of School Counselors

School Counselor Endorsement (NT),
Preliminary Employment Authorization
to Work as a School Counselor, and
School Counselor License



Adopted by the Michigan State Board of Education:

(DATE)

DRAFT

Standards for the Preparation of School Counselors

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Preface

Development of the Proposal

A referent group of professional school counselor educators has developed a proposal for standards for the preparation of School Counselor Endorsement (NT), Preliminary Employment Authorization to Work as a School Counselor (PEASC), and School Counselor License (SCL) (school counselors). These standards align with the Michigan Revised School Code (Act 451 of 1976) and Administrative Rules that govern School Counseling (approved July 2006). They are also consistent with the current standards (2009) developed by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and with the current (2005) American School Counselor Association (ASCA) national model.

There are currently three in-state credentials with which individuals completing a school counselor program may serve in the role of a school counselor:

- (1) The NT endorsement on a valid Michigan teaching certificate established by Michigan Revised School Code (Act 451 of 1976; R390.1303).
- (2) The PEASC was established by the SBE in April 1999 as a five-year experimental program. In August 2004 it was extended a year, then became a permanent credential and promulgated in accordance with the Administrative Rules that govern School Counseling (R390.1304) July 2006.
- (3) The SCL that was passed into law July 2000 (P.A. 288; R390.1305).

Counselors who receive the NT endorsement in school counseling or the PEASC are prepared to serve in the role of a school counselor at the grade levels for which the credential is issued (K-8, 6-8, 6-12, or K-12). Counselors who receive SCL are prepared to serve in the role of a school counselor at the grade levels for which the credential was issued (K-12).

The proposed School Counselors Standards were forwarded to the Professional Standards Commission for Teachers to gather feedback. As presented in this document, the standards reflect the feedback received.

State Board of Education adoption of these standards will require re-evaluation of the certification test for individuals prepared to serve in the role of school counselor. Test development for updating the Michigan Test for Teacher Certification in school counseling will be scheduled according to the recommendation of the Standing Technical Advisory Council.

Approval of Programs

Approved institutions that wish to offer new programs to prepare school counselors are required to submit an application for program approval that demonstrates how the new standards are met throughout a proposed curriculum.

All existing programs must show compliance with the new Michigan School Counselor Standards. Following program approval based on these standards, school counselor preparation programs will be reviewed through a program review process.

If an approved institution chooses to seek approval to recommend candidates for more than one school counselor credential, then the institution should complete a separate content standards/guideline matrix for each approval sought.

The following table summarizes the requirements for the three school counselor credentials. Depending upon the type of school counselor program approval a college or university seeks, the institution must ensure that its school counselor candidates meet the requirements established for the specific credential(s) they seek.

Requirements for Credential		Credential or Endorsement type		
		School Counselor Endorsement [NT]	Preliminary Employment Authorization to Work as a School Counselor	School Counselor License
Valid teaching certificate		Yes		
Successful completion of coursework pursuant to MCL 380.1233(2)(b), including: <ul style="list-style-type: none"> • guidance services • individual and group analysis • guidance information • counseling theory and practice • supervised experiences • evaluation 		Yes	Yes	Yes
Successful completion of school counselor exam		Yes	Yes	Yes
Recommendation from approved program		Yes	Yes	Yes
Completion of at least 30 graduate-level semester hours in school counseling		Yes	Yes	Yes
Master's degree in school counseling				Yes ¹
Supervised counseling internship		Yes		Yes
Supervised counseling practicum		Yes	Yes	Yes
Grade ranges of credential	Elementary [K-8] or [6-8]	Yes	Yes	
	Secondary [6-12]	Yes	Yes	
	K-12	Yes	Yes	Yes
Validity period		Variable: depends upon teaching certificate	3 years: non-renewable	5 years: renewable

¹Master's degree in school counseling or equivalent, as determined by approved school counselor preparation program.

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PROFICIENCY LEVEL RATINGS

A – AWARENESS -

The school counselor recognizes/recalls the existence of different school counseling theories, tools, and techniques, including attention to personal/social, academic, and career development, related to the practice of counseling in the schools. The school counselor is cognizant of the various issues related to development and achievement for all students and to the practice of school counseling.

B – BASIC UNDERSTANDING -

The school counselor articulates knowledge about various school counseling theories, tools, and techniques, including attention to personal/social, academic, and career development, related to the practice of counseling in the schools. The school counselor demonstrates proficiency in using knowledge about the various issues related to development and achievement for all students at a fundamental level.

C – COMPREHENSIVE UNDERSTANDING –

The school counselor is able to apply broad, in-depth knowledge of the various aspects of school counseling practices, including attention to personal/social, academic, and career development. The school counselor understands how school counseling can enhance development and achievement for all students and can apply this knowledge to his or her own practice of school counseling. (This level is not intended to reflect mastery; all school counselors are expected to be life-long learners.)

N/A – Level of proficiency not assigned as standard/guideline is not related to coursework *per se*.

No.	Content Standard/Guideline	Proficiency Level
A candidate for a credential as a school counselor shall meet all of the following requirements:		
1.0	Completion of coursework pursuant to section 1233(2)(b) of 1976 PA 451, MCL 380.1233(2)(b), enabling a candidate to:	
1.1	Understand the philosophy, principles, and practice of guidance services [MCL 380.1233(2)(a)(i)(A)], including the ability to:	
1.1.1	Describe the history, philosophy, and current trends in school counseling;	B
1.1.2	Articulate the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school, and caregivers in the home and in the community to facilitate successful student development and achievement of all students;	B
1.1.3	Articulate knowledge of the school setting and Michigan comprehensive guidance and counseling program;	B
1.1.4	Apply understanding of the role of diversity (e.g., race, ethnicity, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status) and equity issues in school counseling;	C
1.1.5	Advocate for all students and for effective school counseling programs; and	C
1.1.6	Integrate developmental guidance curriculum into the total school curriculum to assist PreK–12 students in maximizing their academic, career, and personal/social development.	C
1.2	Understand the nature and range of human characteristics and appraisal methods in individual and group analysis [MCL 380.1233(2)(a)(i)(B)], including the ability to:	
1.2.1	Demonstrate understanding of the role of diversity issues pertinent to the assessment and evaluation of individuals, groups, and specific populations; and	C
1.2.2	Utilize strategies for selecting, administering, and interpreting assessment and evaluation instruments.	C

No.	Content Standard/Guideline	Proficiency Level
1.3	Understand vocational development theory, educational and occupational information for providing guidance information [MCL 380.1233(2)(a)(i)(C)], including the ability to:	
1.3.1	Describe career development theories;	B
1.3.2	Engage in career development program planning, implementation, and evaluation;	C
1.3.3	Conduct career and educational planning, including post-secondary options such as college selection and school-to-work transitions; and	C
1.3.4	Apply knowledge of the role of diversity issues as it relates to educational and career planning.	C
1.4	Understand counseling theory and practice as these apply to individual and group procedures, administration and coordination relationships, professional relationships, and, ethics [MCL 380.1233(2)(a)(i)(D)], including the ability to:	
1.4.1	Utilize individual and small-group counseling approaches that promote school success through academic, career, and personal/social development;	C
1.4.2	Describe issues that may affect the development, well-being, and functioning of students;	B
1.4.3	Develop strategies for assisting students with emotional and behavioral problems;	C
1.4.4	Implement developmental approaches to assist all students and caregivers at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);	C
1.4.5	Apply knowledge of crisis intervention strategies;	C
1.4.6	Articulate theories, models, and processes of consultation;	B
1.4.7	Use knowledge of community resources and skills to make appropriate referrals;	B

No.	Content Standard/Guideline	Proficiency Level
1.4.8	Understand how to plan, implement, and evaluate comprehensive developmental school counseling programs;	B
1.4.9	Describe current issues, policies, laws, and legislation relevant to school counseling; and	B
1.4.10	Model ethical behavior related specifically to the practice of school counseling (e.g., the American School Counseling Association (ASCA) Code of Ethics and Standards).	C
1.5	Understand evaluation in the context of appropriate statistics and research methodology, follow-up evaluation, and measurement methods [MCL 380.1233(2)(a)(i)(F)], including the ability to:	
1.5.1	Identify statistics and research methodology used in conducting research and program evaluation;	A
1.5.2	Analyze and use data to improve student outcomes; and	B
1.5.3	Analyze and use data to increase the effectiveness of school counseling programs.	B
2.0	Completion of not less than 30 graduate level semester hours in school counseling.	N/A
3.0	Completion of supervised clinical experiences [MCL 380.1233(2)(a)(i)(F)], involving direct client contact:	
3.1	For PEASC programs: Practicum supervised by credentialed school counselor or school counselor educator-100 clock hours, at least 40 of which must involve direct client contact; or	N/A
3.2	For NT and SCL programs: Internship supervised by credentialed school counselor or school counselor educator-600 clock hours, at least 300 of which must be in school setting.	N/A

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Standards for the Preparation of School Counselors

Glossary

SCL	School Counselor License
CACREP	Council for the Accreditation of Counseling and Related Educational Programs
ASCA	American School Counselor Association
PSCT	Professional Standards Commission for Teachers
TPI	Teacher Preparation Institution