

**Commission on Teacher Credentialing (CTC)**

**and**

**Council for Accreditation of Counseling and**

**Related Educational Programs (CACREP)**

# **Standards Crosswalk**

**APRIL 2009**

**An institution that is offering a Nationally accredited Pupil Personnel Services: School Counseling preparation program may elect to use the CACREP’s standards for California accreditation activities. Please see pages 11 of this alignment matrix for the California program standards that MUST be addressed by the program in addition to the CACREP Standards.**

| **CTC Standard** | **Key CTC Elements** | **Applicable CACREP Standard** | **CACREP Standards Language that Documents Comparability** |
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| **Standard 1****Program Design, Rational & Coordination** | Program is coordinated with a cohesive design | Section IIFoundation A., B.2, | * A comprehensive mission statement describes the program’s intent and purpose
* Reflect input from all stakeholders involved in the conduct of the program
 |
| Sequencing of foundational and advanced courses | Section II: Professional Identity G. | * A specific core curriculum is required with identified elements However, CACREP does not require the sequencing of coursework
 |
| **Standard 2**Growth & Development | Understanding of typical and atypical growth and development  | Section II G.3.f | * An understanding of factors that affect both normal and abnormal behavior
 |
| Understanding of theories, research and information related to pupils’ strengths and weaknesses that affect learning | Section II G.3.b | * Understanding of theories of learning and personality
 |
| Effects of health and developmental factors, language, cultural variables, diversity, socioeconomic status and resiliency on pupil development | Section II G.3.dG.3.fSchool Counseling hereafter = (SC) D.3 | * Theories of individual, cultural, couple, family and community resilience
* Understands situation and environmental factors affecting students
* Designs and implements plans to address effects related to atypical growth and development, health and wellness issues and multicultural issues
 |
| **Standard 3**Socio-Cultural Competence | Factors that influence pupil learning and achievement | SC E.1Section II G.2. b,e,f | * Understands key issues surrounding diversity in terms of student learning
 |
| Skills to work effectively with diverse pupils | SC F.1 | * Demonstrates multicultural competencies in relation to diversity
 |
| Understands policies, programs, and practices that are culturally congruent with pupil and family needs | SC E.3SC F.3 | * Understands and advocates school policies responsive to diverse populations
 |
| **Standard 4**Assessment | Understands theories and methods of using assessment data for promoting pupil performance, program outcomes and school climate | SC H.3 | * Develops skills and practices for analyzing assessment information to produce valid inferences to evaluate needs of individual students and effectiveness of educational programs
 |
| Knows how to use assessment to make data-based decision making | SC I.4 | * Knows current methods of using data to inform decision-making and accountability
 |
| Understands the influence of multiple factors on pupil achievement | SC G1 | * Understands the influence of multiple factors that affect functioning of students
 |
| Can analyze information to evaluate the needs of individual pupils and assess effectiveness of educational programs | SC H.3 | * Develops skills and practices for analyzing assessment information to produce valid inferences to evaluate needs of individual students and effectiveness of educational programs
 |
| **Standard 5**Comprehensive Prevention & Early Intervention for Achievement | Understands factors that contribute to successful learning | Section II G 3.bSC E.2 | * Identifies community, environmental, and institutional opportunities that enhance as well as barriers that impede the academic development of students
 |
| Identify problems in earliest stages | SC C.3 | * Knows strategies for helping students identify strengths and cope with problems
 |
| Implements prevention and early intervention strategies for addressing problems | SC D.3 | * Designs and implements prevention and intervention plans related to student learning and development
 |
| Knowledge of factors that support pupil learning | SC E.2 | * Identifies community, environmental, and institutional opportunities that enhance as well as barriers that impede the academic development of students
 |
| **Standard 6**Professional Ethics & Legal Mandates | Understands professional codes of ethics and legal mandates | Section II G1.j | * Knows standards of professional organizations, credentialing bodies and applications of ethics and legal considerations
 |
| **Standard 6**Professional Ethics & Legal Mandates | Ability to access information about legal and ethical matters | SC B.1 | * Demonstrates ability to apply and adhere to ethical and legal standard in school counseling
 |
| **Standard 7**Family-School Collaboration | Understands ways in which pupil development, well being and learning are enhanced by family-school collaboration | SC M.1 | * Understands ways in which pupil development, well being and learning are enhanced by family-school collaboration
 |
| Work with parents to foster family-school collaboration | SC M.5 | * Knows strategies and methods for working with parents and families
 |
| **Standard 8**Self-esteem and Personal and Social Responsibility | Candidates assess their own self-esteem | SC D.1SC D.5 | * Demonstrates self-awareness
* Demonstrates recognition of limitations as a school counselor
 |
| Understands principles associated with building self-esteem, personal and social responsibility and relationship to the life-long learning process | SC C.3Section II G.3.h | * Knows strategies for helping students identify strengths and cope with problems.
* Understands theories for facilitating optimal development and wellness over the life span
 |
| **Standard 9****School Safety and Violence Prevention** | Understands ways to enhance the safety and well-being of pupils and models of school safety planning; understands crisis response plans | Section II G.5.aSection II G.5.gSC A.7 | * Promotes wellness and prevention as counseling goals
* Crisis intervention and prevention models including the use of psychological first-aid strategies
* Understands the operation of school emergency management plans and roles and responsibilities of the school counselor during crises
 |
| Knows how to address the needs of witnesses, victims and perpetrators of violence | Section II G.1.cSC C.6 | * Understands counselors’ roles and responsibilities as a team member in response to a trauma causing event and the potential impact of crises and disasters on students and other school staff. CACREP does not address specific needs of witnesses, victims & perpetrators of violence
 |
| **Standard 10**Consultation | Knowledge of theories, models and processes of consultation | SC M.4 | * Understands systems, theories, models and processes of consultation in school system settings
 |
| Ability to use communication, interpersonal and problem-solving skills in consultation | SC M.2 | * Knows strategies to promote, develop and enhance effective teamwork within the school
 |
| Skill in decision-making to identify problems, make decisions and evaluate outcomes of service delivery | SC I.2SC J.2 | * Knows models of program evaluation for school counseling programs.
* Develops measurable outcomes for school counseling programs, activities, interventions and experiences
 |
| **Standard 11**Learning Theory and Educational Psychology | Understands learning theories  | Section II.G.3.b | * • Understands theories of learning
 |
| Understands factors influencing learning and teaching | SC K.3 | * •Understands curriculum design, lesson planning, class management strategies for teaching
 |
| Evaluate congruence between instructional strategies and pupil learning assets and deficits | SC L.3 | * • Implements differentiated instructional strategies to promote student achievement
 |
| **Standard 12**Professional Leadership Development | Understands the development, improvement and evaluation of programs that support student learning | SC O.2 | * Knows strategies of leadership designed to enhance the learning environment of schools
 |
| Understands the importance of leadership, change agents | SC O.4 | * Understands the role of the school counselor as a systems change agent
 |
| **Standard 13**Collaboration & Coordination of Pupil Support Systems | Has experiences to collaborate with community based organizations | Section II.G.1.bSC N.3, SC N.5 | * Understands the professional roles, functions, and relationships with other human service providers
 |
| Knowledge of programs and services to promote high expectation and increase pupil learning | SC A.5 | * Understand models of school counseling programs and their integral relationship to the total educational program
 |
| **Standard 14**Human Relations | Demonstrate self-awareness, sensitivity to others and skills in relating to others | SC D.1 | * Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms
 |
| Understands concepts of group formation, reference groups, inter-group and intra-group relations and conflicts | Section II.G.6.a | * Understands principles of group dynamics including group process components
 |
| Ability to facilitate group process and mediate conflict | Section II.G.6.b | * Has an experiential understanding of group leadership and facilitation styles and approaches
 |
| **Standard 15****Technological Literacy** | Understands and demonstrates skills in using technology | Section II.F. | * Understands the use of technology in program delivery and impact of technology on the counseling profession
 |
| Uses technology for analyzing data and resources to facilitate program outcomes and student achievement | SC J.3 | * Analyzes data to enhance school counseling programs. CACREP (2009) Standards have much less specific references to technology
 |
| **Standard 16**Supervision and Mentoring | Demonstrates knowledge of models of supervision | Section III.G.4Section II.G.1. e | * Provides opportunity to become familiar with supervision
* Understands counseling supervision models, practices and processes
 |
| Recognizes the important role of field-site supervisors | Section III. E. | * Supervision contracts define the roles and responsibilities of the site supervisor
 |
| **Standard 17**Foundations of the School Counseling Profession  | Understands history, philosophy and trends in school counseling | SC A. 1 | * History and philosophy of the counseling profession
 |
| Understands state and national standards and models of school counseling | SC A.5Section II G.1.g | * Understands current models of school counseling programs (e.g. ASCA) and accreditation practices and national standards
 |
| Understands theoretical bases for counseling practices in schools | SC C.1 | * Knows the theories and processes of effective school counseling programs
 |
| **Standard 18**Professionalism, Ethics & Legal Mandates | Understands ways to develop professional identity congruent with professional functions, development and organization representation | Section II.G.1.bSC B.2  | * Understands professional roles, functions and relationships
* Demonstrates the ability to articulate, model and advocate for school counselor identity and program
 |
| Understands benefits of professional organizations | Section II.G.1.f | * Recognizes membership benefit in professional organizations
 |
| Knowledge of legal mandates and ethical standards | Section II.G.1.jSC B.1 | * Understands and applies ethical standards of professional organizations and legal considerations in counseling
 |
| **Standard 19**Academic Development | Understands concepts, principles, strategies programs and practices to enable academic success and high achievement | SC K.2SC C.2 | * Understands concepts, principles, strategies, programs and practices designed to close the achievement gap and promote student academic success
 |
| Understand how to prepare pupils for full range of options and opportunities after high school | SC L.2 | * Implement strategies to prepare students for a full range of post secondary options & opportunities.
 |
| **Standard 20**Career Development | Knows career development programs and how to implement and evaluate them. | SectionII.G.4.cSC C.4SC M.3 | * Knows career development, program planning, implementation and evaluation.
 |
| **Standard 21**Personal and Social Development | Applies theories, concepts, processes, skills and practices for personal and social development. | SC C.2SC D.2 | * Knows how to design, implement, manage and evaluate programs to enhance personal/social development of students.
* Provides individual and group counseling and classroom guidance to promote personal/social development of students.
 |
| Help students understand and respect themselves and others, make decisions, set goals and develop safety and survival skills. | SC C.3 | * Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
 |
| **Standard 22**Leadership | Knows skills and knowledge of effective leadership. | SC O.1 | * Knows skills and knowledge of effective leadership.
 |
| Knows planning, organizing, implementing, managing and evaluating outcomes of school counseling programs to increase learning. | SC P.1 | * Participates in design, implementation, management and evaluation of a comprehensive school counseling program.
 |
| **Standard 23**Advocacy | Demonstrates skills and attitudes for advocating for academic success for all pupils. | Section II.G.1.i | * Knows advocacy processes needed to address barriers that impede success for clients.
 |
| Implements strategies to eliminate barriers and support positive learning and achievement outcomes. | SC F.2 | * Advocates for academic and learning experiences necessary to promote academic development of students.
 |
| **Standard 24****Learning, Achievement & Instruction** | Knows classroom management strategies for assisting teachers. | SC K.3 | * Understands curriculum design, lesson plan development, classroom management strategies and instructional strategies. CACREP strategies do not focus specifically on assisting teachers
 |
| Understands curriculum design, lesson plan development and instructional strategies for teaching counseling and guidance related material | SC K.3 | * Understands curriculum design, lesson plan development, classroom management strategies and instructional strategies.
 |
| **Standard 25**Individual Counseling | Knows theories and stages of counseling and elements of effective counseling | Section II.G.5.d | * Understands counseling theories and how to
* apply to design appropriate counseling interventions
 |
| Demonstrates skills in crisis intervention and helping pupils cope with personal and interpersonal problems | Section II.G.5.g | * • Understands crisis intervention models and use of psychological first aid strategies
 |
| Designs and implements programs of prevention, treatment and intervention services. Knows community-based mental health referral procedures, resources and practices | SC D.3SC H.4 | * Designs and implements prevention and intervention plans in various areas of student development
* Makes appropriate to school and/or community resources
 |
| Knows how to evaluate outcomes of counseling on student learning and achievement | SC C.2 | * Knows how to evaluate programs for academic and personal/social development
 |
| **Standard 26**Group Counseling and Facilitation | Understands principles of group dynamics and demonstrates skill in group work to enable pupils to overcome barriers and impediments to learning  | Section II G. 6aSC C.5 | * Understands group dynamics and facilitation of teams to enable students to overcome barriers and impediments to learning
 |
| **Standard 27****Collaboration, Coordination & Team Building** | Applies skills of collaboration with school staff, parents and community organizations | SC M.2 | * Knows strategies to promote, develop and enhance effective team work within the school and larger community
 |
| Knows and possesses skills in building working teams of school staff, parents and community members for eliminating barriers to learning | SC M.3 | * Knows how to build effective teams of staff, parents and community members to promote student development
 |
| Demonstrates competence in coordinating community and other services |  | * Not specifically addressed in CACREP standards
 |
| **Standard 28**Organizational and System Development | Understands schools as educational systems and plans, develops, implements and evaluates systemic and comprehensive counseling programs | Section II G.5.eSC O.3SC O.4 | * Learns theories related to systems perspective
* Knows how to design, implement, manage and evaluate comprehensive school counseling programs
* Understands the important role of the school counselor as a systems change agent
 |
| Develops programs that reflect the impact of counseling on student learning | SC O.2 | * Knows strategies of leadership to enhance the learning environment
 |
| **Standard 29**Prevention Education & Training | Demonstrates skills in planning, organizing and implementing programs to promote high academic achievement | SC O.3 | * Knows how to design, implement, manage and evaluate comprehensive school counseling programs
 |
| Know how to prevent problems that pose barriers to learning and achievement | SC D.3 | * Designs and implements a variety of prevention and intervention plans to address a variety of
* student problems
 |
| Develop skills working with school staffs and families to eliminate barriers to learning | SC F.4 | * Engages parents, guardians and families to promote learning
 |
| **Standard 30**Research, Program evaluation and Technology | Knowledge of basic principles of research design, action research and program evaluation | Section II.G.8.b | * Knows research methods such as qualitative, quantitative, action research and outcome based research
 |
| Is able to differentiate high quality from inadequate research | SC I.1SC I.2 | * Is able to critically evaluate research relevant to the practice of school counseling
* Knows models of program evaluation for school counseling programs
 |
| Understands statistics to evaluate research and conduct evaluations | Section II.G.8.c | * Understands statistical methods used in conducting research and program evaluation
 |
| Utilize computer technology for conducting program evaluation | Section II.F | * Is able to use technology in program delivery and understand technology’s impact on the counseling profession
 |
| **Standard 31****Field Experience** | Demonstrates competency in all areas of school counseling | Section III.G | * The internship reflects the comprehensive work experience of a professional counselor appropriate to the designated program area
 |
| Candidates will have 100 clock hours in a practicum experience that can include a variety of school counseling related work | Section III.F | * Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum of 10-week academic term
 |
| Candidates will complete a supervised field experience of 600 clock hours that is begun after successful completion of the practicum and a series of preliminary courses | Section III.G | * The program requires completion of a supervised internship in the student’s designated program area of 600 hours, begun after successful completion of the practicum
 |
| Candidates will complete two levels of field experience; up to 150 clock hours devoted to diversity; and a minimum of 400 clock hours of direct service with k-12 pupils |  | **• Not specifically addressed in CACREP standards** |
| **Standard 32****Determination of Candidate Competence** | Prior to recommending candidate, program sponsors will determine that the candidate has satisfied each professional standard |  | **• Not specifically addressed in CACREP standards** |

**An institution wishing to use the CACREP standards for an accreditation activity in California MUST address the following California program standards in addition to the response to the CACREP standards.**

**Standard 1** Program Design, Rationale and Coordination – Sequencing from beginning to advanced courses are not specifically addressed. CACREP does look at what courses are completed before practicum and internship, however.

**Standard 9** – School Safety and Violence Prevention – CACREP uses crisis intervention and trauma-causing events without specifically mentioning school safety and training to address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced … learning.

**Standard 15**  Technology Literacy– CACREP (2009) Standards have much less specific references to training on using technology.

**Standard 24** Learning Achievement and Instruction – CACREP standards do not specifically focus on assisting teachers with classroom organization.

**Standards 27** Collaboration, Coordination and Team Building – CACREP standards do not specifically address demonstrating competence in the coordination of services.

**Standard 31** Field Experience – CTC has several areas in field experience that are not found in CACREP Standards:

 (1) CTC requires that field experience is completed in two levels (from pre-school to high school) with a minimum of 200 clock hours at each level.

 (2) CTC requires that up to 150 clock hours of field experience be devoted to issues of diversity.

 (3) CTC requires that a minimum of 400 clock hours be completed and supervised in public school settings with k-12 pupils. (CACREP requires 240 clock hours of direct service).

**Standard 32** Determination of Candidate Competence – CTC requires that prior to recommending candidates one or more persons responsible for the program determines that the candidates have satisfied each standard. CACREP has no such requirement.