

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 23
STANDARDS FOR SCHOOL SUPPORT PERSONNEL ENDORSEMENTS

Section

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Section 23.100 Purpose and Effective Dates

This Part establishes the standards that shall apply to the issuance of school support personnel endorsements on professional educator licenses pursuant to Section 21B-25 of the School Code [105 ILCS 5/21B-25]. The standards set forth in this Part shall apply both to candidates for educator licensure and to the programs that prepare them. That is:

- a) beginning July 1, 2004, approval of any preparation program or course of study leading to the issuance of a school support personnel endorsement pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the applicable standards identified in this Part; and
- b) beginning July 1, 2005, the tests required for issuance of a school support personnel endorsement shall be based on the applicable standards identified in this Part.

(Source: Amended at 38 Ill. Reg. 6230, effective February 27, 2014)

Section 23.110 Standards for the School Counselor

- a) Academic Development Domain
The competent school counselor understands the learning process and the academic environment and develops programs and interventions that promote the achievement of all students.
 - 1) Knowledge Indicators – The competent school counselor:
 - A) understands the national standards related to the academic development of students across all grade levels. (See "The ASCA Student Standards: Mindsets & Behaviors for Student Success" (2021), published by the American School Counselor Association, 1101 King Street, Suite 310, Alexandria, Virginia 22314, and posted at <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>. No later amendments to or editions of these standards are incorporated by this Section.)
 - B) understands the concepts, principles, and strategies that enable students to achieve and be academically successful.
 - C) understands the relationship of academic performance to the world of work, family life, and community service.
 - D) provides positive direction for academic program planning and for implementing academic support systems.
 - 2) Performance Indicators – The competent school counselor:
 - A) implements strategies and activities that enhance students' academic development.
 - B) provides students across grade levels with academic assistance to overcome barriers to academic growth and achievement.
 - C) works collaboratively with all school personnel and parents to insure student academic achievement.
 - D) initiates interventions that maximize learning, identifies learning styles, teaches study skills, enhances test-taking skills, and motivates students to learn and achieve.

- b) Career Development Domain
The competent school counselor is knowledgeable about the world of work, career theories, and related life processes and develops programs and interventions to promote the career development of all students.
- 1) Knowledge Indicators – The competent school counselor:
 - A) understands the standards referred to in subsection (a)(1)(A) related to the career and vocational development of students across all grade levels.
 - B) understands career development theories and decision-making models applicable for grade levels.
 - C) applies education-to-career principles and student outcomes to the career program.
 - D) understands career development program planning, organization, implementation, administration, and evaluation.
 - E) understands the world of work, labor market information, and job trends.
 - F) understands the phases of career development (awareness, exploration, orientation, and preparation) and how they are applied across grade levels.
 - G) understands career and educational planning, placement, and follow-up.
 - H) understands the use of technology in career planning.
 - I) understands career counseling processes, techniques, resources, and tools, including those applicable to specific populations.
 - 2) Performance Indicators – The competent school counselor:
 - A) integrates career and counseling theories into a comprehensive approach to career counseling.
 - B) enhances students' self-awareness through individual appraisal, appropriate career information, course selection alternatives, and career exploration activities.

- C) assists students to identify and understand their abilities, interests, problem-solving abilities, aptitudes, and goal-setting strategies.
 - D) develops programs and involves parents with respect to their child's career development.
 - E) provides career development consultation and resources to teachers for infusing career development activities into the curriculum.
 - F) collaborates with community business and industry representatives to promote work-based learning opportunities and support.
 - G) helps students develop skills in locating, evaluating, and interpreting career information.
 - H) guides students in the use of career resources such as occupational and labor market information, visual and printed media, computer-based career systems, electronic systems, and the use of the internet.
 - I) administers and interprets assessment tools such as interest inventories, aptitude batteries, personality inventories and self-assessment tools to help students with educational and career decisions.
 - J) assists students with work-based opportunities such as job-shadowing and internships.
- c) Personal/Social Development Domain
The competent school counselor understands the developmental needs of the school-aged population and develops programs and interventions that promote optimum personal and social development.
- 1) Knowledge Indicators – The competent school counselor:
 - A) understands the standards referred to in subsection (a)(1)(A) related to the personal/social development of students across all grade levels.
 - B) understands the concepts and strategies that lead to attitudes, knowledge, and interpersonal skills that help students understand and respect themselves and others.

- C) understands programs that promote school safety and violence prevention.
 - D) understands strategies for helping students make decisions, set goals, and develop resiliency.
 - E) understands the skills necessary for developing effective communication skills that promote cooperation, understanding, and interest in others.
 - F) understands the processes of conflict resolution and anger management.
 - G) understands methods that help students appreciate differences between people and promotes tolerance.
- 2) Performance Indicators – The competent school counselor:
- A) enables students to acquire knowledge of their personal strengths, assets, personal values, beliefs, and attitudes.
 - B) fosters students' sense of self-esteem, efficacy, and personal dignity so they develop positive attitudes toward themselves as unique and worthy individuals.
 - C) helps students identify and express feelings.
 - D) assists students to set healthy personal boundaries and to understand and assert their rights of privacy.
 - E) helps students understand and apply the need for self-control and management of anger.
 - F) teaches ways for students to get along with peers, parents, and authority figures.
 - G) assists students with maintaining healthy family relationships, including teaching the dynamics of family interaction.
 - H) helps students understand the consequences of decisions and choices.

- I) helps students understand the relationship among rules, laws, safety, and the protection of individual rights.
 - J) assists students in understanding the emotional and physical dangers of abuses, e.g., substance, sexual, physical.
 - K) addresses issues of stress and anxiety and teaches students appropriate strategies for coping with peer pressure and managing life's events.
 - L) provides resources to students who are in need of additional professional help.
- d) Classroom Instruction and Counseling Curriculum
The competent school counselor understands instructional planning and designs developmental counseling curriculum based upon knowledge of the student, the community and the overall educational program.
- 1) Knowledge Indicators – The competent school counselor:
 - A) understands basic classroom management.
 - B) understands the counseling curriculum as a component of the developmental approach.
 - C) understands and encourages a team approach with classroom teachers.
 - D) understands multiple definitions of intelligence in order to adapt, adjust, and diversify instructional methodologies.
 - E) understands the concept and process of program evaluation.
 - 2) Performance Indicators – The competent school counselor:
 - A) utilizes classroom management skills to focus students' attention and engagement.
 - B) develops, organizes, and implements the curriculum around the personal/social, career/vocational, and academic/educational domains and their goals.
 - C) coordinates, plans, and delivers the program in a team format with

teachers.

- D) presents lessons, programs, etc., using varied strategies to meet the needs of a diverse student body.
 - E) uses knowledge of normal growth and development to promote positive mental health and assist students in acquiring and using life skills.
 - F) designs, interprets, and applies program evaluations and feedback to improve service delivery systems.
- e) **Responsive Service: Crisis Intervention**
The competent school counselor understands and implements appropriate responses to crises and utilizes a variety of intervention strategies for students, families, and communities facing emergency situations.
- 1) **Knowledge Indicators: The competent school counselor:**
 - A) understands what defines a crisis, the appropriate process responses, and a variety of intervention strategies to meet the needs of the individual, group, or school community.
 - B) understands the theory and techniques needed to implement a school-wide crisis plan.
 - 2) **Performance Indicators: The competent school counselor:**
 - A) implements appropriate techniques for and interventions to assist students and their families facing crisis situations.
 - B) provides leadership to the school and community in a crisis.
 - C) involves appropriate school and community professionals as well as the family in a crisis situation.
 - D) intervenes appropriately and ethically with students who may be suicidal or homicidal.
- f) **Responsive Service: Individual Counseling**
The competent school counselor understands and utilizes a variety of individual counseling strategies and provides appropriate referral services.

- 1) Knowledge Indicators – The competent school counselor:
 - A) understands the theory and process of various individual counseling approaches for crisis or short-term situations (brief counseling strategies).
 - B) understands the responsive services as a component of a developmental approach.
 - C) understands the specialized needs and resources available for students who are disabled, gifted, or at risk or who have dropped out.
 - D) understands appropriate strategies for students expressing difficulties dealing with relationships, personal, educational, or career planning concerns, and/or normal developmental tasks.
- 2) Performance Indicators – The competent school counselor:
 - A) chooses and utilizes appropriate counseling techniques for individual students.
 - B) assists students in clarifying problems, considering causes, and identifying alternative solutions and possible consequences so that appropriate action can be taken.
 - C) counsels students on personal and social issues and facilitates development of long-and short-term goals.
 - D) addresses a variety of students' developmental problems.
 - E) makes referrals to appropriate professionals when necessary.
 - F) provides activities to meet the immediate needs of students that may be identified by students, parents, teachers, or other referrals.
- g) Responsive Service: Group Counseling
The competent school counselor understands and implements principles of group work in the school setting.
 - 1) Knowledge Indicators – The competent school counselor:
 - A) understands principles of group dynamics, including group process

- components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.
- B) understands group leadership styles and approaches.
 - C) understands theories of group counseling, including commonalities, distinguishing characteristics and pertinent research literature.
- 2) Performance Indicators – The competent school counselor:
- A) utilizes group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria, and methods of evaluation of effectiveness.
 - B) implements various approaches used for other types of group work, including task groups, focus groups, prevention groups, support groups, psycho-educational groups, therapy groups, and developmental groups, which will infuse the counseling curriculum.
 - C) practices professional standards for group work as advocated by the national and State professional counseling organizations.
- h) Individual Student Planning
The competent school counselor understands and uses a variety of strategies to encourage students' development of academic, personal/social, and career competencies.
- 1) Knowledge Indicators – The competent school counselor:
- A) understands methods for helping students monitor and direct their own learning and personal/social and career development.
 - B) understands individual student planning as a component of the developmental model.
 - C) understands how to apply knowledge about individual appraisal by using tests and non-test information to assist students with academic and career planning.
 - D) understands applications of technology in student planning, e.g., electronic portfolio, use of internet.

- 2) Performance Indicators – The competent school counselor:
 - A) helps students develop and evaluate personal goals and educational and career plans.
 - B) provides individual advisement to students to enhance their personal/social development and to help them acquire skill in setting and achieving academic and career goals.
 - C) applies knowledge about individual appraisal by using tests and non-test information to help students assess their abilities, interests, skills, and achievements to develop short- and long-range plans.
 - D) provides placement activities to assist all students with transitions from one educational program to another, from one school to another, and from school to work.
 - E) incorporates technology when working with students in individual planning.
- i) Consultation
The competent school counselor understands various consultation models and maintains collaborative relationships within and outside the school community.
 - 1) Knowledge Indicators – The competent school counselor:
 - A) understands the role of the school counselor as consultant and is knowledgeable of various consulting models.
 - B) understands the necessity for empowering families to act on behalf of their children.
 - C) understands the necessity for programs designed to address academic/educational, personal/social, career/vocational, and other developmental needs of the students.
 - D) understands the counselor's role, function, and relationship to other student service providers.
 - 2) Performance Indicators – The competent school counselor:
 - A) utilizes various consulting models.

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- B) guides and/or facilitates families' assumption of responsibility for problem solving.
 - C) provides a multi-dimensional approach to consultation in academic/educational, personal/social, career/ vocational, and other developmental areas.
 - D) participates in multi-disciplinary team meetings and demonstrates the ability to make appropriate referrals to outside agencies and other student service providers within the school system.
 - E) consults with parents, teachers, student services staff, other educators, and community agencies regarding strategies for helping students.
- j) **Systems Support**
The competent school counselor understands the overall educational system, acts as a facilitator of change, and engages in planning and management tasks needed to support the comprehensive developmental school counseling program.
- 1) **Knowledge Indicators – The competent school counselor:**
 - A) understands systems support as a component in the developmental approach.
 - B) understands program development that is comprehensive and educational.
 - C) understands the commitment to life-long learning.
 - 2) **Performance Indicators – The competent school counselor:**
 - A) provides activities that establish, maintain, and enhance the developmental school counseling program as well as other educational programs.
 - B) demonstrates a commitment to life-long learning.
 - C) develops and implements activities to orient staff and community to the counseling program through regular efforts to enhance and maintain staff and community relations.
 - D) serves on departmental curriculum committees, school

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- improvement committees, or advisory boards and assists in developing curricula that meet students' developmental needs.
- E) engages in planning and management tasks needed to support activities of the comprehensive school counseling program.
 - F) participates in continuous professional development.
- k) **Program Development**
The competent school counselor understands and utilizes organizational and management tools needed to implement an effective developmental program.
- 1) **Knowledge Indicators – The competent school counselor:**
 - A) understands data gathered from groups and individuals as they relate to student outcomes and learning standards.
 - B) understands the need for and the process of planning, developing, and implementing a comprehensive school counseling program.
 - C) understands the need for developing school counseling programs based on the needs of students and the school to become an effective learning community.
 - D) understands the comprehensive developmental school counseling concept.
 - E) understands the necessity for goals and objectives in a school counseling program.
 - F) understands competency levels as related to student achievement.
 - G) understands the importance of planning and time management within a comprehensive developmental school counseling program.
 - 2) **Performance Indicators – The competent school counselor:**
 - A) uses available resources in implementing a comprehensive counseling program, including funding and staff resources.
 - B) uses data compiled from needs assessments in planning the counseling program.

- C) uses data from multiple sources, including surveys, interviews, focus groups, and needs assessments, to enhance students' outcomes.
 - D) designs, implements, monitors, and evaluates a comprehensive developmental school counseling program with an awareness of the various systems affecting students, parents, and school faculty and staff.
 - E) implements and evaluates specific strategies designed to meet program goals and objectives for enhancing students' competencies.
 - F) identifies student achievement competencies and implements activities and processes to assist students in achieving these competencies.
 - G) prepares a counseling calendar reflecting appropriate time commitments and priorities within a comprehensive developmental school counseling program.
- l) **Prevention Education and Training**
The competent school counselor is aware of and implements prevention education programs.
- 1) **Knowledge Indicators – The competent school counselor:**
 - A) is aware of student and school problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.
 - B) is knowledgeable of prevention measures to overcome or resolve problems or barriers to learning.
 - 2) **Performance Indicators – The competent school counselor:**
 - A) identifies early signs and predictors of learning problems.
 - B) is able to organize and present prevention programs for students, staff, parents, and community members, as appropriate.
- m) **Assessment**

The competent school counselor understands basic concepts of, technology for, and implications of various assessment and evaluative instruments.

- 1) Knowledge Indicators – The competent school counselor:
 - A) understands the purposes and meaning of assessment from multiple perspectives: historical, sociological, and educational.
 - B) understands the basic concepts of standardized and non-standardized testing and other assessment techniques.
 - C) understands the use of technology in assessment.
 - D) understands the statistical concepts, including scales of measurement, measures of central tendency, indices or variability, shapes and types of distributions, and correlation.
 - E) understands reliability (theory of measurement error, models of reliability, and the use of reliability information) and validity (evidence of validity, types of validity), and the relationship between reliability and validity.
 - F) understands the implications of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to assessment and evaluation.
- 2) Performance Indicators – The competent school counselor:
 - A) analyzes testing information needed and selects appropriate tests, methods and/or materials to gather information and/or perform assessments.
 - B) uses various strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
 - C) interprets and accurately uses the statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlation.
 - D) accurately selects and interprets assessment tools based on reliability and validity when appropriate.

- E) interprets assessments accurately with understanding of diversity and its implications.
 - F) uses and applies appropriate technology in assessment.
- n) Research and Program Evaluation
The competent school counselor understands the importance of, and engages in, research and program evaluation.
- 1) Knowledge Indicators – The competent school counselor:
 - A) understands various types of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.
 - B) understands statistical methods used in conducting research.
 - C) understands the use of technology in conducting research and in program evaluation.
 - D) understands the principles and applications of needs assessment and program evaluation.
 - E) understands the importance of research in the practice of school counseling.
 - 2) Performance Indicators – The competent school counselor:
 - A) identifies and applies research designs appropriate to various counseling situations and problems.
 - B) analyzes data with appropriate statistical methods and computer statistical packages.
 - C) uses formal and informal methods of needs assessment and program evaluation to design and modify developmental counseling programs.
 - D) conducts research and program evaluations within ethical and legal parameters.
 - E) uses appropriate research to demonstrate accountability.

- F) uses technology in conducting research and program evaluation.
- o) Professional Orientation and Identity
The competent school counselor understands and actively participates within the profession.
 - 1) Knowledge Indicators – The competent school counselor:
 - A) understands the importance of active participation and leadership in the appropriate school counseling professional organizations.
 - B) understands community, environmental, and institutional barriers that impede and/or enhance students' academic success and overall development.
 - C) understands the unique characteristics of the school environment and K-12 curriculum.
 - 2) Performance Indicators – The competent school counselor:
 - A) joins and takes an active part in appropriate local, State, and national school counseling professional organizations.
 - B) uses community resources to enhance academic and social/emotional growth, plans appropriate interventions within the context of the community, and advocates for programmatic efforts to eliminate barriers to students' success.
 - C) designs and implements a developmental counseling curriculum that provides all students at all grade levels with knowledge and assistance in acquiring and using life skills.
 - D) participates in continuing professional development activities.
- p) History of School Counseling and Current Trends
The competent school counselor understands the history and current trends and issues of the profession and includes this knowledge when establishing comprehensive developmental counseling programs.
 - 1) Knowledge Indicators – The competent school counselor:
 - A) understands history, philosophy, and current trends and issues in school counseling.

- B) understands the counselor's roles, functions and relationships with other school and student service providers.
- C) understands technology and computer applications in counseling.
- 2) Performance Indicators – The competent school counselor:
 - A) addresses current trends and issues daily in the school.
 - B) incorporates current trends into the developmental curriculum.
 - C) works collaboratively with other school and student service providers.
 - D) uses technology and computer applications directly with students.
- q) Human Growth and Development
The competent school counselor understands the individual diversity of human growth, development, and learning and provides experiences that promote the physical, intellectual, social, and emotional development of the student.
 - 1) Knowledge Indicators – The competent school counselor:
 - A) understands theories of individual and family development and transitions across the life span.
 - B) understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
 - C) understands theories of learning, personality development, child and adolescent development, and the range of individual variation.
 - D) understands how students construct knowledge, acquire skills, and develop habits of mind.
 - E) understands that differences in approaches to learning and performance interact with development.
 - F) understands the developmental stages of children and adolescents as they relate to counseling approaches and appropriate interventions.

- G) understands human behaviors, including developmental crises, disability, addictive behavior, and psychopathology, and situational and environmental factors as they affect both normal and abnormal behavior.
 - H) understands the characteristics and effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
 - I) understands the role of drug therapy as it affects students' behavior.
 - J) understands the characteristics of normal, delayed, and disordered patterns of communication and interaction and their impact on learning.
- 2) Performance Indicators – The competent school counselor:
- A) uses theories of learning, personality, and human development to plan activities and experiences that respond to students' individual and group needs at the appropriate level of development.
 - B) analyzes individual and group performance in order to design interventions that meet learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate grade level.
 - C) plans interventions appropriate to students' developmental levels.
 - D) utilizes strategies for facilitating optimum student development over the life-span.
 - E) recognizes the characteristics of individuals with various disabilities and the effects these may have on individuals.
 - F) implements interventions relevant to students' developmental levels.
 - G) recognizes the effect that addictive behavior, psychopathology, and situational and environmental factors have on both normal and abnormal behavior.
 - H) recognizes the effects of cultural and environmental factors on

students' performance.

- D) recognizes that medications can have effects on the educational, cognitive, physical, social, and emotional behaviors of individuals.
- r) **Standards and Best Practices in School Counseling**
The competent school counselor knows and applies the standards referred to in subsection (a)(1)(A) in developing the counselor's role and function in establishing school counseling programs.
- 1) **Knowledge Indicators – The competent school counselor:**
 - A) understands the requirements of professional credentialing, certification, and licensure.
 - B) understands the unique characteristics of school counseling as a profession as defined in Sections 10-22.24a and 10-22.24b of the School Code [105 ILCS 5/10-22.24a and 10-22.24b].
 - C) understands the standards referred to in subsection (a)(1)(A) of this Section.
 - 2) **Performance Indicators: The competent school counselor:**
 - A) designs school counseling services to include the functions listed in Section 10-22.24b of the School Code as appropriate to the setting and student grade levels.
 - B) manages time to include individual student planning, responsive services, system support, and developmental counseling curriculum activities.
 - C) participates in professional development and keeps current on State and national initiatives.
- s) **The Helping Relationship**
The competent school counselor possesses knowledge and skills necessary to establish helping relationships appropriate to the school setting.
- 1) **Knowledge Indicators – The competent school counselor:**
 - A) understands various counseling theories, including traditional models, multicultural models, brief counseling interventions, and

- systems and family theories, as appropriate to school counseling.
- B) understands how individual student characteristics, including age, gender, ethnic differences, race, culture, learning abilities and styles, and value dimensions, relate to the helping process.
 - C) understands the limitations of the counselor's ability and training and is aware of referral resources.
 - D) understands the counseling process and is aware of various skills, methods, and behaviors used in both prevention and intervention.
 - E) understands the skills necessary to build a therapeutic and trusting relationship with a client.
 - F) understands how to develop long- and short-term intervention plans consistent with curriculum, learner diversity, and learning theory.
- 2) Performance Indicators – The competent school counselor:
- A) uses established counseling theory in the counseling process and applies it to the developmental needs of the client.
 - B) exhibits flexibility in adapting counseling technique to client diversity.
 - C) makes necessary and appropriate referrals.
 - D) demonstrates skills in developing therapeutic relationships, goal setting, intervention strategies, and evaluation of counseling outcomes with clients.
 - E) demonstrates appropriate skills in working with parents.
 - F) uses developmental and counseling theories to design and implement comprehensive and developmental programs.
 - G) creates long-term and short-term intervention plans.
 - H) applies appropriate diagnoses and case conceptualization skills to clients.

- t) Social and Cultural Diversity
The competent school counselor possesses the knowledge and skills to appropriately address issues of diversity, cultural difference, and change.
- 1) Knowledge Indicators – The competent school counselor:
 - A) is aware of and sensitive to the implications of the counselor's own social and cultural background.
 - B) is aware of how the counselor's own cultural background and experiences influence the counselor's attitudes, values, and biases about psychological processes.
 - C) is knowledgeable about diverse groups with which the counselor may work.
 - D) understands how race, culture, ethnicity, sexual orientation, physical and mental characteristics, and other areas of diversity affect personality formation, vocational choice, and manifestation of difficulties and strengths in academic, career, and personal/social development.
 - E) understands how gender affects personality formation, academic choice, vocational choice, and manifestations of difficulties and strengths in academic, career, and personal and social development.
 - F) understands the impact of sexual harassment on students' personal, social, emotional, and academic development.
 - 2) Performance Indicators – The competent school counselor:
 - A) incorporates an approach to social and cultural diversity that is equitable for all students.
 - B) adopts intervention skills appropriate to the specific diverse needs of the student.
 - C) develops programs for students that acknowledge their diversity and meet special needs as appropriate.
 - D) incorporates a gender-equitable and culturally sensitive approach in dealing with students, families, staff, and the community.

- E) utilizes appropriate non-traditional strategies in career and academic counseling.
 - F) adopts appropriate methods to intervene when students use inappropriate language or behaviors relating to issues of social and cultural diversity.
 - G) teaches how oppression, racism, discrimination, intolerance, homophobia, heterosexism, and stereotyping may affect students personally and their work.
- u) Ethical Concerns and Legal Matters
The competent school counselor is aware of current legal issues and ethical guidelines of the profession and acts accordingly.
- 1) Knowledge Indicators – The competent school counselor:
 - A) understands the standards referred to in subsection (a)(1)(A) of this Section with regard to professional ethics.
 - B) understands legal standards, including Illinois' School Code [105 ILCS 5] and Mental Health and Developmental Disabilities Code [405 ILCS 5], that apply to the counseling process.
 - C) understands the school counselor's responsibility for knowing and complying with federal, State, and local legislation, regulations, and policies.
 - D) understands that, in the event conflict arises among competing expectations, the school counselor shall be guided by the ACA Code of Ethics (2014), published by the American Counseling Association, 6101 Stevenson Avenue, Alexandria VA 22304, and available at <https://www.counseling.org/resources/aca-code-of-ethics.pdf> and the "Ethical Standards for School Counselors" (2016), published by the American School Counselor Association, 1101 King Street, Suite 310, Alexandria VA 22314, and available at <https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>. No later amendments to or editions of these standards are incorporated by this Section.
 - 2) Performance Indicators – The competent school counselor:

- A) demonstrates commitment to the values and ethics of the school counseling profession.
 - B) adheres to ACA and ASCA professional standards and codes of ethics as a guide to ethical decision-making.
 - C) maintains adequate safeguards for the privacy and confidentiality of information.
 - D) informs students of their ethical rights and the limitations of the counseling relationship and of confidentiality.
 - E) follows State and federal laws, including the School Code, the Mental Health and Developmental Disabilities Code, the Illinois School Student Records Act [105 ILCS 10] and the Family Educational Rights and Privacy Act (FERPA; 20 U.S.C. 1232g).
- v) **Practicum**
The competent school counselor develops basic counseling skills, under qualified supervision, with a school-based population.
- 1) **Knowledge Indicator** – The competent school counselor understands counseling practice through interaction with individuals and groups.
 - 2) **Performance Indicators** – The competent school counselor:
 - A) demonstrates the ability to develop individual and group counseling relationships with a school-aged population.
 - B) meets the standards regarding the helping relationship, individual counseling, and group counseling set forth in subsections (f), (g), and (s).
- w) **Internship**
The competent school counselor completes an internship that provides the opportunity to perform, with a school-based population, under qualified supervision, a variety of counseling activities that a professional school counselor is expected to perform.
- 1) **Knowledge Indicators** – The competent school counselor:
 - A) understands the requirements of a supervised, clinical, field-based

- internship in a school setting focusing on the duties of a school counselor.
- B) understands the comprehensive developmental school counseling model.
- 2) Performance Indicators – The competent school counselor:
- A) participates in an internship, under qualified supervision, that must involve direct services (individual and group counseling required, family counseling recommended) to students, parents, teachers, and other parties interested in the welfare of students.
- B) demonstrates completely the variety of activities a regularly employed school counselor would be expected to perform.
- C) participates in a comprehensive developmental school counseling approach that integrates the basic components of: counseling curriculum; individual planning; responsive services; system support; consultation; and program planning, assessment, and evaluation (see subsections (d) through (n)).

(Source: Amended at 46 Ill. Reg. 8083, effective May 2, 2022)

Section 23.120 Standards for the School Nurse

a) Content Knowledge

The school nurse with a professional educator license endorsed in school support services for school nurse (i.e., educator licensed school nurse) understands and practices within a framework of professional nursing and education to provide a coordinated school health program that encourages all students to achieve their optimal potential.

1) Knowledge Indicators – The competent school nurse:

- A) understands that professional nursing is the foundation for clinical decision-making through assessment, diagnosis, outcome identification, planning, implementation, and evaluation, as it applies to all students in a holistic and ethical manner.
- B) understands the concepts of health promotion and disease prevention when addressing the health care needs of all students and others in the school community.
- C) understands the intent of local, State, and federal rules and regulations, their application to learners with disabilities, and their potential impact on the school community.
- D) understands the significance of practicing within the legal boundaries of professional school nursing.
- E) understands various technology-based productivity tools and their application to school nursing practice.
- F) understands the concepts of the Illinois Learning Standards (see 23 Ill. Adm. Code 1, Appendix D) when providing coordinated school health services that integrate principles of health and education.
- G) understands the principles of public health as they apply to the school population.

2) Performance Indicators – The competent school nurse:

- A) acquires and continues to maintain current knowledge and competency in school nursing practice in a holistic and ethical manner.

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- B) collects accurate data in a systematic, organized, and ongoing manner.
- C) analyzes and prioritizes data, utilizes scientific principles, and applies professional judgment in determining an appropriate nursing diagnosis.
- D) identifies expected outcomes derived from nursing diagnoses and develops an individualized plan of care that specifies interventions to attain expected outcomes.
- E) implements interventions identified in the plan of care and evaluates progress toward attainment of outcomes in a systematic, continuous, and criterion-based manner.
- F) demonstrates skills in assessment and appropriate nursing interventions and seeks available resources when addressing acute and chronic health care needs of individuals in the school community.
- G) acts as liaison between the home, school, and community to enhance the health and wellness of all individuals.
- H) acts as a resource integrating principles of health teaching, health promotion, and disease prevention in the school community.
- I) participates in the development and evaluation of health curricula, health instructional materials, and other health education activities.
- J) implements public health mandates and participates in environmental safety and health activities that promote self-care and safety.
- K) participates as a member of the multidisciplinary team in the identification, evaluation, and placement of students into special education programs and incorporates components of the individual health care plan into the Individualized Educational Program or Section 504 Plan when indicated.
- L) recommends modifications of the school program for students who require accommodations due to health needs.

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- M) practices within the legal boundaries inherent in the nursing license and evaluates school nursing practice in relation to professional practices, standards, regulations, and policies.
- N) assigns and/or delegates tasks as defined in the Nurse Practice Act [225 ILCS 65] and its implementing rules at 68 Ill. Adm. Code 1300.
- O) maintains confidentiality within legal, regulatory, and ethical parameters of health and education.
- P) utilizes available technology, as appropriate to the work setting, assuring that the information stored in the system is maintained in a confidential manner.
- Q) applies the components of the Illinois Learning Standards when implementing a coordinated school health program.

b) Human Development and Learning

The educator licensed school nurse understands human growth and development and provides a continuum of care and learning experiences for the general and special education populations that support the cognitive, social, emotional, and physical well-being of all students.

- 1) Knowledge Indicators – The competent school nurse:
 - A) understands the characteristics of normal, delayed, and disordered patterns of human development and their impact on learning.
 - B) understands the principles of brain development and the interrelationship with physical, emotional, social, and intellectual growth across the life span.
 - C) understands the effects of biological, psychosocial, economic, environmental, and technological conditions that influence human growth and development and their impact on learning.
 - D) understands the complex interactions of medications on the educational, cognitive, physical, social, and emotional behaviors of all students.

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- E) recognizes how environment, culture, linguistic background, socioeconomic level, abuse/neglect, violence, and substance use affect growth and development.
- 2) Performance Indicators – The competent school nurse:
- A) applies knowledge of human growth and development and developmental differences when providing health assessment, direct physical care, health teaching, and guidance to all students.
 - B) provides formal and informal instruction based on the Illinois Learning Standards.
 - C) recommends appropriate accommodations for individual students with learning differences or needs, based on their level of development.
 - D) assists all students to develop appropriate skills based on age and developmental level that will help them advocate for themselves and become knowledgeable health care consumers.
 - E) demonstrates awareness of health issues and their impact in different school-aged populations: preschool, primary, middle grade, and young and older teens.
- c) Diversity
- The educator licensed school nurse understands how students, families, and communities differ in their perspectives and approaches to health care and learning and creates opportunities that are adapted to diverse learners.
- 1) Knowledge Indicators – The competent school nurse:
- A) understands how health practices and learning are influenced by developmental/cognitive ability, individual strengths and needs, prior learning, life experiences, gender, culture, family, community values, racial and ethnic diversity, literacy, language, and socio-economic status.
 - B) understands and is sensitive to cultural, racial, gender, and ethnic diversity.

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- C) understands ways in which similar behaviors may have different meanings in different cultures and that some similar behaviors exist among cultures.
 - D) understands the impact of gender bias and sex-role stereotyping.
 - E) recognizes that a student's basic human needs must be met for effective learning.
 - F) understands the areas of exceptionality in learning as defined in the federal and State statutes.
- 2) Performance Indicators – The competent school nurse:
- A) demonstrates sensitivity to differences in students from diverse ethnic, social, cultural, family compositions, and religious backgrounds.
 - B) delivers care in a nonjudgmental and nondiscriminatory manner that is sensitive to and respectful of student and family diversity.
 - C) facilitates learning in which individual differences and cultural diversity are respected.
 - D) designs assessments and intervention strategies appropriate to students' gender, culture, stage of development, learning styles, strengths, and needs.
 - E) makes referrals for additional services or resources to assist students with diverse needs that have an impact on learning.
 - F) develops an individualized plan of care appropriate to developmental/cognitive ability, individual strengths and needs, prior learning, life experiences, gender, culture, family, community values, racial and ethnic diversity, literacy, and language.
- d) Assessment and Evaluation
- The educator licensed school nurse understands various formal and informal assessment and evaluation components of the nursing process to support the continual development, optimal health, and learning potential of all students.

- 1) Knowledge Indicators – The competent school nurse:

- A) understands the significance of the critical relationship between health and learning.
 - B) understands the role of assessment in evaluating how students learn, what they know and are able to do, and experiences that support their optimal growth and development.
 - C) understands the multidisciplinary components of a student case study evaluation in determining special education eligibility and implementation of health related services.
 - D) understands the application of assessment and evaluation results in the development of individual student program modifications.
 - E) understands the role of assessment, planning, implementation, and evaluation in a coordinated health program.
 - F) recognizes and supports the rights of students/parents/guardians in regard to assessment and evaluation.
- 2) Performance Indicators – The competent school nurse:
- A) collects, prioritizes, and documents health data from students, families, staff, and service agencies in a systematic, organized, and ongoing manner.
 - B) uses health assessment and evaluation results to support appropriate provision of educational and school health services.
 - C) recommends modifications of the school program for students who require accommodations due to health needs.
 - D) utilizes appropriate assessment and evaluation strategies to enhance health promotion, disease prevention, and safety.
 - E) apprises the student/parent/guardian of their rights in regard to assessment and evaluation.
- e) Planning and Intervention

The educator licensed school nurse uses the planning and intervention components of the nursing process to develop and plan for a coordinated school health program that meets the needs of students, families, staff, and community.

- 1) Knowledge Indicators – The competent school nurse:
 - A) understands the principles of planning and intervention when implementing a coordinated school health program.
 - B) recognizes that a plan includes measurable goals and objectives as applicable to individual student health and learning needs.
 - C) understands that plans and interventions are educationally relevant, developmentally appropriate, and sensitive to the social, cultural and linguistic background of the child, family and staff.
 - D) understands the development of plans and interventions that comply with local, State, and federal laws and regulations.
 - E) understands the need for collaboration with students, family, staff, and community in the development of a plan.
 - F) understands the application of current standards of school nursing practice to planning and intervention.
 - G) understands how to access and utilize information relative to student health and learning issues.
 - H) understands how to prioritize when developing a plan and implementing interventions that provide for continuity of care and optimal learning.
 - I) understands the legal implications of timely documentation pertaining to planned interventions and evaluations.
 - J) understands how to develop and implement disease prevention, health promotion, and screening programs.
 - K) understands the development and implementation of health related curricula.
 - L) understands the importance of integrating technology in appropriate aspects of health services.

- 2) Performance Indicators – The competent school nurse:
 - A) collaborates and establishes a plan and interventions that correlate with the expectations of student goals based on health and learning needs.
 - B) develops student-focused plans with measurable goals and objectives.
 - C) develops educationally relevant and developmentally appropriate plans and interventions that are sensitive to the social, cultural, and linguistic background of the child, family, and staff.
 - D) collaborates in the development of plans and interventions that comply with local, State, and federal law and regulations.
 - E) applies current standards of school nursing practice when developing plans and interventions that integrate technology into school health services.
 - F) utilizes multiple sources of information when prioritizing and developing plans and interventions that provide for continuity of care and optimal learning.
 - G) develops and implements disease prevention, health promotion, and screening programs based on individual, school, and community needs.
 - H) documents plans and interventions in a retrievable format.
 - I) collaborates in the development and implementation of health-related curricula that address the issues and needs of students, family, staff, and community.

f) Service Delivery

The educator licensed school nurse understands and uses various intervention strategies in the development of a coordinated school health program that assists students, families, staff, and community to achieve optimal levels of wellness and learning.

- 1) Knowledge Indicators – The competent school nurse:

- A) understands the assessment process in the delivery of school health services in a coordinated school health program.
 - B) understands classroom methods of instruction based on current learning standards and theory appropriate to students' developmental levels and diversity.
 - C) understands the principles of individual and group health counseling and teaching.
 - D) understands the design, development, and evaluation of health education curricula and other instructional materials.
 - E) understands the role and responsibility of a health resource professional with respect to students, staff, families, and community.
 - F) understands the application of holistic health principles.
 - G) understands developmentally appropriate self-care.
 - H) understands the implications of independent professional nursing judgment in the delivery of school health services.
 - I) understands the legal and ethical basis for policies and guidelines that address management of medications, specialized care, and confidentiality.
 - J) understands the importance of seeking and maintaining current knowledge and understanding of mandated health examinations, immunizations, and screening.
- 2) Performance Indicators – The competent school nurse:
- A) evaluates the delivery of school health services in a coordinated school health program.
 - B) provides classroom health instruction based on current learning standards and theory, appropriate to students' developmental levels and diversity.

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- C) provides individual and group health counseling and teaching that incorporate individual strengths, offer maximum opportunity to make informed health choices, and promote students' participation in health care decisions and learning.
 - D) participates in the design and development of health education curricula, instructional materials, and other health education activities.
 - E) promotes self-care through education of students, families, and staff by providing health information and resource materials.
 - F) applies holistic health principles.
 - G) applies current professional standards of nursing practice (see "School Nursing, Scope and Standards of Practice, 2nd Edition" (2011), published by the National Association of School Nurses, 1100 Wayne Avenue #925, Silver Spring, Maryland 20910 and available at www.nasn.org; no later amendments to or editions of these standards are incorporated by this Section) and uses independent nursing judgment when delivering school health services.
 - H) contributes to the development and implementation of health-related policies and procedures that comply with the Nurse Practice Act and the School Code.
 - I) implements health-related policies and procedures.
 - J) administers medications and performs specialized procedures in compliance with State and district policy guidelines.
- g) Learning Environment
- The educator licensed school nurse understands and uses principles of health promotion and disease prevention to promote a safe and healthy learning environment.
- 1) Knowledge Indicators – The competent school nurse:
 - A) understands principles of health promotion and disease and injury prevention.

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- B) understands how to conduct school health assessments to identify current health issues and the need for programs.
 - C) understands how to develop and implement health programs that support a safe and healthy learning environment.
 - D) understands how to collaborate with school community, board of education, health authorities, and community health agencies to develop and implement health policies and procedures based on current standards of practice that support a safe and healthy learning environment.
 - E) understands how to evaluate interventions and appropriately communicate findings.
 - F) understands the responsibilities of orienting, training, documenting competency, supervising, and evaluating tasks delegated to health assistants, aides, and unlicensed assistive personnel as appropriate to the school setting.
 - G) understands how to adapt technology for school health services.
 - H) understands how environmental health concepts affect school health and safety.
 - I) understands how individual actions affect the environment.
- 2) Performance Indicators – The competent school nurse:
- A) incorporates principles of health promotion and disease prevention.
 - B) conducts school health assessments to identify current health issues and the need for programs.
 - C) develops and implements health programs based on current professional standards of practice in nursing and health care, current trends, sources of funding, school policies, and local, State, and federal laws/regulations.
 - D) develops and implements health policies and procedures in collaboration with the school community, board of education, health authorities, and community health agencies.

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- E) evaluates ongoing health and safety issues for outcomes of quality care and appropriately communicates findings.
- F) orients, trains, and supervises the performance of tasks delegated to health assistants and unlicensed assistive personnel as appropriate to the school setting.
- G) incorporates and utilizes technology for school health services.
- H) incorporates principles of environmental health into the provision of school health services.
- I) teaches the consequences of individual actions as they relate to the environment.

h) Communication

The educator licensed school nurse understands and uses effective communication and technology to foster active inquiry, collaboration, and partnerships that address the health, safety, and learning needs of all students.

- 1) Knowledge Indicators – The competent school nurse:
 - A) understands language development, communication techniques, and the role of communication in learning.
 - B) understands the value, ethics, and dynamics of communication.
 - C) understands written, verbal, nonverbal, and visual communication processes.
 - D) understands technology-based productivity tools and their application to school nursing practice.
 - E) understands the impact of diversity on effective communication.
 - F) understands the professional and legal implications of confidentiality and personal privacy, including the Illinois School Student Records Act and Family Educational Rights and Privacy Act.
 - G) understands how the development of professional networking enhances the health and learning of school-age populations.

- 2) Performance Indicators – The competent school nurse:
 - A) promotes and models positive, effective communication.
 - B) uses various communication methods and tools to enrich learning opportunities.
 - C) utilizes various strategies to communicate effectively in a diverse school community.
 - D) utilizes available technology to enhance communication.
 - E) promotes and models ethical practices for confidential and private communication.
 - F) interprets and articulates health-related information and its potential impact on students' learning within the school and the community.
 - G) promotes informational linkages within the health care community.

i) Collaborative Relationships

The educator licensed school nurse understands and develops collaborative relationships with colleagues, families, and the community to support students' learning and well-being.

- 1) Knowledge Indicators – The competent school nurse:
 - A) understands schools as organizations within the context of the larger community.
 - B) understands the dynamics of interdisciplinary collaboration that enhances health and learning.
 - C) understands how diversity influences collaboration with families and the school community.
 - D) recognizes the need for cooperative action in order to implement an effective, coordinated school health program.

- E) understands how partnerships among schools and families, businesses, community groups, government agencies, and higher education maximize the use of resources and promote health and learning.
- 2) Performance Indicators – The competent school nurse:
- A) initiates contact with and acts as a liaison among the home, school, community health agencies, community organizations, and private medical sector to enhance the health and wellness of the school community.
 - B) collaborates with the student, family, staff, and community in the development of goals, time-lines, and decisions related to health care, service delivery, and healthy lifestyles.
 - C) considers cultural factors when cooperating with families and the school community to facilitate student health and learning.
 - D) participates in collaborative decision-making and problem-solving with other professionals to promote students' success.
- j) Professional Conduct and Ethics

The educator licensed school nurse understands school nursing as a professional specialty and maintains standards of professional conduct and ethics.

- 1) Knowledge Indicators – The competent school nurse:
- A) understands that the school nurse is the only health professional in the school setting who is prepared in both education and nursing.
 - B) understands how federal/State/local laws and regulations govern school health practice.
 - C) understands the school nurse's position within the school organization.
 - D) understands current health and educational policies and guidelines.
 - E) understands the professional code of conduct and ethical practice guidelines embodied in the standards referred to in subsection (f)(2)(G) of this Section and the Nurse Practice Act.

- 2) Performance Indicators – The competent school nurse:
 - A) maintains professional credentials and participates in regular relevant continuing education.
 - B) practices within the regulatory parameters of health and practices within the organizational structure of the school system.
 - C) practices within current health and educational policies and guidelines.
 - D) practices within the code of professional conduct delineated in the standards referred to in subsection (f)(2)(G) of this Section and follows current health and education directives.
 - E) delivers care that promotes and preserves students' and families' autonomy, dignity, cultural differences, and rights.

k) Reflection and Professional Growth

The educator licensed school nurse is a reflective practitioner who actively seeks opportunities to grow professionally.

- 1) Knowledge Indicators – The competent school nurse:
 - A) understands that lifelong learning is an integral part of professional growth.
 - B) understands that the process of continuous improvement is necessary to advance school health services.
 - C) understands current areas of research and resources that are available for professional development.
 - D) understands and participates in self-assessment, critical thinking, and problem-solving.
 - E) understands the importance of acquiring and maintaining the skills to practice in the specialty area of school nursing.

- F) understands that professional growth is evaluated in relation to the standards referred to in subsection (f)(2)(G) of this Section, relevant statutes, guidelines, policies, and research.
- 2) Performance Indicators – The competent school nurse:
- A) participates in regular professional dialogue and continuous learning to support personal development as a lifelong learner and health educator.
 - B) uses observation, data collection, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
 - C) consults with and utilizes the expertise of others as resources for problem-solving, for generating new ideas, and for seeking and giving feedback.
 - D) assesses his or her own practice and needs and plans for continuing professional development.
 - E) analyzes, evaluates, and reflects on the effectiveness of interventions in relation to outcomes.
 - F) participates as a member of professional nursing and educational organizations.
- 1) Leadership and Advocacy

The educator licensed school nurse is a member of the educational team, a leader and facilitator of change, and an advocate for students, the school, and the community.

- 1) Knowledge Indicators – The competent school nurse:
- A) understands the importance of the school nurse's leadership and advocacy roles.
 - B) understands the changing parameters of the professional school nurse's scope of practice.

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- C) recognizes the impact of social, economic, and political issues and the legislative process on the nature and provision of health services to students and the community.
 - D) understands effective models, programs, and services available in the school/community environment.
 - E) understands the components of resource management relative to school health services.
 - F) understands the process of referral and follow-up in the provision of health and educational services.
 - G) understands the impact of cultural diversity and family dynamics on students' learning.
 - H) understands the need to support students' self-advocacy.
- 2) Performance Indicators – The competent school nurse:
- A) empowers the school community to effectively use health and wellness resources to make informed decisions.
 - B) serves as mentor and role model for students, families, and peers.
 - C) increases public awareness of school nurses' role and positive impact on student success.
 - D) develops and implements a plan for professional leadership.
 - E) promotes school nursing as a professional nursing specialty.
 - F) uses research and best practice guidelines to develop appropriate problem-solving strategies.
 - G) participates in policy making on local, State, and federal levels that have an impact on the school community.
 - H) identifies areas of health needs and utilizes appropriate consultation, resources, and services.
 - I) participates in resource management of the school health services.

- J) advocates for the school health community.
- K) makes appropriate and timely referrals, including provisions for continuity of care and follow-up.
- L) provides services that acknowledge cultural diversity and family dynamics.
- M) extends services to students that build on individual strengths, provide opportunities for positive lifestyle choices, and encourage planning and direction for their own health care.

(Source: Amended at 38 Ill. Reg. 6230, effective February 27, 2014)

Section 23.130 Standards for the School Psychologist

a) Data-Based Decision-Making and Accountability

The competent school psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

1) Knowledge Indicators – The competent school psychologist:

- A) understands effective, data-based decision-making and problem-solving processes.
- B) understands the purposes, characteristics, strengths, and limitations of formal and informal models and methods of assessment (e.g., interviewing techniques, norm-referenced cognitive and achievement tests, curriculum-based assessment, authentic assessment, portfolio assessment, criterion-referenced assessment, functional assessment, behavioral assessment, behavioral observation, social developmental history, and adaptive behavior assessment) for the purposes of data collection.
- C) understands child development, learning theory, and diversity as well as their relationship to data-based decision-making.
- D) understands psychometric theory, test development, and research as applied to data-based decision-making.
- E) understands nondiscriminatory evaluation procedures.
- F) understands the process of linking assessment results with the development of interventions.
- G) understands the importance of linking system-wide assessment data with districts' curricular decisions.
- H) understands the importance of considering cultural, linguistic, and other experiential factors when interpreting and using data.
- I) understands the importance of collecting data across environments.

- J) understands how to modify intervention plans based on data.
 - K) understands the use of technology in data-based decision-making.
 - L) understands the use of data in evaluating the integrity of interventions.
 - M) understands the use of data in determining whether students have disabilities.
 - N) understands parents'/guardians' and students' rights regarding assessment and evaluation.
 - O) understands the principles and importance of professional accountability for confidentiality and record keeping.
- 2) Performance Indicators – The competent school psychologist:
- A) applies child development, learning theory, diversity, and the relationship of curriculum to data-based decision-making.
 - B) collects assessment results and other data to identify student learning needs, establish goals, align and modify curriculum and instruction, and design intervention strategies.
 - C) uses data to evaluate outcomes of services and to facilitate accountability.
 - D) uses environmental data (e.g., data from home, school, community) to plan interventions.
 - E) applies psychometric theory to the evaluation of assessment materials and techniques.
 - F) applies knowledge of research findings and methodology to the evaluation of curricula and other instructional materials.
 - G) uses nondiscriminatory evaluation procedures.
 - H) analyzes group performance to design interventions that meet learners' needs.

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- I) uses technology to monitor programs and to assist in the assessment of individual, group, and system-wide interventions.
- J) uses technology to administer, score, and interpret psychological assessment techniques in a professionally appropriate and ethical manner.
- K) prepares clearly written reports that address referral questions appropriately, report data accurately, and provide guidance for interventions.
- L) articulates assessment findings in a manner that is understandable for the intended audience.
- M) uses data to identify factors that influence learning and behavior at the classroom or building level.
- N) assists school personnel and other agency administrators with the interpretation of data to evaluate classroom- and/or building-level programs.
- O) follows legal, regulatory, and ethical parameters in data-based decision-making and record keeping.

b) Consultation and Collaboration

The competent school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent school psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.

- 1) Knowledge Indicators – The competent school psychologist:
 - A) understands behavioral, mental health, collaborative, and other consultative approaches and their application to particular situations.
 - B) understands the dynamics of communication applicable to collaboration and consultation in professional practice.
 - C) understands the importance of interpersonal skills in the consultative process.

- D) understands schools as organizations within the larger community context.
 - E) understands skills necessary to facilitate communication with students.
 - F) understands skills necessary to facilitate communication among teams of school personnel, families, community professionals, and others.
 - G) understands the important features of collaboration with individuals of diverse cultures, values, and experiences.
 - H) understands technological tools for accessing, managing, and disseminating information to enhance the consultative process.
- 2) Performance Indicators – The competent school psychologist:
- A) applies knowledge of consultation and collaboration skills.
 - B) uses knowledge and skills in consultation and collaboration to promote change at the individual, classroom, building, district, and/or other agency levels.
 - C) initiates collaboration to enhance student learning.
 - D) participates in collaborative decision-making and problem-solving with other professionals to achieve student success.
 - E) demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.
 - F) uses effective collaboration skills with individuals of diverse cultural, racial, and ethnic backgrounds.
 - G) communicates clearly with diverse audiences (e.g., parents, teachers, school boards, policy makers, community leaders, colleagues).
 - H) promotes and models ethical practices of confidential communication with others.

- I) uses a variety of communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate effectively with a diverse constituency.
- J) uses technological resources to access, manage, and disseminate information to enhance the consultation process.

c) Learning and Instruction

The competent school psychologist has knowledge of human learning processes, of techniques for assessing these processes, and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions.

- 1) Knowledge Indicators – The competent school psychologist:
 - A) understands theories of cognitive development, learning, and teaching and their application to the development of instructional strategies.
 - B) understands how students' conceptual frameworks can influence learning.
 - C) understands how students acquire knowledge and skills.
 - D) understands that students' cognitive, physical, social, emotional, and moral development influences learning.
 - E) understands individual differences in approaches to learning and performance.
 - F) understands language development, communication styles, and the role of communication in learning.
 - G) understands the process of second language acquisition and strategies for supporting students' learning.

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- H) understands the unique instructional needs of students with diverse abilities.
 - I) understands the impact of gender, race, culture, disability, and environment on learning.
 - J) understands formal and informal assessment techniques for evaluating students' learning.
 - K) understands intervention strategies that promote students' critical thinking, problem-solving, and performance skills.
 - L) understands the importance of continuing education in the areas of learning and instruction.
 - M) understands the importance of aligning instruction with the Illinois Learning Standards and related objectives.
 - N) understands factors that influence motivation and engagement in students' learning.
- 2) Performance Indicators – The competent school psychologist:
- A) works effectively with school personnel to promote supportive learning environments.
 - B) assists school personnel in developing cognitive and academic goals for all students.
 - C) supports schools' efforts to use evaluation techniques that measure cognitive and academic progress of all students.
 - D) uses formal and informal assessment techniques to evaluate the performance and progress of students.
 - E) uses assessment results to identify students' learning needs, develop instructional strategies, and contribute to recommendations regarding students' eligibility for and placement in special education.
 - F) participates in the development and implementation of instructional strategies and interventions to promote learning in

students at different stages of development and from diverse backgrounds.

- G) develops intervention plans consistent with curriculum, learners' diversity, and learning theory.
 - H) considers instructional methods and materials, students' interests, and career needs when planning interventions.
 - I) uses intervention strategies and resources that encourage students' development of critical thinking, problem-solving, and performance skills.
 - J) monitors and adjusts interventions in response to feedback.
 - K) identifies and uses community resources to enhance students' learning and to provide opportunities for students to explore career alternatives.
 - L) accesses current information and research regarding advances in curriculum and instruction and shares this information and research with others.
 - M) collaborates with school personnel to develop appropriate academic goals and interventions for all students who do not meet the Illinois Learning Standards or locally developed objectives.
- d) Socialization and Development of Life Skills

The competent school psychologist has knowledge of human developmental processes and techniques for assessing these processes and of direct and indirect services, including consultation, behavioral assessment/intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions. Interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

- 1) Knowledge Indicators – The competent school psychologist:

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- A) understands the developmental processes involved in the behavioral, social, affective, and adaptive domains.
 - B) understands career goals and planning as part of the developmental process.
 - C) understands the principles of behavioral change within the behavioral, social, affective and adaptive domains.
 - D) understands direct/indirect intervention strategies appropriate for students from diverse backgrounds and experiences.
 - E) understands consultation, behavior management, and counseling strategies as they apply to the enhancement of students' behavior.
 - F) understands multiple approaches to classroom management.
 - G) understands how to use assessment information to address students' behavioral, affective, adaptive, social, academic, and career needs.
 - H) understands that medications may affect the academic, cognitive, physical, social, and emotional behavior of students.
 - I) understands how language, communication, and behavior affect socialization.
 - J) understands the characteristics and effects of culture and environment on students and families.
- 2) Performance Indicators – The competent school psychologist:
- A) applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.
 - B) develops methods to assist teachers and families in teaching pro-social behavior to students.
 - C) applies the principles of generalization and transfer of training to the development of interventions.

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- D) assists parents and other caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.
 - E) identifies factors that lead to successful interventions.
 - F) facilitates the implementation of strategies to improve instructional environments, and maximizes students' academic learning time.
 - G) develops classroom management interventions.
 - H) develops intervention programs to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, school to work).
 - I) links assessment information to the development of strategies that address individual students' goals.
- e) Diversity
- The competent school psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent school psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
- 1) Knowledge Indicators – The competent school psychologist:
 - A) understands his/her own cultural perspectives and biases and the impact of these biases on interactions with others.
 - B) understands cultural, racial, ethnic, gender, and linguistic diversity.
 - C) understands the impact of familial, socio-cultural, and political contexts on interpersonal relationships.
 - D) understands diverse family systems and how they affect students' development, learning and communication skills.

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- E) understands how individual experiences, talents, disabilities, gender, prior learning, language, culture, family, religion, and community values influence students' learning.
 - F) understands that similar behaviors may have different meanings in different cultures.
 - G) understands cultural differences in approaches to learning and performance.
 - H) understands the process of second language acquisition and its impact on student learning.
 - I) understands the impact of bias and stereotyping in the educational environment.
 - J) understands the implications of State and federal legislation; rules and regulations; and case law on educational programming for all students.
 - K) understands the importance of professional practices that are consistent with ethical standards when dealing with students from diverse cultures and backgrounds.
 - L) understands the characteristics and educational needs of students with disabilities.
 - M) understands the characteristics and educational needs of gifted, creative, and talented students.
- 2) Performance Indicators – The competent school psychologist:
- A) recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision-making, instruction, behavior, and long-term outcomes for students.
 - B) demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.
 - C) demonstrates respect for cultural diversity.

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- D) promotes practices that help students and families of all backgrounds feel welcome and appreciated in the school and community.
- E) assists with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.
- F) facilitates learning communities in which individual differences are respected.
- G) practices gender equity and avoids sex-role stereotyping.
- H) develops strategies for promoting an understanding of the role of cultural barriers in educational outcomes.
- I) uses strategies to mediate cross-cultural conflicts and to teach interpersonal skills.
- J) integrates students' cultural, racial, and ethnic diversity to enrich educational experiences.
- K) recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.
- L) incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.
- M) designs assessments and intervention strategies appropriate to each student's gender, culture, stage of development, learning style, exceptionality, strengths and needs.
- N) considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.
- O) develops academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' culture, background, and individual learning characteristics.

- P) identifies when and how to access and/or make referrals for additional services or resources to assist students with diverse learning needs.
- Q) participates in professional continuing education to minimize biases and to enhance training and expertise.

f) School and Systems Organization, Policy Development, and Climate

The competent school psychologist has knowledge of general education, special education, and other educational and related services. The competent school psychologist understands schools and other settings as systems. The competent school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others.

- 1) Knowledge Indicators – The competent school psychologist:
 - A) understands the organization and operation of school systems.
 - B) understands effective principles of systems theory (e.g., organization development).
 - C) understands the importance of and the need for involvement in policy development.
 - D) understands the importance of policies and policy development processes in school systems and agencies.
 - E) understands the impact of school and public policy on schools, communities, and ecosystems.
 - F) understands the factors that contribute to safe, caring, and supportive learning environments.
- 2) Performance Indicators – The competent school psychologist:
 - A) contributes to the development of practices that provide beneficial programs and services for students and their families.
 - B) promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians.

- C) participates in decision-making that promotes effective services for students and their families/guardians.

g) Prevention, Crisis Intervention, and Mental Health

The competent school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The competent school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

- 1) Knowledge Indicators – The competent school psychologist:
 - A) understands the influence of child and adolescent development on behavior.
 - B) understands the influence of child psychopathology on behavior.
 - C) understands biological influences on behavior.
 - D) understands human diversity and cultural and social influences on behavior.
 - E) understands the influences of societal stressors on behavior.
 - F) understands crises in schools and communities and how they affect students' behavior.
 - G) understands effective prevention strategies.
 - H) understands crisis intervention strategies.
 - I) understands health issues influencing children and adolescents (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).
 - J) understands resources for addressing a wide variety of behavioral, learning, and mental and physical health problems.
 - K) understands how to access and make appropriate referrals for services provided by the district, community, and State resources.

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- L) understands the role of diversity in the development and implementation of prevention, crisis intervention, and mental health programs.
 - M) understands how individuals and groups influence one another and how they function in society.
 - N) understands how to help students to work cooperatively and productively.
 - O) understands factors that influence motivation and engagement and how to help students become self-motivated.
 - P) understands that medications can affect the educational, cognitive, physical, social, and emotional behavior of individuals.
 - Q) understands the appropriate use of confidentiality in prevention, crisis intervention, and mental health services.
- 2) Performance Indicators – The competent school psychologist:
- A) identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse).
 - B) reviews crisis intervention plans used in the schools.
 - C) promotes mental health in the schools and other agencies.
 - D) addresses, through prevention programs, diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).
 - E) collaborates with other health care professionals to promote behaviors that lead to good health.
 - F) uses resources to address a wide variety of cognitive, social-emotional, and physical problems.
 - G) empowers students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.

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- H) analyzes educational environments to develop strategies that encourage motivation and engagement in productive work through mutual respect and cooperation.
- I) works effectively within the school and community to create/enhance supportive learning environments.
- J) analyzes individual and group performance in order to design interventions that are consistent with the learner's cognitive, social, emotional, and physical developmental levels and with relevant ethical principles/practices.

h) Home/School/Community Collaborations

The competent school psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents) and understands influences on students' development, learning, and behavior. Further, the competent school psychologist has knowledge of methods for involving families in education and service delivery. The competent school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

- 1) Knowledge Indicators – The competent school psychologist:
 - A) understands how diverse family systems affect students.
 - B) understands the importance of family involvement in education.
 - C) understands methods of promoting collaboration and partnerships between families/guardians and educators that improve outcomes for students.
 - D) understands the implications of cultural diversity on family, home, school, and community collaborations.
 - E) has knowledge of school and community resources and agencies available to students and families/guardians.
- 2) Performance Indicators – The competent school psychologist:

- A) designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance academic and behavioral outcomes for students.
 - B) facilitates collaboration between schools and parents/guardians by designing educational interventions.
 - C) identifies resources and facilitates communication between schools, families/guardians, and community agencies.
- i) Research and Program Evaluation

The competent school psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services.

- 1) Knowledge Indicators – The competent school psychologist:
- A) understands research design.
 - B) understands research and statistics in order to evaluate published research.
 - C) understands statistical procedures and data analysis methods to answer research questions.
 - D) understands measurement principles and psychometric standards and methods when selecting and using assessment techniques and published tests in program or systems-level evaluation.
 - E) understands findings from intervention research when designing educational, mental health, or treatment programs for children.
 - F) understands technological methods and applications for research and evaluation (e.g., statistical and behavior monitoring software programs).
- 2) Performance Indicators – The competent school psychologist:
- A) applies research design and data analysis techniques when conducting and evaluating research.

- B) evaluates psychometric properties when selecting assessment methods.
- C) applies knowledge of professional literature and research findings to all aspects of professional practice, including service delivery improvements.
- D) applies knowledge of intervention research in designing psycho-educational and mental health programs for children.
- E) provides information about relevant research findings to school personnel, parents, and the public.

j) School Psychology Practice and Development

The competent school psychologist has knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The competent school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

- 1) Knowledge Indicators – The competent school psychologist:
 - A) understands professional, ethical, and legal standards in order to enhance the quality of services and to protect the rights of all parties.
 - B) understands the standards, models, methods, and practices of the profession.
 - C) understands the history and foundations of school psychology.
 - D) understands relevant aspects of related areas in psychology and education (e.g., developmental psychology, cross-cultural psychology, mental health/health, bilingual education, and special education).
 - E) understands how the practice of school psychology affects students and families from diverse backgrounds.

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- F) understands the importance of collaborating with other professionals in the school community.
 - G) understands the importance of continued professional development.
 - H) understands the obligations, procedures, and applications of being a mandated reporter of suspected child abuse and neglect.
 - I) understands the importance of active involvement and participation in professional organizations (e.g., Illinois School Psychologists Association, National Association of School Psychologists, Council for Exceptional Children).
 - J) understands the full range of school psychological services.
- 2) Performance Indicators – The competent school psychologist:
- A) practices in full accordance with the "Principles for Professional Ethics" expressed in the "Model for Comprehensive and Integrated School Psychological Services" (2010), published by the National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda MD 20814 and posted at http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf. No later amendments to or editions of these standards are incorporated by this Section.
 - B) provides school psychological services consistent with the legal, ethical, and professional guidelines referred to in subsection (j)(2)(A) of this Section.
 - C) maintains accepted standards in assessment, consultation, intervention, and general professional practice.
 - D) complies with legal requirements for professional practice.
 - E) participates in personal continuing professional development.
 - F) shares professional resources with teachers, parents, and others to enhance services to students.

- G) maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community members as appropriate.

k) Technology Standards

The competent school psychologist has knowledge of relevant informational sources and technology; and accesses, evaluates, and uses informational sources and technology in ways that safeguard or enhance the quality of services.

- 1) Knowledge Indicators – The competent school psychologist:
 - A) understands how to review, evaluate, and use technology for educational purposes.
 - B) has knowledge about assistive technology and other technological resources for children.
 - C) understands methods and standards for using informational technology.
 - D) understands methods of access to informational sources.
 - E) understands the ethical issues and social implications of using technology.
 - F) understands the strengths and limitations of professional computer software (e.g., test scoring, interpretive and psychological report writing programs, behavior analysis programs).
- 2) Performance Indicators – The competent school psychologist:
 - A) practices ethical, legal, and socially responsible behavior when using technology and computer software.
 - B) adheres to copyright laws and guidelines in the access and use of information from various technologies.
 - C) uses technology (e.g., CD/DVD ROM, the World Wide Web, e-mail, interactive video, distance learning) to acquire information, current research findings, and continuing professional development.

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- D) uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children.
- E) uses technology-based productivity tools (e.g., word processing, data base, spread sheets, test scoring programs) to function more effectively and efficiently.
- F) uses multimedia resources to support and deliver oral presentations.
- G) demonstrates awareness of resources for adaptive/assistive devices for students with special needs.
- H) uses technology in communicating, collaborating, and conducting research.
- I) maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community as appropriate.

(Source: Amended at 38 Ill. Reg. 6230, effective February 27, 2014)

Section 23.140 Standards for the School Social Worker

- a) Content
- The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).
- 1) Knowledge Indicators – The competent school social worker:
- A) has attained a master's degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE).
 - B) understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.
 - C) understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.
 - D) understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.
 - E) understands the effects of mental illness on students' ability to participate in learning.
 - F) understands the person-in-environment context of social work.
 - G) understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.
 - H) understands characteristics and implications for education of children with academic and/or behavioral challenges.
 - I) understands systems theories as they relate to classrooms, schools, families, and community.
 - J) understands methods of advocacy on behalf of individuals, families, and school systems.

- K) understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.
- 2) Performance Indicators – The competent school social worker:
- A) uses empathy in interpersonal relationships.
 - B) uses diverse interview techniques and written communication with all persons within the student's system.
 - C) gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning.
 - D) makes accurate mental health diagnoses based on the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (2013), published by the American Psychiatric Association, 800 Maine Avenue, S.W., Suite 500, Washington, DC 20024. No later amendments to or editions of these standards are incorporated by this Section.
 - E) selects and applies the most appropriate methods of intervention to enhance students' educational experience.
 - F) demonstrates effective leadership of and participation in interdisciplinary teams.
- b) Service Delivery
The competent school social worker utilizes a variety of intervention strategies that support and enhance students' educational and emotional development.
- 1) Knowledge Indicators – The competent school social worker:
- A) understands methods of individual, group, family, and crisis counseling.
 - B) understands methods of social work service delivery.
 - C) understands and develops skills in advocacy, case management, community organization, consultation and in-service training.
 - D) understands the application of social learning theories to identify and develop broad-based prevention and interventions.

- E) understands the interdisciplinary approach to service delivery within the educational environment.
 - F) understands how to integrate content knowledge for service delivery.
 - G) understands the role of mandated reporters of suspected child abuse and neglect and the function of the State's child welfare agency.
- 2) Performance Indicators – The competent school social worker:
- A) develops and implements prevention and intervention plans that enable children to benefit from their educational experiences.
 - B) provides individual, group, and/or family counseling and other services to enhance success in the educational process.
 - C) provides crisis intervention counseling and other services to the school community.
 - D) provides consultation to teachers, administrators, parents, and community agencies.
 - E) develops and provides training and educational programs in the school and community.
 - F) conducts diagnostic assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.
 - G) initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.
 - H) mobilizes the resources of the school and community to meet the needs of children and their families.
 - I) initiates reports of suspected child abuse and neglect to the State's child welfare agency.
- c) Planning
- The competent school social worker designs services based upon knowledge of

the educational setting, as well as information about the students, families, and community.

- 1) Knowledge Indicators – The competent school social worker:
 - A) understands learning theory and human development as it applies to the content and curriculum of educational planning and intervention.
 - B) understands the process of needs assessment, referral, and resource development.
 - C) understands how to develop long- and short-term intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.
 - D) understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.
 - E) understands how to integrate and use technology for assessments, interventions, and information management.
- 2) Performance Indicators – The competent school social worker:
 - A) assists in establishing expectations for student learning consistent with students' strengths and educational systems' goals.
 - B) conducts needs assessments to plan for service delivery.
 - C) assists students in creating long- and short-term plans to meet expectations for learning.
 - D) creates and adapts learning opportunities and materials to provide effective interventions.
 - E) plans interventions that integrate students' life experiences and future career goals.
 - F) maintains relevant data to assist in planning, management and evaluation of school social work.
 - G) collects, analyzes and interprets data to evaluate and modify interventions when necessary.

- H) supports approaches to learning that address individual student needs.
 - I) integrates and uses technology for assessments, interventions, and information management.
- d) Assessment and Evaluation
- The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.
- 1) Knowledge Indicators – The competent school social worker:
 - A) understands strength-based assessments and practices that support growth and development.
 - B) understands various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.
 - C) understands multiple assessment techniques, such as observation, structured/clinical interviews, and standardized assessments, and their purposes, characteristics, and limitations.
 - D) understands how to conduct formal and informal assessment of adaptive behavior, self-esteem, social skills, attitudes, behavior, interests, and emotional/mental health.
 - E) understands the use of assessment as a means to evaluate the student's emotional/mental health and social functioning, including:
 - i) the child's physical, cognitive, and emotional development;
 - ii) family history and factors that influence the child's overall functioning;
 - iii) the child's behavior and attitude in different settings;
 - iv) patterns of interpersonal relationships in all spheres of the child's environment;
 - v) patterns of achievement and adjustment at critical points in the child's growth and development;

- vi) adaptive behavior and cultural factors that may influence learning.
 - F) understands the social-developmental study with its focus on the student's functioning within the educational environment.
 - G) is familiar with the components of the case study evaluation.
 - H) understands the relationship between assessment, eligibility, and placement decisions, including the development of Individualized Education Programs.
 - I) understands parent/guardian and student rights regarding assessment and evaluation.
 - J) is familiar with the diagnostic tools used by other professionals in the school.
 - K) understands the use of assessment and evaluation results to develop student interventions.
- 2) Performance Indicators – The competent school social worker:
- A) appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments, to evaluate the understanding, progress, and performance of students in the school environment.
 - B) uses assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies.
 - C) uses assessment and evaluation results to make appropriate interventions, including recommendations for eligibility and placement.
 - D) involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.
 - E) presents assessment results in an easily understandable manner.
 - F) documents assessment and evaluation results.

- G) collaborates with parents/guardians and other professionals regarding the assessment process.
 - H) informs parents/guardians of their rights and the rights of students regarding assessment.
 - I) uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.
- e) Consultation and Collaborative Relationships
The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support students' learning and well being.
- 1) Knowledge Indicators – The competent school social worker:
 - A) understands the principles, practices, and processes of individual and organizational consultation.
 - B) understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student's educational functioning.
 - C) understands the school's role within the context of the larger community.
 - D) understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.
 - E) understands the importance of audience and purpose when selecting ways to communicate ideas.
 - F) understands how formal and informal political implications affect communication.
 - G) understands language development, communication techniques, and the role of communication in the learning environment.
 - H) understands the role of school personnel as mandated reporters of child abuse and neglect.
 - 2) Performance Indicators – The competent school social worker:

- A) initiates, develops, and implements consultative relationships.
 - B) models and promotes ethical practices for confidential communication.
 - C) collaborates with colleagues, parents/guardians, and community personnel about students' needs.
 - D) encourages relationships among colleagues to promote a positive learning environment.
 - E) participates in collaborative decision-making and problem-solving to promote students' success.
 - F) facilitates a collaborative relationship between general and special education systems to promote a unified system of education.
 - G) models and promotes effective communication among group members or between groups.
 - H) uses a variety of effective communication modes with diverse target groups.
 - I) assists mandated reporters of child abuse and neglect in relaying and documenting information to the State's child welfare agency.
- f) **Advocacy and Facilitation**
The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.
- 1) **Knowledge Indicators – The competent school social worker:**
 - A) understands the role of advocacy and facilitation at all levels of the systems that affect students and their families.
 - B) is familiar with available resources for students and families within the school and community.
 - C) understands when and how to make referrals for programs and services at the district, community, and State levels.
 - D) understands the need to improve access to services and resources.
 - 2) **Performance Indicators – The competent school social worker:**

- A) works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
 - B) identifies areas of need and accesses or creates resources and services.
 - C) makes referrals to community and school resources.
 - D) advocates for students with other members of the educational community to enhance students' functioning in the learning environment.
 - E) supports students' transitions across environments.
 - F) uses research and technologies to help students, families, school, and community to access resources.
- g) Learning Community
The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.
- 1) Knowledge Indicators – The competent school social worker:
 - A) understands principles of and strategies for effective behavior and social management within the school environment.
 - B) understands small- and large-group dynamics.
 - C) understands how people's attitudes within the educational environment influence behavior of individuals.
 - D) understands how to help students work cooperatively and productively.
 - E) understands the importance of parents' participation in fostering students' positive development.
 - F) understands mediation and conflict-resolution strategies.
 - G) understands effective interventions within a group or classroom.
 - H) understands principles of and strategies for organizational

functioning.

- I) understands how to work with administrators and other school personnel to make changes within the school environment.
- J) understands how service learning and volunteerism promote the development of personal and social responsibility.

2) Performance Indicators – The competent school social worker:

- A) encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.
- B) analyzes educational environments and works effectively to create/enhance a supportive learning climate.
- C) develops strategies to encourage motivation and engagement through mutual respect and cooperation.
- D) develops conflict resolution programs within the school environment.
- E) develops needs assessments and works as a change agent to create identified services.
- F) collaborates with community agencies in school-linked service learning projects or other programs.
- G) promotes the effective utilization of school social work services.
- H) promotes understanding of factors that affect the educational environment and facilitates systems improvement.
- I) designs, implements, and evaluates programs that enhance a student's social participation in school, family, and community.
- J) promotes active parental participation within the educational environment.
- K) collaborates with community agencies to increase access to services and resources.

h) Diversity

The competent school social worker understands the broad range of backgrounds and experiences that shape students' approaches to learning and helps create opportunities adapted to diverse populations of learners.

- 1) Knowledge Indicators – The competent school social worker:
 - A) understands how students' learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language, and prior learning.
 - B) understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.
 - C) understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.
 - D) understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.
 - E) understands ways in which similar behaviors may have different meanings to people in different cultures.
 - F) understands various disabilities.
- 2) Performance Indicators – The competent school social worker:
 - A) facilitates a learning community in which individual differences are respected.
 - B) practices gender equity and avoids sex-role stereotyping.
 - C) provides services that promote multi-cultural sensitivity.
 - D) develops strategies to decrease negative effects of cultural barriers on education.
 - E) utilizes students' diversity to enrich the educational experiences of all students.
 - F) interprets information about students' families, cultures, and

- communities in assessments, interventions, and evaluations of student progress.
- G) utilizes appropriate assessment tools and intervention strategies that reflect diverse student needs.
 - H) designs intervention strategies appropriate to student's culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.
 - I) makes referrals for additional services or resources to assist students with diverse learning needs.
- i) Professional Conduct and Ethics
The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve students' learning and well-being.
- 1) Knowledge Indicators – The competent school social worker:
 - A) understands the professional code of conduct and ethical practice guidelines stated in "NASW Standards for School Social Work Services" (2012), published by the National Association of Social Workers, 750 First Street NE, Suite 800, Washington, D.C. 20002-4241, and posted at <https://www.socialworkers.org/Practice/Practice-Standards-Guidelines>. No later amendments to or editions of these standards are incorporated by this Section.
 - B) understands federal and State laws and regulations as they pertain to ethical practice.
 - C) understands the legal and ethical principles of confidentiality as they relate to the practice of school social work.
 - D) understands the organization and operation of school systems.
 - E) understands school policies and procedures.
 - F) understands legal issues in education, with special emphasis on persons with disabilities; child welfare; mental health; confidentiality; children's and adolescents' rights; and current trends.

- G) understands the importance of active participation and leadership in professional education and social work organizations.
- 2) Performance Indicators – The competent school social worker:
- A) follows the professional code of conduct and ethical practice guidelines referred to in subsection (i)(1)(A).
 - B) maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and children's and adolescents' rights.
 - C) participates in district activities such as policy design, curriculum implementation, staff development, and organizations involving parents/guardians and students.
 - D) abides by current legal directives, school policies, and procedures.
 - E) promotes the rights of students.
 - F) models and promotes ethical practices for confidential communication.
- j) Professional Development
The competent school social worker actively seeks opportunities to grow professionally.
- 1) Knowledge Indicators – The competent school social worker:
- A) understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.
 - B) understands the impact of personal strengths and needs on service delivery.
 - C) understands methods of inquiry and frameworks for self-assessment and self-improvement.
 - D) understands how to use supervision, consultation, collaboration, and continuing education to identify areas for ongoing professional development.
 - E) understands how to interpret and utilize research to evaluate and

guide professional interventions.

- F) understands the use of empirically based practice resources available for intervention and program development.
- 2) Performance Indicators – The competent school social worker:
- A) uses continuing education, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.
 - B) maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.
 - C) uses self-assessment and performance evaluations to identify areas for professional growth.
 - D) actively seeks consultation to improve professional practice.
 - E) recognizes the limits and boundaries of the professional role.
 - F) demonstrates a capacity and willingness to assume the roles of learner and facilitator/educator in maintaining a broad knowledge base for professional development.
 - G) participates in professional activities and organizations that promote and enhance school social work practice.
 - H) assumes responsibilities for enhancing practice through various professional development activities.

(Source: Amended at 46 Ill. Reg. 8083, effective May 2, 2022)

Section 23.150 Standards for School Marriage and Family Therapists

- a) **Child and Adolescent Development**

The competent school marriage and family therapist understands the individual diversity of human growth, development and learning and provides experiences that promote the physical, intellectual, social and emotional development of the student.

 - 1) **Knowledge Indicators – The competent school marriage and family therapist understands:**
 - A) theories of individual and family development and transitions across life;
 - B) that students' physical, social, emotional, cognitive, ethical and moral development influences learning;
 - C) theories of learning, personality development, attachment, child and adolescent development, and the range of individual variation;
 - D) how students construct knowledge, acquire skills and develop habits of mind;
 - E) that differences in approaches to learning and performance interact with development;
 - F) how systemic approaches and appropriate interventions apply to the developmental stages of children and adolescents;
 - G) human behaviors, including developmental crises, disability, addictive behavior and psychopathology, and situational and environmental factors as they affect children and adolescents in the peer, family and school settings;
 - H) the characteristics and effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect and substance abuse;
 - I) the role of medications as they affect students' behavior; and
 - J) the characteristics of normal, delayed, and disordered patterns of communication and interaction in peer, family and school settings and their impact on learning.

- 2) Performance Indicators – The competent school marriage and family therapist:
 - A) uses theories of learning, personality and human development to plan activities and experiences that respond to students' individual, group, family and school needs at the appropriate level of development;
 - B) analyzes individual and group performance in order to design interventions that meet learners' current needs in the cognitive, social, emotional, ethical and moral, and physical domains at the appropriate grade level;
 - C) plans interventions appropriate to students' developmental levels;
 - D) utilizes strategies for facilitating optimum student development over the life-span;
 - E) recognizes the characteristics of individuals with various disabilities and the effects these may have on individuals;
 - F) implements interventions relevant to students' developmental levels;
 - G) recognizes the effects of addictive behavior, psychopathology and situational and environmental factors as they affect children and adolescents in the peer, family and school settings;
 - H) recognizes the effects of cultural and environmental factors on students' performance; and
 - I) recognizes that medications can have effects on the educational, cognitive, physical, social and emotional behaviors of individuals.
- b) Assessment and Evaluation
The competent school marriage and family therapist understands basic concepts of, technology for, and implications of various assessment and evaluative instruments used within academic settings.
 - 1) Knowledge Indicators – The competent school marriage and family therapist understands:
 - A) the purposes and meaning of assessment from multiple perspectives (historical, sociological, educational and emotional)

- and utilizes both standardized tests and observational methods of assessment;
- B) the basic concepts of standardized and non-standardized testing and other assessment techniques in the assessment of behavior in individuals, families and other dyadic interactions;
 - C) the use of technology in assessment;
 - D) the statistical concepts, including scales of measurement; measures of central tendency; indices of variability; shapes and types of distributions and correlation;
 - E) reliability (theory of measurement error, models of reliability, and the use of reliability information) and validity (evidence of validity, types of validity), and the relationship between reliability and validity; and
 - F) the implications of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality and other factors related to assessment and evaluation.
- 2) Performance Indicators – The competent school marriage and family therapist:
- A) analyzes testing information needed and selects appropriate tests, methods and/or materials to gather information and/or perform assessments;
 - B) uses various strategies for selecting, administering and interpreting assessment and evaluation instruments and techniques in therapy;
 - C) interprets and accurately uses the statistical concepts, including scales of measurement; measures of central tendency; indices of variability; shapes and types of distributions and correlation;
 - D) accurately selects and interprets assessment tools based on reliability and validity when appropriate;
 - E) interprets assessments accurately with understanding of diversity and its implications;
 - F) uses and applies appropriate technology in assessment; and

- G) interprets results accurately and at the level that clients and families can best understand the assessment outcomes.
- c) **School-based Systems Theory**
The competent school marriage and family therapist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents) and understands influences on students' development, learning and behavior. Further, the competent school marriage and family therapist has knowledge of systemic methods for involving families in education and service delivery. The competent school marriage and family therapist works effectively with families, educators and others in the community to promote and provide comprehensive services to children and families.
- 1) **Knowledge Indicators – The competent school marriage and family therapist:**
 - A) understands:
 - i) how diverse family systems affect students;
 - ii) the importance of family involvement in education;
 - iii) the school-based systems theory and model;
 - iv) methods of promoting collaboration and partnerships between families/guardians and educators that improve outcomes for students; and
 - v) the implications of cultural diversity on family, home, school and community collaborations; and
 - B) has knowledge of school and community resources and agencies available to students and families/guardians.
 - 2) **Performance Indicators – The competent school marriage and family therapist:**
 - A) designs, implements, monitors and evaluates programs that promote school, family and/or community partnerships and enhance academic and behavioral outcomes for students;
 - B) facilitates collaboration between schools and parents/guardians by designing educational and therapeutic interventions; and

- C) identifies resources and facilitates communication between schools, families/guardians and community agencies.
- d) Intervention in Schools and Crisis Intervention
- The competent school marriage and family therapist utilizes a variety of systemic intervention strategies that support and enhance students' educational and emotional development. Furthermore, the competent school marriage and family therapist has training and experience in working with various crises and trauma that might occur in the school or family environments.
- 1) Knowledge Indicators – The competent school marriage and family therapist understands:
 - A) the theory, process, techniques and methods of individual, group and family crisis intervention and counseling;
 - B) and develops skills in advocacy, case management, community organization, consultation and in-service training;
 - C) the application of systemic concepts, theories and techniques to identify and develop broad-based prevention and interventions;
 - D) the interdisciplinary approach to collaborative service delivery within the educational environment;
 - E) how to integrate content and process knowledge for appropriate intervention; and
 - F) the role of mandated reporters of suspected child abuse and neglect and the function of the Department of Children and Family Services (DCFS).
 - 2) Performance Indicators – The competent school marriage and family therapist:
 - A) develops and implements prevention and intervention plans that enable children to benefit from their educational, emotional and relational experiences;
 - B) provides individual, group and/or family counseling and other services to enhance relational functioning while increasing success in the educational process;

- C) provides crisis intervention therapy and other services to the school community;
 - D) provides consultation to teachers, administrators, parents and community agencies;
 - E) develops and provides training and educational programs in the school and community;
 - F) conducts diagnostic assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents;
 - G) initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students;
 - H) mobilizes the resources of the school and community to meet the needs of children and their families; and
 - I) initiates the appropriate reporting of suspected child abuse and neglect to DCFS.
- e) Consultation and Collaborative Relationships
The competent school marriage and family therapist develops consultative and collaborative relationships with colleagues, parents, teachers and the community to support students' learning and well-being.
- 1) Knowledge Indicators – The competent marriage and family therapist understands:
 - A) the principles, practices and processes of individual, family and organizational consultation;
 - B) the collaborative process with parents, school personnel, community-based organizations and agencies to enhance the student's educational functioning;
 - C) the school's role within the context of the larger community;
 - D) the variations in beliefs, traditions and values across cultures and their effect on interactions among group members;

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- E) the importance of audience and purpose when selecting ways to communicate ideas;
 - F) how formal and informal political implications affect communication;
 - G) language development, communication techniques, and the role of communication in the learning environment; and
 - H) the role of school personnel as mandated reporters of child abuse and neglect.
- 2) Performance Indicators – The competent school marriage and family therapist:
- A) initiates, develops and implements consultative relationships;
 - B) models and promotes ethical practices for confidential communication;
 - C) collaborates with colleagues, parents/guardians and community personnel about students' needs;
 - D) encourages relationships among colleagues to promote a positive learning environment;
 - E) participates in collaborative decision-making and problem-solving to promote students' success;
 - F) facilitates a collaborative relationship between general and special education systems to promote a unified system of education;
 - G) models and promotes effective communication among group members or between groups;
 - H) uses a variety of effective communication modes with diverse target groups; and
 - I) assists mandated reporters of child abuse and neglect in relaying and documenting information to the State's child welfare agency.
- f) Diversity

The competent school marriage and family therapist possesses the knowledge and skills to appropriately address issues of diversity, cultural difference and change with different types of learners.

- 1) Knowledge Indicators – The competent school marriage and family therapist understands:
 - A) the implications of the therapist's own social and cultural background;
 - B) how the therapist's own cultural background and experiences influence the therapist's attitudes, values and biases about psychological processes;
 - C) the diverse groups with which the therapist may work;
 - D) how race, culture, ethnicity, sexual orientation, physical and mental characteristics, and other areas of diversity affect personality formation, vocational choice and manifestation of difficulties and strengths in academic, career and personal/social development;
 - E) how gender affects personality formation, academic choice, vocational choice, and manifestations of difficulties and strengths in academic, career, and personal and social development;
 - F) the impact of sexual harassment on students' personal, social, emotional and academic development;
 - G) the impact of students' learning abilities, styles and capabilities on academic, career, and personal and social development; and
 - H) the specialized needs and resources available for students who are disabled, gifted or at risk, or who have dropped out.
- 2) Performance Indicators – The competent school marriage and family therapist:
 - A) incorporates an approach to social and cultural diversity that is equitable for all students;
 - B) adopts intervention skills appropriate to the specific diverse needs of the student;

- C) develops programs for students that acknowledge their diversity and meet special needs as appropriate;
 - D) incorporates a gender-equitable and culturally sensitive approach in dealing with students, families, staff and the community;
 - E) adopts appropriate methods to intervene when students use inappropriate language or behaviors relating to issues of social and cultural diversity; and
 - F) teaches how oppression, racism, discrimination, intolerance, homophobia, heterosexism and stereotyping may affect students personally and their work.
- g) Professional Conduct and Ethics
The competent school marriage and family therapist is aware of current legal issues and ethical guidelines of the profession and acts accordingly.
- 1) Indicators – The competent school marriage and family therapist understands:
 - A) legal standards, including the Illinois School Code [105 ILCS 5] and the Mental Health and Developmental Disabilities Code [405 ILCS 5], that apply to the therapy and educational process;
 - B) the school marriage and family therapist's responsibility for knowing and complying with federal, State and local legislation, regulations and policies; and
 - C) that, in the event a conflict arises among competing expectations, the school marriage and family therapist shall be guided by the AAMFT Code of Ethics, published by the American Association for Marriage and Family Therapy, 112 South Alfred Street, Alexandria VA 22314-3061, https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx (January 1, 2015). No later amendments to or editions of these standards are incorporated.
 - 2) Performance Indicators – The competent school marriage and family therapist:
 - A) demonstrates commitment to the values and ethics of the marriage and family therapist profession;

- B) adheres to the AAMFT professional standards and Code of Ethics (see subsection (g)(1)(C)) as a guide to ethical decision-making;
- C) maintains adequate safeguards for the privacy and confidentiality of information;
- D) informs students of their ethical rights, the limitations of the counseling relationship, and the confidentiality of the counseling relationship; and
- E) follows State and federal laws, including the School Code, the Mental Health and Developmental Disabilities Code, the Illinois School Student Records Act [105 ILCS 10] and the Family Educational Rights and Privacy Act (20 U.S.C. 1232g).

(Source: Amended at 46 Ill. Reg. 8083, effective May 2, 2022)