




STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

SHEILA A. ALLES
INTERIM STATE SUPERINTENDENT

MEMORANDUM

DATE: May 29, 2018
TO: State Board of Education
FROM: Sheila A. Alles, Chairperson 
SUBJECT: Approval of Michigan School Counselor Professional Development Standards

In pursuit of the goal to improve the skills and knowledge of school counselors linked to student achievement, the State Board of Education (SBE) receives the proposal for adoption of Michigan School Counselor Professional Development Standards. These standards were developed pursuant to MCL 380.1233 (7-9) to bridge potential gaps between learning attained in an initial school counselor education program with learning acquired via professional development with an emphasis on college and career readiness including military career options.

The standards align with Every Student Succeeds Act (ESSA) and Michigan's Top 10 in 10 Strategic Goals.

- Goal 1 - Attaining high quality P-20 system, from early childhood to post-secondary to maximize lifetime learning and success;
- Goal 2 - Implement high quality instruction;
- Goal 3 - Recognizing the importance of a high-quality education workforce;
- Goal 5 - Identifying family engagement as a key factor to a child's success; and
- Goal 6 - Setting the stage for students to become career ready, informed, and responsible citizens.

A stakeholder group consisting of: military personnel, school counselors, college admissions, university financial aid, business and industry was facilitated by the Office of Educator Excellence (OEE) and convened in collaboration with the Department of Talent and Economic Development (TED). Stakeholders assisted with the development of professional learning standards as required by law for the renewal of school counselor credentials.

On April 10, 2018 the State Board of Education (SBE) reviewed the Michigan School Counselor Professional Development Standards. The SBE presentation was followed

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by a period of public comment which began April 19 and closed at 11:59 p.m. on May 6, 2018.

A total of 295 survey responses were received. Of the total respondents, fifty-eight percent (58%) hold the Michigan School Counselor License and thirty-one percent (31%) hold a teaching certificate and/or a teaching certificate with the school counselor endorsement (NT). Of the survey responses received twenty-seven percent (27%) of respondents supported the standards fully or supported the standards with minor revisions. Nearly twelve percent (12%) of respondents were neutral. Some positive affirmations included comments such as:

- "This is an excellent opportunity to help counselors get the training they need to do their job."
- "The standards will require training in college and career readiness including the exploration of military careers not covered in depth in an initial school counselor education program."

Approximately twenty-four percent (24.3%) stated significant revisions were needed and thirty-seven percent (37%) stated they were not in support of the standards. It is important, however, to note that one hundred percent (100%) of the comments made under these last two categories did not provide commentary about the standards, but instead addressed topics other than the standards (e.g., opposition to the law mandating the professional development requirements, costs associated with completing the professional development, and educators believing the professional development is not appropriate given their prior training).

One minor change in standard 2.6 was made in response to public comment. Specifically, "Michigan Career Technical Service Organizations" was corrected to reflect the accurate name of "Michigan Career Technical Student Organizations."

Attachment A details the process of the development of the proposed standards. Attachment B contains the proposed Michigan School Counselor Professional Development Standards in Accordance with MCL 380.1233.

It is recommended that the State Board of Education approve the proposed Michigan School Counselor Professional Development Standards in Accordance with MCL 380.1233, as attached to the Superintendent's memorandum dated May 29, 2018.



**Introduction to Michigan
School Counselor
Professional Development
Standards**

Conceptual Framework for Michigan School Counselor Professional Development Standards

School counselors receive initial training and preparation to become credentialed as a counselor educator per completion of an approved school counselor education program. The School Counselor Professional Development Standards were signed into law November 2017 per MCL 380.1233.

There are four credentials an individual may be issued upon completion of an approved school counselor preparation program: 1) a School Counselor (NT) endorsement on a valid Michigan teaching certificate, 2) a Preliminary Employment Authorization to Work as a School Counselor (PEASC), 3) a Temporary School Counselor Authorization (TSCA) and; 4) a School Counselor License (SCL).

Two credentials are impacted by MCL 380.1233 (7–9) and are required to meet the standards provided here, according to law, as a part of the renewal process:

- a) Michigan teaching certificate with a School Counselor (NT) endorsement
- b) School Counselor License (SCL)

Candidates for the renewal of a school counselor endorsement or license shall complete twenty-five (25) hours of professional learning, enhancing current skills and knowledge, applicable to college planning and selection, in any of the areas outlined in sections 1.0-1.17 below. Candidates shall also complete twenty-five (25) hours of professional learning, enhancing current skills and knowledge, applicable to career counseling, career opportunities specific to industry and business, including five (5) hours of military options, in any of the areas outlined in sections 2.0-2.25 below.

Development of the Standards

A stakeholder group facilitated by the Office of Educator Excellence (OEE) consisting of professional school counselor educators, the Department of Talent and Economic Development, military personnel, college admissions professionals, university financial aid officers, business and industry, convened to develop standards required for the renewal of school counselor credentials in alignment with MCL 380.1233. These standards align with the Michigan Revised School Code (Act 451 of 1976) and Administrative Rules that Govern School Counseling (approved November 2017). They are also consistent with the current standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the current American School Counselor Association (ASCA) national model, as endorsed by the Michigan Department of Education on May 14, 2015, and address aspects of Michigan's Top 10 in 10 Strategic Goals.

Purpose

These standards were developed pursuant to MCL 380.1233 (7-9) to bridge potential gaps between learning attained in an initial school counselor education program with learning acquired via professional development with an emphasis on: college and career readiness including military career options.

The purpose of these Standards is to establish a shared vision for the knowledge and skills that in-service school counselors in Michigan should possess and be able to demonstrate by

completion of the required professional development hours. This document provides standards for two strands of professional learning: college readiness and career readiness.

Development of the Proposal and Summary

The School Counselor Professional Development stakeholders group met between February and March 2018 to draft professional learning standards. These standards have strong continuity with the currently approved standards for the initial preparation of Michigan school counselors.

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**MICHIGAN SCHOOL COUNSELOR PROFESSIONAL DEVELOPMENT STANDARDS IN
ACCORDANCE WITH MCL 380.1233**

1.0 College Readiness

Candidates will demonstrate an advanced level of understanding of the philosophy, principles, and practices of guidance services for college preparation and selection, including:

- 1.1 Understanding the roles of professionals, support personnel in the school, and caregivers in the home, working in collaboration with school counselors preparing students for college/other post-secondary education selections, the admissions process, and engaging in outreach and community resources.
- 1.2 Understanding the school setting and the ASCA model and advocating every student graduate from high school and be prepared for employment or college and/or other post-secondary education.
- 1.3 Understanding 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 related to college admissions, selection, and scholarship opportunities.
- 1.4 Understanding how to organize and deliver college fairs, and facilitate college visits, military exploration opportunities, financial aid workshops, career exploration and inventory tools, and assistance for students and parents.
- 1.5 Understanding how to provide early, ongoing exposure in a comprehensive K-12 college and post-secondary program to experiences and current information necessary to make informed decisions and college selection as it relates to career aspirations and military options.
- 1.6 Understanding the basics of financial planning and scholarships, including military options, various resources for college to help increase awareness of college costs and encourage parents to educate themselves of the costs associated with college enrollment.
- 1.7 Understanding the significance of helping students learn about college/other post-secondary education, including early college opportunities and current trends in industry and business.
- 1.8 Understanding the importance of a college-going culture and recognize what trends foster a college-going culture.

- 1.9 Understanding aspects of community colleges, including current research, and discuss community college opportunities with students.
- 1.10 Understanding and promote college readiness for all students.
- 1.11 Understanding issues related to college preparation and selection that may be affected by the development and well-being of students.
- 1.12 Understanding current best practices for promoting a college-going culture, considering demographic settings and special populations.
- 1.13 Understanding and identify academic habits that prepare students for post-secondary success in college and other post-secondary options, which may include registered apprenticeships, certificate and credential training models, proprietary schools (focused on trades and careers), and licensing pathways to careers.
- 1.14 Understanding how to connect students to school and community resources to help overcome barriers and ensure the successful transition from high school to college.
- 1.15 Understanding principles and current practices of college counseling including ethical and legal considerations, admissions and financial aid.
- 1.16 Understanding the unique needs of diverse individuals in higher education settings relevant to college selection including: residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation and dually enrolled students.
- 1.17 Understanding and promote college readiness by increasing awareness of military funded options (e.g., ROTC-Reserve Officer Training Corps, Military Academies).

2.0 Career Readiness

Candidates will demonstrate an advanced level of understanding of current practices and recent trends of career planning. including opportunities in business, industry, and military exploration, including:

- 2.1 Understanding how to plan, implement, and evaluate comprehensive developmental school counseling programs and assist students with skill-based career choices.
- 2.2 Understanding how to model ethical behavior and legal considerations related specifically to the current

practice of school and career counseling (e.g., the American School Counseling Association (ASCA) Code of Ethics and Standards).

2.3 Understanding career counseling, including opportunities for students with interests in industry, business, technology, professional trades, and military career options.

2.4 Understanding the use of data to improve student outcomes and career planning and placement options in varied fields.

2.5 Understanding current policies, laws, and regulations relevant to career counseling and career development programs (e.g., Americans with Disabilities Act [ADA]).

2.6 Understanding current development theories, strategies, and models of consultation relevant to K-12 career counseling and career preparation, which may include training for 21st Century job skills, participating in Michigan Career Technical Service–Student Organizations, such as Future Farmers of America (FFA) or Skills USA, as well as earning badges by participating in student organizations and clubs.

2.7 Understanding students, family, and cultural characteristics related to recent trends in career development.

2.8 Understanding and describe student outcomes/benefits associated with PreK–12 career exploration.

2.9 Understanding and identify potential career exploration interventions and activities.

2.10 Understanding how to analyze and use data to increase the effectiveness of school counseling programs that promote career planning programs initiating life-work role transitions.

2.11 Understanding and help students acquire a set of employability and job search skills based on current trends.

2.12 Understanding sociopolitical and socioeconomic forces that affect career opportunities of ethnic and cultural minorities, such as immigration, racism, and stereotyping.

2.13 Understanding how to extend career initiatives to include STEAM/STEM professions and activities.

2.14 Understanding career opportunities, labor market trends, and global economics, using career assessment techniques.

2.15 Understanding the unique needs/characteristics of multicultural and diverse populations regarding career explorations, employment expectations, and economic/social issues.

- 2.16 Understanding the ability to make accommodations for career needs unique to multicultural and diverse populations in hard to reach populations.
- 2.17 Understanding how to identify and choose appropriate career assessment tools and techniques for students based on current research and practices to enhance the exploration of military and career options.
- 2.18 Understanding vocational development theory and educational and occupational information for providing guidance information.
- 2.19 Understanding how to engage in career development program planning, implementation, and evaluation.
- 2.20 Understanding how to conduct career and educational planning assessments, including post-secondary options, such as college selection and school to work transitions, in sync with current trends.
- 2.21 Understanding how to advise students on potential Career and Technical Education (CTE) opportunities that provide students work-based learning experiences, and opportunities to earn certifications and credentials leading to entry level employment.
- 2.22 Understanding how to assist students in post-secondary research to identify training and educational opportunities that lead to the necessary skills/certifications/licensure to pursue a career.
- 2.23 Understanding how to collect and analyze data related to student success, college selection and planning, and career counseling, including opportunities specific to industry, business and military options.
- 2.24 Understanding the importance of having strong alignments and partnerships with community resources, which includes industry, labor, higher education, and military, and how to support students and the school to maximize lifetime learning and success.
- 2.25 Understanding the significance of developing positive collaborative relationships with local military recruiting personnel to maximize opportunities for student career exploration, planning and development.