



Guidance Standards North Carolina Revised Bloom's Taxonomy (NCRBT)

Preamble and Introduction

Overview

Standards are essential for all areas of education and educators, including those educators working in Student Services as school counselors, because they provide critical benchmarks for identifying and assessing the foundational concepts, principles, and practices upon which knowledge and skills are selected, implemented, and evaluated. Standards for school counselors provide a framework for understanding and performing the duties and expectations of the diverse roles of school counselors. School counselors perform duties that include, but that are not limited to, individual and group counseling, guidance, career development, consultation, coordination, program planning, and professional development.

These guidance standards are intended for the following purposes and audiences:

- Individual Counseling (e.g., the school counselor and individual student engaged in counseling about that one student's personal problems and/or academic issues)
- Group Counseling (e.g., the school counselor and a group of students who are meeting in a group session as they deal with habitual attendance issues or with forming healthier friendships or with the need for more effective coping skills as they deal with a loss)
- Classroom Instruction by the school counselor and/or classroom teacher (e.g., a special class discussion led by the school counselor who provides instructional input on a timely issue, such as cyber bullying, driving while texting, character education and positive behavior in general, and the undergraduate admissions process)
- Professional Development (e.g., use of these standards by school counselors for Professional Learning Community (PLC) sessions and for whole school staff informational presentations)

It is expected and intended that all school staff will be informed about and ready to implement these guidance standards as they relate to the classroom, under the leadership of school counselor staff.

These guidance standards are student centered. They are intended to be viewed as developmentally appropriate levels that are based on student readiness, not on grade level placement. For that reason, these standards are sequenced according to a student's maturity of understanding and application.

The school counselor is expected to apply these standards in an integrated, overlapping approach to each student's needs and maturity level at the time the student is presenting himself or herself to the school counselor for assistance.

These standards should not be limited to discrete levels of understanding and application that isolate each standard and level of student development into unrelated areas of understanding and implementation. The goal is to see each student as a composite of personal traits and needs that transcends a singular classification and that expands each student’s potential for growth and development. Students are holistic human beings who develop in both expected and unexpected ways. That is why these standards should not be implemented as chunks of unrelated information.

The ultimate goal for 21st century students is the College and Career Readiness (CCR) initiative, which requires students to be informed about the knowledge and skills that prepare students to be lifelong learners in a global context.

The ASCA National Model: A Framework for School Counseling Programs, 2nd edition (2005), published by the American School Counselor Association, is recognized by school counselor associations and other professional organizations as the national standards model for school counselors. School counselors are encouraged to use the ASCA National Model as a framework for establishing a comprehensive school counseling program and for providing counseling services to constituents. This document permits a crosswalk between the ASCA National Model and the North Carolina Revised Bloom’s Taxonomy (NCRBT) model. The domains of the ASCA National Model are Academic Development, Career Development, and Personal/Social. The three domains for the North Carolina Revised Bloom’s Taxonomy (NCRBT) model are Socio-Emotional, Cognitive, and Career.

How to Read this Document (focus, intent, and NCRBT format)

- These standards address a portion of the essential duties, tasks, and focus of the school counselor.
- These standards are based on student outcomes.
- These standards are meant to support the most recent American School Counselor Association (ASCA) National Model, not to replace or to supersede the ASCA National Model.
- These standards follow the format of the North Carolina Revised Bloom’s Taxonomy (NCRBT) standards, with abbreviations and numbers for each Essential Standard (ES), followed by the Clarifying Objectives (CO) for that Essential Standard (ES).
- The three North Carolina Revised Bloom’s Taxonomy (NCRBT) domains (i.e., headings)—(1) Socio-Emotional, (2) Cognitive, and (3) Career—are located in the center of each section. The Essential Standards are located in the left column below the domains (headings). The Clarifying Objectives are located to the right of the Essential Standards.
- For example, under Socio-Emotional for Readiness/Exploratory/Discovery, the first Essential Standard is labeled as RED.SE.1 and the first Clarifying Objective is labeled as RED.SE.1.1:
 - RED: Readiness/Exploratory/Discovery
 - SE: Socio-Emotional
 - 1: Essential Standard #1 (RED.SE.1)
 - 1: Clarifying Objective #1 (RED.SE.1.1)

What is Not Covered

- These guidance standards are not intended to be a comprehensive school counseling model.
- These guidance standards are not meant to address or to advocate for or against non-counseling duties that are assigned to school counselors.
- These guidance standards are not the same as the evaluation and possible job description, which are currently in development by McRel for NCDPI.
- This guidance standards committee is not the same as the evaluation committee and possible job description committee.

Key Design Considerations

The guiding question for the writing team’s work was “What do students need to know, understand, and be able to do to ensure their success in the future, whether it be the next class, post-secondary study, the military, or the world of work?” The writing team identified six essential standards to address this guiding question:

- (1) intrapersonal strategies,
- (2) interpersonal strategies,
- (3) communication strategies,
- (4) creative thinking,
- (5) analytical thinking, and
- (6) self-awareness.

Three strands within these North Carolina Revised Bloom’s Taxonomy (NCRBT) Essential Standards—socio-emotional, cognitive, and career—were identified.

The progression of the five essential standards was illustrated as five proficiency levels:

- (1) Readiness/Exploratory/Discovery (RED),
- (2) Early Emergent/Emergent (EEE),
- (3) Progressing (P),
- (4) Early Independent (EI), and
- (5) Independent (I).

The reasons for these proficiency levels are directly related to student individual and developmental needs. The ability to demonstrate a positive sense of self is vital to building and sustaining strong positive relationships with others. This ability is enhanced through reflecting on new and past experiences to inform future decisions. Communication strategies allow the student to query, explore, and validate diverse perspectives. In addition, analytical skills such as planning, monitoring, and evaluation are necessary to develop socially responsible citizens. The ability to think creatively is a fundamental component of solving problems, seeking innovative alternatives, generating possibilities, and responsible risk taking. Students will learn to collect and synthesize information to inform decisions. These strategies can be used to solve problems and to resolve dilemmas within personal, social, academic, and professional situations.

Guiding Principles and Observations

- These guidance standards are intended to be a living document that is user friendly.
- These guidance standards are based upon the original (2009) and subsequent writing committees' use of the ASCA National Model as the foundation for the NCRBT Essential Standards and Clarifying Objectives.
- These guidance standards demonstrate that some assessment prototypes provide perception data while other assessment prototypes provide results data. [Assessment prototypes are not part of the NCSBE approval process for NCRBT standards. Only NCRBT Essential Standards and Clarifying Objectives are approved by the NCSBE.]

- These guidance standards provide a foundation for skills acquisition and application throughout the student's preK-12 academic life and beyond.
- These guidance standards address the essential knowledge and skills that 21st century students should know and be able to do.
- These guidance standards are developmental in nature and designed to show growth.
- These guidance standards were developed according to and reflect the developmental stages of the student rather than the assigned grade level of the student.
- These guidance standards support the standards and curriculum for all of the North Carolina Revised Bloom's Taxonomy (NCRBT) Essential Standards and Clarifying Objectives for all subjects and program areas.

- These guidance standards are intended to demonstrate that the school counselor is the expert leader for understanding and explaining these guidance standards to all school staff, parents, guardians, and stakeholders.
- These guidance standards demonstrate that school counselors have knowledge and skills that everybody in the school, community, and home needs to have to be able to work effectively with all students.
- These guidance standards are expected to be implemented by all of the school faculty and staff under the facilitation and assistance of the school counselor.