



TEST DESIGN AND FRAMEWORK

TEST DESIGN

School Counseling

The **School Counseling** assessment consists of **two tests**. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

■ Test I (Test Code 103)

| Subareas: | Objectives | Approximate Number of Selected-Response Questions | Constructed-Response Assignments |
|---|------------|---|----------------------------------|
| ➤ Individual Development and Learning | 0001–0004 | 22 | 1 |
| ➤ Educational Exploration and Career Planning | 0005–0007 | 16 | |
| ➤ Counseling and Guidance | 0008–0011 | 22 | 1 |
| TOTAL | | 60 | 2 |
| Percentage of Test Score | | 80% | 20% |

■ Test II (Test Code 104)

| Subareas: | Objectives | Approximate Number of Selected-Response Questions | Constructed-Response Assignments |
|---|------------|---|----------------------------------|
| ➤ Consultation and Collaboration | 0012–0015 | 22 | 1 |
| ➤ Assessment Instruments and Strategies | 0016–0018 | 16 | |
| ➤ Professional Identity and Practice | 0019–0022 | 22 | 1 |
| TOTAL | | 60 | 2 |
| Percentage of Test Score | | 80% | 20% |



Georgia Assessments for the
Certification of Educators®

TEST DESIGN AND FRAMEWORK

TEST FRAMEWORK

School Counseling

INDIVIDUAL DEVELOPMENT AND LEARNING

0001 Understand personal and social development from childhood through adulthood.

For example:

- demonstrating knowledge of changes that occur in the physical, psychological, emotional, and social development of an individual
- demonstrating knowledge of theories and stages of personal development, types of developmental crises, and transitions across the life span
- demonstrating knowledge of theories of personality development and theories regarding normal and exceptional, addictive, or abnormal human behavior
- analyzing environmental or contextual factors (e.g., socioeconomic status, violence, bullying, depression, attention deficit, teen pregnancy, eating disorders) that may affect development, functioning, or behavior
- demonstrating knowledge of ways to identify children and adolescents who use alcohol or other drugs or who encounter substance abuse at home
- demonstrating awareness of developmentally appropriate strategies to facilitate educational transitions (e.g., home to elementary school to middle school to high school to post-secondary education or career)
- identifying strategies for facilitating optimum growth and development over the life span

0002 Understand the significance of growth and change in relation to the needs and well-being of students.

For example:

- analyzing the importance of developing a positive self-concept and the effect of self-concept on life roles and relationships
- identifying strategies for fostering students' positive self-concept, efficacy, and self-esteem
- demonstrating knowledge of the nature and characteristics of environmental influences (e.g., peer pressure, family background) on attitudes and behavior related to education and work
- demonstrating knowledge of the effects of growth and development at various stages on students' needs (e.g., ways in which developmental changes affect physical and mental health)
- demonstrating knowledge of behaviors that serve to develop and secure an individual's physical, mental, and emotional health at various stages
- demonstrating knowledge of sources and effects of stress and anxiety in children and adolescents
- identifying strategies for promoting the development of coping skills and resiliency in children and adolescents
- identifying strategies for helping students develop and maintain healthy family and peer relationships and deal effectively with interpersonal conflict

0003 Understand the learning process and the academic environment.

For example:

- demonstrating knowledge of various theories of learning and motivation
- identifying ways in which exceptional needs (e.g., learning disabilities, emotional or physical disabilities, giftedness, linguistic needs) may affect learning and educational achievement
- demonstrating knowledge of the pre-K through high school curriculum, with respect to educational advisement
- demonstrating knowledge of historical highlights, various philosophies, and current trends in education
- recognizing the integral relationship of the school counseling program to the academic program of the school as well as to other student services

0004 Understand issues and implications of fairness, equity, and diversity in educational, counseling, and guidance contexts.

For example:

- demonstrating knowledge of issues and professional considerations arising from a diverse society, including diversity of race, ethnicity, culture, religion, age, gender, socioeconomic status, sexual orientation, family structure and values
- analyzing theories of multicultural counseling, identity development, and multicultural competence
- demonstrating knowledge of strategies for working effectively with individuals whose values, beliefs, goals, or other characteristics differ from one's own
- analyzing a fairness, equity, or diversity issue in a given educational, guidance, or counseling context
- demonstrating knowledge of ways to overcome social and institutional barriers that impede student achievement
- recognizing the deleterious nature of prejudice and oppression and ways to foster a school climate that encourages all students to respect and value themselves and others

EDUCATIONAL EXPLORATION AND CAREER PLANNING

0005 Understand career development theories and life factors related to career decision making.

For example:

- demonstrating knowledge of career development theories and decision-making models (e.g., developmental, hierarchy of needs, trait factor)
- analyzing interrelationships among an individual's various life roles (e.g., in work and family), including contributions of work, family, and leisure to a productive life
- analyzing the role and influence of various factors (e.g., work habits, socioeconomic status) in career decision making
- analyzing the role of background factors (e.g., gender, age, ethnicity) in career development, including considerations involved in selecting nontraditional occupations
- recognizing goals and objectives of career development programs at the elementary, middle, and high school levels
- applying knowledge of procedures for establishing and administering effective career development activities and information programs at various developmental levels

0006 Understand the process of education planning in relation to career goals.

For example:

- demonstrating knowledge of the benefits of educational achievement, including ways in which academic skills can be used in the home, community, and world of work
- applying knowledge of factors, issues, and procedures in course selection, classroom placement, and academic scheduling in various situations, including those involving students with exceptional needs
- applying knowledge of strategies for helping students research and choose postsecondary programs, prepare for entrance exams, and fulfill admission requirements
- identifying information sources and procedures for applying to colleges, universities, and vocational, technical, military, and apprenticeship programs and for seeking educational loans, scholarships, and grants
- identifying strategies for helping students develop skills important for seeking, obtaining, and maintaining jobs (e.g., résumé writing, interviewing techniques, positive work habits and attitudes toward work)
- identifying information sources and procedures for assisting students in career exploration
- analyzing factors that contribute to the well-being of an individual in terms of educational and occupational achievement, avocational and recreational pursuits, family life, social relationships, and support structures

0007 Understand the development of academic, personal, social, and career skills and their applications in career and education planning.

For example:

- analyzing individual student planning as a component of the developmental model and ways to help students direct and monitor their own learning, achieve particular competencies, and enhance their personal, social, and career development
- demonstrating knowledge of various career counseling processes, techniques, and resources and recognizing characteristics, advantages, and limitations of various career counseling approaches
- applying knowledge of strategies for helping students understand their abilities, interests, personality, and temperament in relation to career and education options
- interpreting various types of test and nontest information (e.g., background factors, strengths and weaknesses, personal traits) to help students make curriculum choices to further career interests
- demonstrating knowledge of historical issues and problems in educational and career advising for students of diverse backgrounds
- identifying strategies for providing appropriate counseling to help ensure fairness and equity for all students

COUNSELING AND GUIDANCE

0008 Understand principles of counseling, counseling processes, and helping relationships.

For example:

- demonstrating knowledge of historical highlights of the counseling profession, various counseling philosophies, and current trends in school counseling
- demonstrating knowledge of counseling theories (e.g., affective, behavioral, cognitive, multicultural) and applying knowledge of related models to conceptualize student needs and evaluate various approaches to counseling individual students
- identifying counselor characteristics and behaviors that can benefit or hinder helping processes (e.g., cross-cultural competence, verbal and nonverbal behaviors, personal beliefs and characteristics) and strategies for building trust and rapport
- applying knowledge of interviewing and counseling skills in various contexts (e.g., developing effective therapeutic relationships, establishing appropriate counseling goals)
- recognizing the importance of self-awareness and appropriate professional boundaries to effectiveness as a school counselor

0009 Understand a variety of individual counseling strategies.

For example:

- demonstrating knowledge of strategies applicable for use in crisis or short-term situations
- demonstrating knowledge of the specialized needs and resources available for students with exceptionalities (e.g., disabilities, giftedness, at-risk status) and for students who have dropped out of school
- identifying strategies for selecting appropriate counseling techniques for individual students, addressing a variety of developmental problems, and responding to the immediate needs of students identified by themselves, peers, parents/guardians, teachers, or other referrals
- applying knowledge of strategies for helping students deal with personal, social, educational, or career planning concerns
- applying knowledge of strategies for counseling students on personal and social issues, for facilitating achievement of long- and short-term goals, and for making referrals to appropriate professionals when necessary
- identifying approaches and procedures for peer facilitation (e.g., peer helper, peer tutor, peer mediation programs)

0010 Understand group dynamics and principles of group counseling.

For example:

- recognizing approaches used for group work relevant to a school counseling curriculum (e.g., task groups, focus groups, support groups, psychoeducational groups, counseling groups)
- applying knowledge of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria, and methods of assessing effectiveness
- demonstrating knowledge of principles of group dynamics, including components of group process, stages of group development, roles and behaviors of group members, and therapeutic factors of group work
- identifying characteristics of various group leadership styles and approaches and professional standards for group work
- comparing theories of group counseling in terms of common and unique characteristics and pertinent research literature

0011 Understand principles for developing and implementing classroom guidance curricula.

For example:

- demonstrating knowledge of classroom guidance approaches designed to assist all students with academic, career, and personal/social development
- identifying developmentally appropriate content (e.g., career awareness, educational transitions, prosocial skills, study skills) for classroom guidance
- applying knowledge of standards for designing and implementing classroom guidance curricula
- demonstrating knowledge of best practices used in the formation of guidance plans (e.g., use of central question, activating strategies)
- identifying approaches for implementing various character education programs

CONSULTATION AND COLLABORATION

0012 Understand theories, models, and processes of consultation and strategies for collaborating with teachers and other school personnel.

For example:

- demonstrating knowledge of major models and stages of consultation and applying knowledge of theoretical frameworks to specific student issues in specific situations
- identifying strategies for consulting with teachers, administrators, and other school personnel to provide professional expertise and enhance work with students
- demonstrating knowledge of strategies for promoting, developing, and enhancing effective teamwork within the school to provide support to students
- applying knowledge of the school counselor's role in multidisciplinary team meetings and of procedures for making appropriate referrals to other service providers
- identifying methods of promoting the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate

0013 Understand strategies for consulting and collaborating with families and community agencies to provide an effective support system for students.

For example:

- demonstrating knowledge of a systems perspective and major models of family and other systems theories
- recognizing relationships among community systems, school systems, and family systems and how these systems interact to influence students
- recognizing the importance of consulting with parents/guardians and various professionals about strategies for helping students
- identifying ways to promote the involvement of parents/guardians in their children's education and to establish partnerships with parents/guardians in facilitating children's academic, personal/social, and career success
- identifying ways of developing and maintaining positive working relationships with businesses, social agencies, and other community resources to address student needs and facilitate learning

0014 Understand crisis intervention strategies for students, families, schools, and communities facing emergency situations.

For example:

- identifying factors that define a crisis and appropriate process responses and intervention strategies to meet the needs of individuals, groups, and the community
- demonstrating knowledge of strategies for developing and implementing a schoolwide crisis plan and for providing leadership to the school and community in crisis
- demonstrating knowledge of appropriate techniques and interventions for assisting students and their families facing crisis situations and the appropriate involvement of school and community professionals and family members in a crisis situation
- demonstrating knowledge of legally and ethically appropriate interventions to use with students who may be a threat to themselves or others or who may be aware of situations involving abuse or neglect
- identifying conditions and procedures for referring students, families, or others in crisis to other professionals in the school or to professionals and agencies in the community

0015 Understand the role of school counselor as advocate.

For example:

- applying knowledge of the school counselor's role as a change agent, including processes and procedures for accomplishing positive change for individuals, groups, and the school community
- demonstrating knowledge of ways to work with and empower families to act on behalf of their children and of strategies for guiding and facilitating the family's assumption of responsibility for problem solving
- recognizing the role of professional counselors in policy processes (e.g., advocating for effective school counseling programs and on behalf of the profession)
- analyzing data (e.g., academic performance, attendance, behavior) to identify underserved populations and evaluate their needs
- demonstrating knowledge of the role of the school counselor in advocating student needs with community agencies
- demonstrating knowledge of strategies for fostering student self-advocacy (e.g., developmental educational goals, assertiveness training, problem solving, conflict management)

ASSESSMENT INSTRUMENTS AND STRATEGIES

0016 Understand characteristics, uses, and limitations of various types of assessment instruments and approaches.

For example:

- demonstrating knowledge of types and characteristics of formal assessment instruments used in educational contexts (e.g., norm- and criterion-referenced achievement tests, performance tests)
- demonstrating knowledge of types of formal and informal assessments relevant to guidance and counseling (e.g., aptitude, personality, psychological tests)
- demonstrating knowledge of formal and informal assessments relevant to career planning and decision making (e.g., interest inventories, differential aptitude tests)
- demonstrating knowledge of types of informal, qualitative assessment techniques (e.g., portfolios, behavioral observations, anecdotal records, case studies)
- recognizing appropriate types of assessments to use for given purposes or situations
- applying knowledge of principles of nondiscriminatory, fair assessment

0017 Understand measurement and statistical concepts applicable to individual and group assessment in school settings.

For example:

- demonstrating awareness of current and historical perspectives involving educational and psychological assessment
- demonstrating knowledge of types of test scores (e.g., percentiles, standard scores) and their meaning
- applying knowledge of psychometric concepts (e.g., validity, reliability, bias) to evaluate the appropriateness of a test instrument in a given situation
- applying knowledge of statistical concepts (e.g., mean, median, score variability, distributions of scores) to describe outcomes of group testing
- analyzing the implications of background factors (e.g., gender, age, ethnicity) for test administration and test performance



0018 Understand how to interpret and use assessment to foster individual growth and achievement.

For example:

- demonstrating knowledge of procedures for ongoing assessment and feedback in monitoring and promoting students' academic progress
- analyzing achievement test results to identify individual students' strengths and weaknesses
- applying knowledge of assessment information to determine appropriate modifications, if necessary, to an individual student's educational program or setting
- analyzing the implications of assessment results for guidance or counseling of individual students
- demonstrating knowledge of the role and responsibilities of the school counselor in communicating test results to students and parents/guardians

PROFESSIONAL IDENTITY AND PRACTICE

0019 Understand how to plan, administer, and evaluate a comprehensive school guidance and counseling program.

For example:

- applying knowledge of school-based data (e.g., retention, placement) and other data (e.g., from surveys, interviews, focus groups) to identify program needs and priorities
- demonstrating knowledge of how to use data to define program objectives and identify strategies to address specific objectives
- demonstrating knowledge of methods of developing and procedures for implementing guidance, curriculum, and counseling services and for establishing related policies (e.g., establishing advisory committees)
- identifying criteria for evaluating school guidance programs and counseling services (e.g., appropriate time commitments and priorities)
- demonstrating knowledge of research methods (e.g., single-case, qualitative, and quantitative studies) and analyzing the role of research in the counseling profession
- applying knowledge of program evaluation methods for improving counseling effectiveness

0020 Understand roles, responsibilities, and professional standards of school counselors.

For example:

- demonstrating knowledge of roles and responsibilities of the school counselor in situations involving students and their families and in relation to other school personnel and other service providers
- identifying methods of organizing and presenting school counseling–related educational programs to administrators, teachers, parents, and the community
- identifying professional credentialing standards and applying knowledge of professional standards in guidance and counseling contexts
- identifying professional organizations (e.g., ACA, ASCA), including activities, services, and benefits of membership
- recognizing the importance of professional learning and identifying avenues for pursuing professional learning
- identifying leadership strategies that school counselors can use to help enhance the learning environment of the schools in which they work

0021 Understand legal and ethical issues related to the rights and responsibilities of students, parents/guardians, and school personnel.

For example:

- demonstrating knowledge of current issues, policies, laws, and legislation relevant to school counseling
- demonstrating knowledge of the safeguards for privacy and confidentiality of information about individual students and the importance of informing students of their rights to privacy and confidentiality
- applying knowledge of the due process rights and responsibilities of parents/guardians and school personnel in specific situations
- applying knowledge of legal considerations and ethical standards and considerations related to the practice of school counseling (e.g., ACA Code of Ethics and Standards of Practice and the ASCA Ethical Standards for School Counselors)

0022 Understand applications of current and emerging technology in education and in the professional practice of school counselors.

For example:

- demonstrating awareness of ways in which computers are used as an educational tool and a resource for learning in relation to school curricula
- demonstrating knowledge of how to use technology (e.g., CD-ROM, the Internet, distance learning technology) to conduct research and improve counseling services
- demonstrating knowledge of technology-based career development strategies, including computer-based career guidance and information systems and career-related Internet Web sites
- recognizing ways to integrate technological applications in implementing, monitoring, and evaluating a guidance program and in counseling and consultative processes