

Elementary / Secondary School Counselor

PA Competencies Check Sheet

(Used for Certification Only or CAGS)

(Updated 07/15/11)

Name: _____ Seeking: Elementary or Secondary

Reviewer: _____ Date: _____

Prerequisites for PA Certification: Prerequisites need to be completed before beginning your Practicum

_____ English/American Literature _____ Math (1)

_____ English Composition _____ Math (2)

COMPETENCIES	HOW COMPETENCY WAS MET
IA. History & philosophy of school counseling & current trends in school counseling & education	508
IB. Physiological & psychological growth & development of individuals with emphasis on children and early adolescents/adolescents & young adults including:	510
Personality theory & self-concept	510
Family dynamics	510
Normal & abnormal behavior	510
Learning theories	510
Cognitive & moral development	510
Psychology of exceptional students	551
IC. Social & cultural influences on child/adolescent development including	
Cultural change & diversity	511
Respect for self & others	511
Gender & ethnic identification	511
Peer influences (SECONDARY ONLY)	510
Family structures	510/511
Differing life patterns	511
Substance abuse	508
Violence intervention strategies	508

ID. Theories, models & processes of counseling and consultation including	
Group dynamics and processes	532
Crisis prevention and management	501
IE. Career choice & subsequent life style including	
Self-awareness & investigating personal interests	528
Work values & attitudes	528
Relationship of self to the world of work	528
Gender stereotyping in career choice	528
Career exploration, occupational & educational information	528
Career development exploration techniques	528
Life-long learning	528
SECONDARY ONLY: Academic preparation & post-secondary transition	528
SECONDARY ONLY: Partnership/networking strategies	528
IF. Assessment techniques including	
Methods of gathering, statistics, and research design	541/545
Evaluation, testing, and interpretation	541/545
Case study of individual differences	541/545
Identification of risk and protective factors	508/551
Behavioral observation techniques, portfolios, and authentic assessments	508
Formulating plans for facilitating personal, educational, and social growth and change	508
Report writing	508/540/541
IG. Organization & management of school counseling programs including:	
Multidisciplinary instructional support teams	526
Transition processes	526
Roles of the school counselor	526
Development and evaluation of a guidance program students	526
Assuring equitable access for all students	526
Public relations strategies	526

IH. School curriculum design including:	
Operational components of the school system	525
Elementary education curriculum program design	525
Operation of child study and other support services	551
SECONDARY ONLY: Graduation requirements	525
II. Technology for information management and processing, program management, and communication (and career decision making – for SECONDARY ONLY)	526/528
IJ. Characteristics and identification of the range of exceptional students	551
IK. Identification and provision of services for at-risk children/youth and exceptional needs students/special needs students	551
II Performances: Individual & group counseling competencies & practical experience including	
Laboratory experiences, providing observation & participation	583
Supervised counseling practicum experiences, prior to & separate from field experience (60 hours direct service)	583
Internship that provides actual on-the-job experience for a minimum of an additional 300 clock hours with a minimum of 75 direct service hours	584/585
III. Professionalism – demonstrate knowledge and competencies that foster professionalism in school and community settings including	
Professional organizations, journals, conferences, & other professional development	508
Integrity and ethical behavior, professional conduct (PA Code of Practice & Conduct for Educators) & local, state, & federal laws and regulations	501/508
Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning	508
Communicating effectively with parents/guardians, business & industry, and other agencies, and the community at large to support learning by all students.	526