| **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** |
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| I . 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 (for example, resources, networking, insurance). |  |  |  |  |  |
| 1. Understands the current American School Counselor Association  (A​S​C​A) National Model: A Framework for School Counseling Programs. |  |  |  |  |  |
| 1. Understands the current American School Counselor Association  (A​S​C​A) 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 (for example, 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 (A​S​C​A) Ethical Standards for School Counselors (for example, 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  (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. |  |  |  |  |  |
| 1. Is familiar with the appropriate constitutional rights as they apply to educational settings for students and families (for example, freedom of speech, citizenship). |  |  |  |  |  |
| 1. Understands the concept of duty to warn and the difference between privileged communication and confidentiality. |  |  |  |  |  |
| II. 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 (for example, 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 (for example, 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 (for example, stress, anxiety, substance use/abuse, bullying). |  |  |  |  |  |
| 1. Understands how to select and appropriately implement direct services (for example, instruction, small group, and individual). |  |  |  |  |  |
| 1. Understands and can respond to the needs of students with various levels of ability (for example, physical, emotional, cognitive). |  |  |  |  |  |
| 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). |  |  |  |  |  |
| 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 (for example, 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 (for example, Individualized Education Program (I​E​P) 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 (M​T​S​S) framework. |  |  |  |  |  |
| 1. Knows how to manage various types of referrals. |  |  |  |  |  |
| III. 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 A​S​C​A 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 (for example, trends, stanine, percentile rank, validity, reliability). |  |  |  |  |  |
| IV. Access |  |  |  |  |  |
| 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 (for example, results reports, surveys, needs assessments). |  |  |  |  |  |
| 1. Is familiar with the A​S​C​A School Counselor Professional Standards and Competencies Assessment. |  |  |  |  |  |
| 1. Understands the reasons for assessing the school counseling program. |  |  |  |  |  |