# Iowa Department of EducationSchool Counselor Endorsement Worksheet

**Endorsement 172: K-8 School Counselor, 173 5-12 School Counselor.**

**Master’s degree from an accredited institution of higher education. Completion of a sequence of courses and experiences that may have been a part of, or in addition to, the degree requirements to include the following:**

1. Nature and needs of individuals at all developmental levels.
2. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adulthood.
3. Apply knowledge of learning and personality development to assist students in developing their full potential.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Social and cultural foundations.
2. Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.
3. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.
4. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Fostering of relationships.
2. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.
3. Communicate effectively with parents, colleagues, students and administrators.
4. Counsel students in the areas of personal, social, academic, and career development.
5. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.
6. Implement developmentally appropriate counseling interventions with children and adolescents.
7. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.
8. Refer students for specialized help when appropriate.
9. Value the well-being of the students as paramount in the counseling relationship.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Group work.
2. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
3. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Career development, education, and postsecondary planning.
2. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.
3. Apply knowledge of career assessment and career choice programs.
4. Implement occupational and educational placement, follow-up and evaluation.
5. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Assessment and evaluation.
2. Demonstrate individual and group approaches to assessment and evaluation.
3. Demonstrate an understanding of the proper administration and uses of standardized tests.
4. Apply knowledge of test administration, scoring, and measurement concerns.
5. Apply evaluation procedures for monitoring student achievement.
6. Apply assessment information in program design and program modifications to address students’ needs.
7. Apply knowledge of legal and ethical issues related to assessment and student records.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Professional orientation.
2. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.
3. Maintain a high level of professional knowledge and skills.
4. Apply knowledge of professional and ethical standards to the practice of school counseling.
5. Articulate the professional school counselor role to school personnel, parents, community, and students.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. School counseling skills.

Design, implement, and evaluate a comprehensive, developmental school counseling program.

1. Implement and evaluate specific strategies designed to meet program goals and objectives.
2. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
3. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
4. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.
5. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.
6. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.
7. Assist in the process of identifying and addressing the needs of the exceptional student.
8. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.
9. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
10. Promote use of school counseling and educational and career planning activities and programs involving the total school community to provide a positive school climate.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Classroom management.
2. Apply effective classroom management strategies as demonstrated in delivery of classroom and large group school counseling curriculum.
3. Consult with teachers and parents about effective classroom management and behavior management strategies.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Curriculum.
2. Write classroom lessons including objectives, learning activities, and discussion questions.
3. Utilize various methods of evaluating what students have learned in classroom lessons.
4. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing age-appropriate classroom management strategies.
5. Design a classroom unit of developmentally appropriate learning experiences.
6. Demonstrate knowledge in writing standards and benchmarks for curriculum.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Learning theory.
2. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.
3. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.
4. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Teaching and counseling practicum. The candidate will complete a preservice supervised practicum of a minimum of 100 hours, and at least 40 of these hours will be direct service. Candidates will complete a supervised internship for a minimum of 600 hours, and at least 240 of these hours will be direct service. For candidates seeking both the K-8 and 5-12 professional school counselor endorsements, a minimum of 100 hours of the practicum or internship experiences listed above will be completed at each of the desired endorsement levels.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

21.3(1) Adding an endorsement. To add an endorsement to an existing license, the applicant will follow one of these options:

a. Option 1. Receive the Iowa education institution’s recommendation that the current approved program requirements or state minimum requirements for the endorsement have been met.

b. Option 2. Apply for a review of transcripts, out-of-state licensure, or approved assessment score reports by the board of educational examiners’ staff to determine whether Iowa requirements have been met. Applicants will have achieved a C- grade or higher in the courses that will be considered for an endorsement. The methods course can be waived if the practitioner holds an endorsement in the same content area at a different level and teaches in the new content area successfully while holding a Class B license.