

**UNIVERSITY OF SAINT FRANCIS  
STANDARDS FOR TEACHERS OF SCHOOL COUNSELING PROFESSIONALS**

**IDPS STANDARD #3 FOR SCHOOL COUNSELING:** School Counseling Professionals collaboratively design, coordinate, implement, and evaluate education and career services.

**INTASC STANDARD #6:** The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (\* Candidates Seeking Initial Preparation)

**INTASC STANDARD #7:** The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (\* Candidates Seeking Initial Preparation)

**INTASC STANDARD #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners. (\* Candidates Seeking Initial Preparation)

**INTASC STANDARD #9:** The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (\* Candidates Seeking Initial Preparation)

**INTASC STANDARD #10:** A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being. (\* Candidates Seeking Initial Preparation)

**NBPTS STANDARD #1:** Teachers are committed to students and their learning. (\*\*Candidates Seeking Advanced Preparation)

**NBPTS STANDARD #2:** Teachers know the subjects they teach and how to teach those subjects. (\*\*Candidates Seeking Advanced Preparation)

**NBPTS STANDARD #3:** Teachers are responsible for managing and monitoring student learning. (\*\*Candidates Seeking Advanced Preparation)

**NBPTS STANDARD #4:** Teachers think systematically about their practice and learn from experience. (\*\*Candidates Seeking Advanced Preparation)

**NBPTS STANDARD #5:** Teachers are members of learning communities. (\*\*Candidates Seeking Advanced Preparation)

**CONCEPTUAL FRAMEWORK:** Knowledge of Content, Pedagogy, Learning Community Partner, Self as an Individual, Spiritual/Ethical/Professional Self, and the Learner

Knowledges + Dispositions = Performances K + D = P	Common Core Courses																	
	Educ 553	Psyc 500	Psyc 501	Psyc 518	Psyc 522	Psyc 528	Psyc 530	Psyc 535	Psyc 544	Psyc 548	Psyc 578	Psyc 545	Psyc 550	Psyc 570	Psyc 566	Psyc 576	Psyc 579	Psyc 583
1K. The teacher has the knowledge of the development, coordination, and evaluation of educational and career curricula, advisement, and mentoring services.	X			X													X	X
2K. The teacher has the knowledge of the involvement of all educators and of community members in the collaborative development and delivery of educational and career services.	X			X							X						X	X
3K. The teacher has the knowledge of educational content and opportunities at all levels (pre-K through 16+).																		
4K. The teacher has the knowledge of career opportunities, labor market trends, and global economics.				X													X	X
5K. The teacher has the knowledge of multicultural and diversity issues in education and career development, such as individual and institutional racism, classism, and sexism.	X			X	X	X	X				X						X	X
6K. The teacher has the knowledge of methods for helping all students recognize and utilize their personal career interests, antidotes, and preferences.				X		X											X	X

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	<b>Educ</b> <b>553</b>	<b>Psyc</b> <b>500</b>	<b>Psyc</b> <b>501</b>	<b>Psyc</b> <b>518</b>	<b>Psyc</b> <b>522</b>	<b>Psyc</b> <b>528</b>	<b>Psyc</b> <b>530</b>	<b>Psyc</b> <b>535</b>	<b>Psyc</b> <b>544</b>	<b>Psyc</b> <b>548</b>	<b>Psyc</b> <b>578</b>	<b>Psyc</b> <b>545</b>	<b>Psyc</b> <b>550</b>	<b>Psyc</b> <b>570</b>	<b>Psyc</b> <b>566</b>	<b>Psyc</b> <b>576</b>	<b>Psyc</b> <b>579</b>	<b>Psyc</b> <b>583</b>
7K. The teacher has the knowledge of methods for helping all students develop.			X	X		X	X	X	X	X		X	X		X	X	X	X
8K. The teacher has the knowledge of learning styles and learning strategies and their application to educational achievement.													X					
9K. The teacher has the knowledge of employability and academic success skills, such as personal management and team building.				X														
10K. The teacher has the knowledge of the effective use of technology in educational and career services.	X			X		X					X						X	X
1D. The teacher believes that the purpose of education includes preparing students for employment, developing responsible citizenship, and creating life long learners.				X					X								X	X
2D. The teacher believes all students deserve assistance with academic, career, social, and emotional development.				X					X								X	X
3D. The teacher believes productive educational and career development occurs when students are supported by families, educators, and communities that have high expectations.				X					X								X	X
4D. The teacher believes all students deserve knowledge of all educational and career options.				X													X	X
5D. The teacher believes all careers and educational opportunities are valuable.				X													X	X
6D. The teacher believes all students must receive educational content that will prepare them for a wide range of occupational choices.				X													X	X
7D. The teacher believes all students need a balance of education and enriching activities such as community service, leisure, and the arts.				X					X								X	X
1P. The teacher demonstrates the ability to involve all educators and community members in the collaborative development and delivery of educational and career services.	X			X			X		X								X	X
2P. The teacher demonstrates the ability to develop, coordinate, and evaluate effective educational and career curricula.	X			X													X	X
3P. The teacher demonstrates the ability to develop, coordinate, and evaluate advisement and mentoring services.				X													X	X
4P. The teacher demonstrates the ability to analyze the strengths and needs of students from diverse populations and provide unbiased, developmentally appropriate career and educational services.	X			X	X	X		X	X				X				X	X
5P. The teacher demonstrates the ability to insure educational opportunities at all developmental levels.				X													X	X

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	<b>Educ 553</b>	<b>Psyc 500</b>	<b>Psyc 501</b>	<b>Psyc 518</b>	<b>Psyc 522</b>	<b>Psyc 528</b>	<b>Psyc 530</b>	<b>Psyc 535</b>	<b>Psyc 544</b>	<b>Psyc 548</b>	<b>Psyc 578</b>	<b>Psyc 545</b>	<b>Psyc 550</b>	<b>Psyc 570</b>	<b>Psyc 566</b>	<b>Psyc 576</b>	<b>Psyc 579</b>	<b>Psyc 583</b>
6P. The teacher demonstrates the ability to help students and families understand career opportunities, labor market trends, and global economics.				X					X								X	X
7P. The teacher demonstrates the ability to help students and families understand a variety of educational opportunities and how to prepare for them.	X			X			X		X								X	X
8P. The teacher demonstrates the ability to increase student awareness of the relationship among personal interests, values, and talents and their application to educational and career choices.				X			X		X								X	X
9P. The teacher demonstrates the ability to help students recognize and utilize their personal career interests, aptitudes, and preferences.				X					X								X	X
10P. The teacher demonstrates the ability to help all students develop educational and career goals and specific plans for reaching those goals.				X					X				X				X	X
11P. The teacher demonstrates the ability to assess learning styles and serve as a consultant in the application of teaching/ learning strategies to enhance educational achievement.				X		X											X	X
12P. The teacher demonstrates the ability to utilize technology in the effective delivery of educational and career services.	X			X		X											X	X
13P. The teacher demonstrates the ability to discern and teach employability skills at all levels.				X					X								X	X
14P. The teacher demonstrates the ability to develop, coordinate, implement, and evaluate educational and career services in an ethical manner as defined by the profession.	X								X		X						X	X