

Alignment Between the Indiana REPA Educator Standards for School Counselor and national student and teacher standards for School Counselor

The alignment notations below indicate the content included in state and national standards that is addressed, in whole or in part, by each of the REPA Educator Standards for School Counselor.

<u>Standard 1: Human Development and the Learning Process</u> School counselors have a broad and comprehensive understanding of human development, learning theories, and the learning process.	
ASCA School Counselor Competencies (2012)	I. School Counseling Programs IA: Knowledge: I-A-8 II. Foundations IIA: Knowledge: II-A-3, II-A-5
CACREP Standards (2016)	Section 2: Professional Counseling Identity Counseling Curriculum: F.2.d-e, F.2.g, F.3.a-i Section 5: Entry-Level Specialty Areas—G. School Counseling Practice: h
<u>Standard 2: Theories and Practices in Education and School Counseling</u> School counselors have a broad and comprehensive understanding of theories and current practices in education and school counseling and of the role of school counseling in the educational program and demonstrate the ability to develop and implement guidance curricula and prevention programming.	
ASCA School Counselor Competencies (2012)	I. School Counseling Programs IA: Knowledge: I-A-1, I-A-9 IB: Abilities and Skills: I-B-5c II. Foundations II.A: Knowledge: II-A-1 to II-A-2, II-A-6 II.B: Abilities and Skills: II-B-1a to II-B-1c, II-B-2a to II-B-2c, II-B-3a to II-B-3b, II-B-4c, II-B-4e II.C: Attitudes: II-C-4 III. Management III.A: Knowledge: III-A-5 III.B: Abilities and Skills: III-B-1a, III-B-6a to III-B-6h IV. Delivery IV.B: Abilities and Skills: IV-B-3d V. Accountability V.B: Abilities and Skills: V-B-1c
CACREP Standards (2016)	Section 2: Professional Counseling Identity Counseling Curriculum: F.1.a, 5.a-c, 5.l Section 5: Entry-Level Specialty Areas—G. School Counseling Foundations: d

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Standard 3: The School Counseling and Guidance Program School counselors have a broad and comprehensive understanding of the components of comprehensive, standards-based, data-driven, and outcome-focused school counseling and guidance programs and demonstrate the ability to develop, implement, manage, and evaluate school counseling and guidance programs.	
ASCA School Counselor Competencies (2012)	<p>I. School Counseling Programs IA: Knowledge: I-A-2, I-A-5 IB: Abilities and Skills: I-B-1a to I-B-1b, I-B-1d to I-B-1g</p> <p>II. Foundations IIA: Knowledge: II-A-1, II-A-4, II-A-8 IIB: Abilities and Skills: II-B-1a to II-B-1d</p> <p>III. Management IIIA: Knowledge: III-A-4 to III-A-6 IIIB: Abilities and Skills: III-B-1a, III-B-1c, III-B-3a to III-B-3b, III-B-4a to III-B-4c, III-B-5a to III-B-5b, III-B-6a, III-B-6g, III-B-7a to III-B-7b</p> <p>IV. Delivery IVA: Knowledge: IV-A-1 to IV-A-2, IV-A-5 IVB: Abilities and Skills: IV-B-1a to IV-B-1d, IV-B-1f</p> <p>V. Accountability VA: Knowledge: V-A-1 to V-A-4 VB: Abilities and Skills: V-B-1a to V-B-1e, V-B-1g to V-B-1i, V-B-3a to V-B-3c</p>
CACREP Standards (2016)	<p>Section 2: Professional Counseling Identity Counseling Curriculum: F.1.a, F.4.f, F.7.i, F.8.c-e, F.8.g-j</p> <p>Section 5: Entry-Level Specialty Areas—B. Career Counseling Foundations: a Practice: g</p> <p>Section 5: Entry-Level Specialty Areas—G. School Counseling Foundations: a-c Practice: a-c, j, n-o</p>
Standard 4: Individual Counseling, Small-Group Counseling, and Classroom Guidance School counselors have a broad and comprehensive understanding of individual counseling, small-group counseling, and classroom guidance and demonstrate the ability to provide individual and small-group counseling and to deliver guidance lessons that meet the needs of all students.	
ASCA School Counselor Competencies (2012)	<p>I. School Counseling Programs I.A: Knowledge: I-A-5 I.B: Abilities and Skills: I-B-1h</p> <p>II. Foundations II.A: Knowledge: II-A-8</p> <p>III. Management III.A: Knowledge: III-A-3</p> <p>IV. Delivery IV.A: Knowledge: IV-A-3 to IV-A-4, IV-A-7 to IV-A-8 IV.B: Abilities and Skills: IV-B-3a to IV-B-3b, IV-B-4a to IV-B-4c</p>
CACREP Standards (2016)	<p>Section 2: Professional Counseling Identity Counseling Curriculum: F.5.g-k, F.6.a-g, F.8.b</p>

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	Section 5: Entry-Level Specialty Areas—G. School Counseling Contextual Dimensions: k Practice: d-f
<u>Standard 5: Responsive Services and Crisis Counseling</u> School counselors have a broad and comprehensive understanding of responsive services and crisis counseling and demonstrate the ability to plan, implement, manage, and evaluate responsive services and crisis counseling.	
ASCA School Counselor Competencies (2012)	I. School Counseling Programs I.A: Knowledge: I-A-9 IV. Delivery IV.A: Knowledge: IV-A-9, IV.B: Abilities and Skills: IV-B-3a to IV-B-3h
CACREP Standards (2016)	Section 2: Professional Counseling Identity Counseling Curriculum: F.2.f, F.3.g, F.5.l-m, F.7.c-e Section 5: Entry-Level Specialty Areas—G. School Counseling Contextual Dimensions: e, g, i
<u>Standard 6: Career and Postsecondary Educational Guidance and Counseling</u> School counselors have a broad and comprehensive understanding of developmentally appropriate career and postsecondary educational guidance and counseling and demonstrate the ability to develop, implement, manage, and evaluate developmentally appropriate career and postsecondary educational guidance and counseling.	
ASCA School Counselor Competencies (2012)	I. School Counseling Programs I.A: Knowledge: I-A-5 I.B: Abilities and Skills: I-B-1h II. Foundations II.A: Knowledge: I-A-8 III. Management III.A: Knowledge: III-A-6 IV. Delivery IV.A: Knowledge: IV-A-6 IV.B: Abilities and Skills: IV-B-2a to IV-B-2g, IV-B-3g
CACREP Standards (2016)	Section 2: Professional Counseling Identity Counseling Curriculum: F.2.a, F.4.a-j Section 5: Entry-Level Specialty Areas—A. Career Counseling Foundations: c Contextual Dimensions: a-j, Practice: a-g Section 5: Entry-Level Specialty Areas—G. School Counseling Foundations: c, Contextual Dimensions: c, Practice: e, g, i-k

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Standard 7: The Leadership Role of the School Counselor School counselors have a broad and comprehensive understanding of the role of the school counselor as an agent of change and demonstrate the ability to communicate and collaborate with stakeholders to create learning environments that promote educational equity and success for all students.	
ASCA School Counselor Competencies (2012)	I. School Counseling Programs I.A: Knowledge: I-A-3 to I-A-4, I-A-6, I-A-9 I.B: Abilities and Skills: I-B-1c, I-B-1e, I-B-1h, I-B-2a to I-B-2d, I-B-3a to I-B-3d, I-B-4a to I-B-4e; I-B-5a to I-B-5b I.C: Attitudes: I-C-5 to I-C-6 III. Management III.A: Knowledge: III-A-1, III-A-5 III.B: Abilities and Skills: III-B-2a to III-B-2f, III-B-3a to III-B-3g IV. Delivery IV.B: Abilities and Skills: IV-B-5c, IV-B-6a
CACREP Standards (2016)	Section 2: Professional Counseling Identity Counseling Curriculum: E, F.1.b-e, F.2.c-d, F.2.h, F.7.e-m Research and Program Evaluation: 8.a Section 5: Entry-Level Specialty Areas—G. School Counseling Foundations: d-e Contextual Dimensions: a-b, d, j Practice: l, o
Standard 8: Professional, Legal, and Ethical Standards and Issues in School Counseling School counselors have a broad and comprehensive understanding of professional, legal, and ethical standards and issues in school counseling and demonstrate the ability to apply professional, legal, and ethical standards in their work as school counselors.	
ASCA School Counselor Competencies (2012)	I. School Counseling Programs I.A: Knowledge: I-A-7 I.B: Abilities and Skills: I-B-1h, I-B-3a to I-B-3c II. Foundations II.A: Knowledge: II-A-2, II-A-7 II.B: Abilities and Skills: II-B-4a to II-B-4k II.C: Attitudes: II-C-4 III. Management III.B: Abilities and Skills: III-B-1f to III-B-1i, III-B-8
CACREP Standards (2016)	Section 2: Professional Counseling Identity Foundation: C Counseling Curriculum: F.1.d, F.1.f, F1.i-j Counseling and Helping Relationships: 5.d Assessment and Testing: 7.m Section 5: Entry-Level Specialty Areas—G. School Counseling Contextual Dimensions: l-n