| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Define** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Role of the School Counselor** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to advocate for the appropriate role of the school counselor using practical implications of current literature, research, data, and best practices. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the benefits of membership in professional organizations for school counselors (e.g., resources, networking, insurance). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the current American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the current American School Counselor Association (ASCA) Mindsets & Behaviors for Student Success for academic, career, and social/emotional development. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how school counselors create systemic change through their roles as leader, advocate, and collaborator. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the difference between school counselor responsibilities and non-school counselor tasks (e.g., disciplining, substitute teaching, test coordination, 504 coordination, scheduling, lunch duty, supervision). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Human Growth and Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows major theories regarding human development throughout the lifespan. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to use current research to promote holistic student development. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows major theories regarding cognitive development throughout the human life span. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows major theories regarding personality and emotional development throughout the human life span. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows major theories regarding social and character development throughout the human life span. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with major theories regarding family systems. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Ethical & Legal Issues** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands and applies the current American School Counselor Association (ASCA) Ethical Standards for School Counselors (e.g., confidentiality, families’ rights and responsibilities, dual relationships). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the professional boundaries, legal, ethical, and school district guidelines pertaining to communication with students, families, and other stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the need for self-awareness of personal biases and limitations that may affect the practice of school counseling. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with the need for ongoing professional development designed for school counselors. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows and utilizes ways to remain mentally healthy, stay motivated, and avoid burnout. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how changes in major public policy and laws affect student rights and school counselor responsibilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the role of the school counselor in relation to the Americans with Disabilities Act (ADA, 1990), Individuals with Disabilities Education Improvement Act (IDEA, 2004), and/or Family Educational Rights and Privacy Act of 1974 (FERPA) in advocating for the legal rights of students with disabilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with the appropriate constitutional rights as they apply to educational settings for students and families (e.g., freedom of speech, citizenship). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the concept of duty to warn and the difference between privileged communication and confidentiality. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Deliver** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Direct Student Services** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows basic methods of analyzing student outcomes. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to appropriately use a variety of technology applications to deliver a school counseling program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the purposes and theories of individual counseling and applies them appropriately. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the purposes and theories of group counseling and applies them appropriately. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the purpose and can apply techniques of educational planning (e.g., grade-level transition, academic plans). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the purposes, theories, and techniques, and can apply processes of career and post-secondary awareness, exploration, and/or planning for students at each developmental level. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands and can apply techniques and strategies of classroom management and instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the purposes and theories and can apply techniques of crisis interventions and trauma-informed counseling (e.g., school-level crises, individual crises). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the purpose and can apply techniques of peer mediation and conflict resolution. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands methods for preventing and addressing common student concerns (e.g., stress, anxiety, substance use/abuse, bullying). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to select and appropriately implement direct services (e.g., instruction, small group, and individual) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands and can respond to the needs of students with various levels of ability (e.g., physical, emotional, cognitive). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the potential impact of cultural, social, and environmental influences (e.g., sexual orientation, family situations, substance use/abuse) on student outcomes (e.g., achievement, attendance, and behavior) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with how to interpret and appropriately use the results of achievement tests and measures of learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with how to interpret and appropriately use the results of achievement tests and measures of learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the characteristics of and how to appropriately interpret college and/or career assessments (e.g., interest inventories, aptitude/skills tests) for post-secondary planning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the potential impact of cultural, social, and environmental influences on student test performance, test accommodations, and test interpretation. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Indirect Student Services** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the appropriate role of the school counselor in the support of the development and implementation, and support of student service plans (e.g., Individualized Education Program (IEP) meetings, Section 504 plans). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the basic characteristics of consultation. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to collaborate with stakeholders, such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity and support success and well-being for every student. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with the role of the school counselor within the multi-tiered systems of support (MTSS) framework |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to manage various types of referrals. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Manage** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with how to use technology applications to manage and evaluate school counseling programs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the school counseling program as an integral part of the total educational process. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how to design, develop, implement, and evaluate a school counseling program. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the concepts of validity and reliability as applied to program planning and implementation. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the importance of having a school counseling program vision and mission statement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the difference between participation, Mindsets & Behaviors, and outcome data. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to develop annual student outcome goals. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows and identifies the components of an annual administrative conference as found in the ASCA Fourth Edition Annual Administrative Conference Template. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows methods of gathering relevant data to assist in selecting appropriate lessons, interventions, and activities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with basic principles, interpretation, and psychometrics of measurement (e.g., trends, stanine, percentile rank, validity, reliability). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Assess** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to assess a school counseling program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the goals and methods of evaluating program effectiveness and student outcomes (achievement, attendance, and behavior/discipline). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to use and report data for program improvement (e.g., results reports, surveys, needs assessments). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with the ASCA School Counselor Professional Standards and Competencies Assessment. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the reasons for assessing the school counseling program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |