| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Foundations (18%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. History and Role of the Professional School Counselor** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to use current research to advocate for the profession |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to access research resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. is able to interpret research |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. is able to use research to demonstrate professional impact on student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the benefits of membership in professional organizations for professional school counselors (e.g., resources, networking, insurance) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes that there are different levels of professional organizations (e.g., national, state, local) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. describes the benefits of these organizations (e.g., advocacy, professional development, lobbying efforts, liability insurance, networking, accessibility to resources and current research, leadership development) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with the development of school guidance and counseling as a profession |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. names the major benchmarks in the development of the profession |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. describes how trends in educational systems impact the role of the professional school counselor (e.g., response to intervention, positive behavior support, professional learning communities) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the current American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the components of the ASCA National Model®1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes the importance of alignment between a school counseling program and the ASCA National Model |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands the current American School Counselor Association (ASCA) National Standards for academic, career, and personal/social development of students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the domains of the ASCA standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. utilizes the student competencies of the ASCA standards when planning counseling services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands the roles of counselor, leader, advocate, collaborator, consultant, and coordinator as they apply to school counseling-related duties |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the tasks related to the various roles of the professional school counselor |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows similarities and differences in the professional school counselor’s responsibilities at the elementary, middle, and high school levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies and differentiates the responsibilities of the professional school counselor at the various grade levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands the difference between counselor responsibilities and non-counselor tasks (e.g., disciplining, substitute teaching, and managing school functions) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies and differentiates between counselor and non-counselor responsibilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Human Growth and Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows major theories regarding physical development throughout the human life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the stages of physical development from early childhood through older adulthood |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to use current research to promote holistic student development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. applies current research (e.g., nutrition, socioeconomic status, family system) to promote holistic student development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows major theories regarding cognitive development throughout the human life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes and applies the components of major theories (e.g., Jean Piaget, Lev Vygotsky) to student development and behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows major theories regarding personality and emotional development throughout the human life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes and applies the components of major theories (e.g., Erik Erikson, B. F. Skinner, Carl Rogers) to student development and behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows major theories regarding social and character development throughout the human life span |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes and applies the components of major theories (e.g., Alfred Adler, Lawrence Kohlberg, Erich Fromm) to student development and behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Is familiar with major theories regarding family systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes the components of major theories (e.g., family systems theory, ecological theory) and how they relate to student development and behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Ethics** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows current ethical guidelines of technology use for professionals and students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. applies current ethical guidelines to computerized/online testing or evaluation and virtual schooling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes the scope of responsibility in social networking and electronic communication (e.g., online bullying, dual relationships, e-mail, texting) between the professional school counselor and stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. recognizes the importance of protecting privacy and confidentiality when using electronic communications and student information systems/databases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the need for self-awareness of personal biases and limitations that may affect the counseling relationship |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes the implications of counselor biases that affect the counseling relationship (e.g., religious, cultural, sexual orientation) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes personal limitations and the duty to refer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Possesses a working knowledge of the current American School Counselor Association (ASCA) Ethical Standards for School Counselors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. applies the ASCA Ethical Standards for School Counselors (e.g., parents’ rights and responsibilities, dual relationships, parent/guardians and confidentiality) to daily practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with the American Counseling Association (ACA®2) Code of Ethics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes the sections of the ACA Code of Ethics that relate to the professional school counselor |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands the need for ongoing professional development designed for professional school counselors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes the current delivery modes (e.g., professional conferences, webinars) for professional development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes professional development activities designed for professional school counselors that are role-appropriate and licensure-specific |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows and utilizes ways to remain mentally healthy, stay motivated, and avoid burnout |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies symptoms of stress |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies healthy coping strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies the consequences of neglecting mental health maintenance and motivation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Legal Issues** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how changes in major public policy and laws affect student rights and professional school counselor responsibilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. applies current local, state, and federal laws as they affect professional school counselor activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the role of the professional school counselor in relation to the Americans with Disabilities Act (ADA, P.L. 101-336, 1990) in advocating for the legal rights of students with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes a Section 504 plan as it might impact the professional school counselor |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes a student’s need for and the potential benefits of a Section 504 plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the role of the professional school counselor in relation to the Individuals with Disabilities Education Improvement Act (IDEA, P.L. 108-446, 2004) in advocating for students’ legal rights |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. defines an Individualized Education Plan (IEP) and how it might impact the professional school counselor |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes a student’s need for and the potential benefits of an IEP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the Buckley Amendment and the Family Educational Rights and Privacy Act of 1974 (FERPA, P.L. 93-380) and its impact on student and parent rights |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. applies FERPA requirements to professional school counselors’ responsibilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies appropriate information to include in student records (e.g., cumulative folder, student information system) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with the appropriate constitutional rights as they apply to educational settings for students and parents (e.g., freedom of speech, citizenship) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes students’ rights and limits to their rights (e.g., freedom of speech, right to privacy, equal protection) as they relate to the educational setting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows the relevance of Title IX of the Education Amendments of 1972 (P.L. 92-318) to education and school activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes Title IX as it relates to student rights |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Is familiar with Title II of the Education Amendments of 1976 (P.L. 94-482) and the Carl D. Perkins Career and Technical Education Act (P.L. 109-270), and their relevance to equal opportunities in career counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes the impact of Title II and the Perkins Act on equal opportunities in career counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands the detection of and mandated reporting requirements for child abuse and neglect |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies various types of abuse (e.g., sexual, physical, emotional) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes the signs of suspected child abuse and neglect |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. describes situations in which reporting to appropriate social service agencies and/or law enforcement is mandated |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Understands the concept of duty to warn and the difference between privileged communication and confidentiality |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes situations in which a professional school counselor has a duty to warn (e.g., threatened harm to self or others) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes privileged communication always belongs to the student or client |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. recognizes confidentiality has limits and may or may not be a legal issue |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Delivery of Service (45%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Guidance and Counseling** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with basic methods of analyzing student behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies procedures used to collect data to assess student behavior (e.g., behavior checklists, anecdotal reports) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to appropriately use a variety of technological resources to deliver school guidance and counseling services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes the importance of technology in the delivery of services in a comprehensive school counseling program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies benefits of technological resources (e.g., career interest inventories, college and scholarship search services) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the purposes and theories of individual counseling and applies them appropriately |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes basic counseling theories (e.g., brief solution-focused, behavioral, cognitive) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. applies counseling theories to case scenarios |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the purposes and theories of group counseling and applies them appropriately |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes basic group counseling theories (e.g., reality, cognitive-behavioral) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. describes group counseling processes and procedures (e.g., stages, group types, selection, facilitation) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. recognizes ethical issues as related to group counseling (e.g., confidentiality, biases) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. applies group counseling theories to case scenarios |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the purpose and can apply techniques of educational planning (e.g., grade-level transition, academic-intervention plans) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. applies age-appropriate strategies for educational planning (e.g., course selection, transitioning, kindergarten readiness) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. applies appropriate counseling skills to develop academic intervention plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands the purposes and theories and can apply processes of career development and planning for students at each age level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes basic career development theories (e.g., trait factor, developmental, psychological) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. applies career development theories to case scenarios |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. recognizes how to assist students making post-secondary and career plans at every stage of development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Is familiar with the purposes and theories and can apply techniques of large-group guidance (e.g., grade-level student meetings, group academic advising, school-wide assemblies) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes how to facilitate grade-level student meetings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. describes the process of group academic advising |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. describes how to conduct school-wide assemblies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands the purpose and instructional theories and can apply techniques of classroom guidance and strategies of classroom management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes the need for and benefits of classroom guidance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. applies instructional and behavior management strategies to classroom situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Understands the purposes and theories and can apply techniques of crisis intervention (e.g., school-level crises, individual crises) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes the importance of having procedures for multi-level school crises (school violence, natural disaster) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes the importance of having procedures for individual crises |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows the purpose and can apply techniques of peer mediation and conflict resolution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the purpose and applies techniques of peer mediation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. applies strategies of conflict resolution to case scenarios (e.g., relational aggression, in-school fighting, teacher-student conflicts) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Understands methods for preventing and addressing common student concerns (e.g., stress, drug use, bullying) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. applies research and strategies to prevent or intervene in common student/teacher issues (e.g., alcohol/drug use, stress, bullying) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Understands and can respond to the needs of students with various levels of ability (e.g., physical, emotional, cognitive) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the needs of students at various ability levels (e.g., physical, emotional, cognitive) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. describes and applies strategies to respond to various needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Knows and responds to the needs of students from various backgrounds (e.g., socioeconomic, cultural, linguistic) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the potential impact of socioeconomic, cultural, and linguistic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. applies interventions to meet the needs of a variety of students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Knows the needs of and responds to students with diverse issues (e.g., sexual orientation, family situations, alcoholism/drug use) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the potential impact of diversity issues (e.g., sexual orientation, family situations, drug and alcohol abuse effects) on academic and social outcomes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. applies interventions to meet the needs of a variety of students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Consultation and Collaboration** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the role of the professional school counselor in the support of the development and implementation of student service plans (e.g., Individualized Education Program (IEP) meetings, Section 504 plans) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the role of the professional school counselor in the development, implementation, and support of student service plans (e.g., Individualized Education Program (IEP) meetings, Section 504 plans) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the basic characteristics of consultation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with the purposes, theories, and techniques of consultation models as they apply to professional school counseling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the purpose and basic characteristics of consultation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes the major methods of consultation as used in common school situations (e.g., parent conferences, teacher consultations) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with the differing needs of teachers, other professionals, administrators, parents, and community contacts for consultation and collaboration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes the appropriate professional needs of stakeholders (e.g., classroom management, student support, programming) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands the characteristics of effective collaborative relationships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the characteristics of effective collaborative relationships (e.g., the four is of collaborative relationships) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. applies the appropriate techniques of effective collaborative relationships (e.g., solution-focused, leaderless collaboration) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Is familiar with common pedagogical techniques used in the classroom to provide consultation services as they apply to academic support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies common pedagogical techniques used in the classroom to consult with teachers (e.g., lesson planning, behavior management, differentiated instruction) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows interventions and accommodations available to students with various needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes interventions and accommodations (preferential seating, extended time) available to students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes the needs of and support available to students with varying mental and physical disorders (e.g., eating disorders, hearing impaired, learning disorders) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Management (15%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with how to use technology to manage and evaluate professional school counseling programs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies ways to use technology to manage and evaluate school counseling programs (e.g., spreadsheets, student information systems, electronic surveys) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the professional school counseling program as an integral part of the total educational process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes how the school counseling program is an integral part of the total educational process (e.g., leadership roles, curriculum, committees) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands how to design, develop, and implement a comprehensive professional school counseling program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes how to use data to design and implement school counseling services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with the design, staffing, and maintenance of programs for support of students at risk |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes the design, staffing, and maintenance of services for at-risk students (e.g., mentoring, parent education, community resources) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to manage various types of referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. differentiates between internal and external referrals (e.g., school nurse, social service agencies, pro bono services) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes the importance of developing procedures for management of various types of referrals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Accountability (22%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the need for accountability in a professional school counseling program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. defines accountability as it relates to a school counseling program |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. describes how to use counseling program data and research to advocate for school counseling programs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the goals and methods of evaluating achievement, program effectiveness, and student outcomes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes various methods of measuring accountability and effectiveness of the school counseling program (e.g., assessment results, surveys, research) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. describes various methods of measuring student outcomes (e.g., graduation rates, attendance records, disciplinary records) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to apply data analysis results for program improvement (e.g., needs assessment, program evaluation) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. analyzes data and determines program improvements as necessary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows methods of gathering background data to assist in selecting appropriate assessments (e.g., interviewing, records review) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies methods of gathering background data (e.g., records review, observation, student work samples) to assist in selecting appropriate assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with the various types of assessments (criterion-referenced, aptitude, achievement) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the differences among the various types of assessments (e.g., criterion-referenced, aptitude, achievement) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands the appropriate use and limitations of standardized testing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the appropriate use and limitations of standardized testing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Knows basic principles and interpretation of measurement (e.g., trends, stanine, percentile rank) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. defines basic principles of interpreting measurement (e.g., trends, stanine, percentile rank) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows the concepts of validity and reliability as applied to assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. defines and differentiates the concepts of validity and reliability as applied to assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Understands requirements for administration and interpretation of individual and group assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the requirements for administration of individual and group standardized assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. describes the requirements for interpretation of individual and group standardized assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows how to interpret and appropriately use the results of personality, emotional, social, and behavioral assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes how to interpret and appropriately use the results of personality, emotional, social, and behavioral assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows how to interpret and appropriately use the results of intelligence assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes how to interpret and appropriately use the results of intelligence assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Knows how to interpret and appropriately use the results of achievement tests and measures of learning (e.g., standardized assessment, portfolio, formative/summative) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. defines and differentiates among achievement tests and measures of learning (e.g., standardized assessments, portfolios, formative/summative assessments) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. describes how to interpret and appropriately use the results of achievement tests and measures of learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Knows the characteristics of and how to appropriately administer and interpret career assessments (e.g., interest inventories, aptitude/skills tests) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. defines and differentiates among career assessments (e.g., interest inventories, aptitude/skills tests, work values) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. describes how to administer, interpret, and appropriately use the results of career assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Knows how cultural, linguistic, and disability issues relate to student test performance, test accommodations, and test interpretation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes student differences (e.g., cultural, linguistic, and disability issues) and their effects on student test performance and results |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes student differences when interpreting test results |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies appropriate accommodations to address student differences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |