| **Test Content Categories**  | **How well do I know the content? (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
| --- | --- | --- | --- | --- | --- |
| I . Define |  |  |  |  |  |
| 1. Role of the School Counselor
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| 1. Knows how to advocate for the appropriate role of the school counselor using practical implications of current literature, research, data, and best practices.
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| 1. Knows the benefits of membership in professional organizations for school counselors (for example, resources, networking, insurance).
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| 1. Understands the current American School Counselor Association (A​S​C​A) National Model: A Framework for School Counseling Programs.
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| 1. Understands the current American School Counselor Association (A​S​C​A) Mindsets & Behaviors for Student Success for academic, career, and social/emotional development.
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| 1. Understands how school counselors create systemic change through their roles as leader, advocate, and collaborator.
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| 1. Understands the difference between school counselor responsibilities and non-school counselor tasks (for example, disciplining, substitute teaching, test coordination, 504 coordination, scheduling, lunch duty, supervision).
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| 1. Human Growth and Development
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| 1. Knows major theories regarding human development throughout the lifespan.
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| 1. Knows how to use current research to promote holistic student development.
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| 1. Knows major theories regarding cognitive development throughout the human life span.
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| 1. Knows major theories regarding personality and emotional development throughout the human life span.
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| 1. Knows major theories regarding social and character development throughout the human life span.
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| 1. Is familiar with major theories regarding family systems.
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| 1. Ethical & Legal Issues
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| 1. Understands and applies the current American School Counselor Association (A​S​C​A) Ethical Standards for School Counselors (for example, confidentiality, families’ rights and responsibilities, dual relationships).
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| 1. Understands the professional boundaries, legal, ethical, and school district guidelines pertaining to communication with students, families, and other stakeholders.
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| 1. Understands the need for self-awareness of personal biases and limitations that may affect the practice of school counseling.
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| 1. Is familiar with the need for ongoing professional development designed for school counselors.
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| 1. Knows and utilizes ways to remain mentally healthy, stay motivated, and avoid burnout.
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| 1. Knows how changes in major public policy and laws affect student rights and school counselor responsibilities.
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| 1. Understands the role of the school counselor in relation to the Americans with Disabilities Act (A​D​A, 1990), Individuals with Disabilities Education. Improvement Act (I​D​E​A, 2004), and/or Family Educational Rights and Privacy Act of 1974 (F​E​R​P​A) in advocating for the legal rights of students with disabilities.
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| 1. Is familiar with the appropriate constitutional rights as they apply to educational settings for students and families (for example, freedom of speech, citizenship).
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| 1. Understands the concept of duty to warn and the difference between privileged communication and confidentiality.
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| II. Deliver |  |  |  |  |  |
| 1. Direct Student Services
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| 1. Knows basic methods of analyzing student outcomes.
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| 1. Understands how to appropriately use a variety of technology applications to deliver a school counseling program.
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| 1. Understands the purposes and theories of individual counseling and applies them appropriately.
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| 1. Understands the purposes and theories of group counseling and applies them appropriately.
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| 1. Knows the purpose and can apply techniques of educational planning (for example, grade-level transition, academic plans).
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| 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.
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| 1. Understands and can apply techniques and strategies of classroom management and instruction.
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| 1. Understands the purposes and theories and can apply techniques of crisis interventions and trauma-informed counseling (for example, school-level crises, individual crises).
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| 1. Knows the purpose and can apply techniques of peer mediation and conflict resolution.
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| 1. Understands methods for preventing and addressing common student concerns (for example, stress, anxiety, substance use/abuse, bullying).
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| 1. Understands how to select and appropriately implement direct services (for example, instruction, small group, and individual).
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| 1. Understands and can respond to the needs of students with various levels of ability (for example, physical, emotional, cognitive).
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| 1. Knows the potential impact of cultural, social, and environmental influences (for example, sexual orientation, family situations, substance use/abuse) on student outcomes (for example, achievement, attendance, and behavior).
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| 1. Is familiar with how to interpret and appropriately use the results of achievement tests and measures of learning.
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| 1. Knows the characteristics of and how to appropriately interpret college and/or career assessments (for example, interest inventories, aptitude/skills tests) for post-secondary planning.
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| 1. Knows the potential impact of cultural, social, and environmental influences on student test performance, test accommodations, and test interpretation.
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| 1. Indirect Student Services
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| 1. Knows the appropriate role of the school counselor in the support of the development and implementation, and support of student service plans (for example, Individualized Education Program (I​E​P) meetings, Section 504 plans).
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| 1. Understands the basic characteristics of consultation.
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| 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.
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| 1. Is familiar with the role of the school counselor within the multi-tiered systems of support (M​T​S​S) framework.
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| 1. Knows how to manage various types of referrals.
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| III. Manage |  |  |  |  |  |
| 1. Is familiar with how to use technology applications to manage and evaluate school counseling programs.
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| 1. Understands the school counseling program as an integral part of the total educational process.
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| 1. Understands how to design, develop, implement, and evaluate a school counseling program.
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| 1. Knows the concepts of validity and reliability as applied to program planning and implementation.
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| 1. Understands the importance of having a school counseling program vision and mission statement.
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| 1. Knows the difference between participation, Mindsets & Behaviors, and outcome data.
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| 1. Knows how to develop annual student outcome goals.
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| 1. Knows and identifies the components of an annual administrative conference as found in the A​S​C​A Fourth Edition Annual Administrative Conference Template.
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| 1. Knows methods of gathering relevant data to assist in selecting appropriate lessons, interventions, and activities.
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| 1. Is familiar with basic principles, interpretation, and psychometrics of measurement (for example, trends, stanine, percentile rank, validity, reliability).
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| IV. Access |  |  |  |  |  |
| 1. Knows how to assess a school counseling program.
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| 1. Knows the goals and methods of evaluating program effectiveness and student outcomes (achievement, attendance, and behavior/discipline).
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| 1. Knows how to use and report data for program improvement (for example, results reports, surveys, needs assessments).
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| 1. Is familiar with the A​S​C​A School Counselor Professional Standards and Competencies Assessment.
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| 1. Understands the reasons for assessing the school counseling program.
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