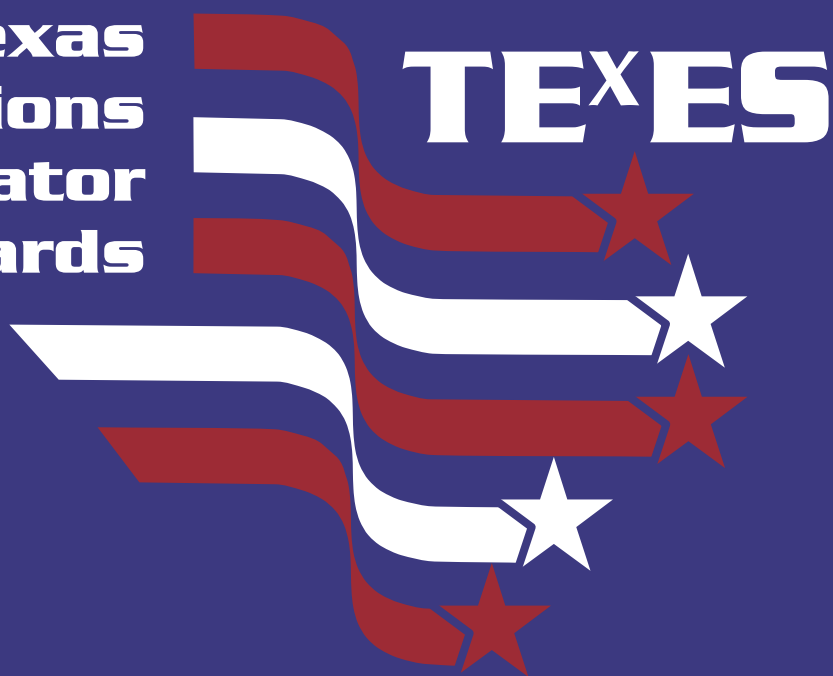


**Texas
Examinations
of Educator
Standards**



PREPARATION MANUAL

EFFECTIVE BEGINNING WITH FALL 2002 TEST

152 School Counselor



State Board for Educator Certification

TE-SG-FLD152-02

PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects SBEC's commitment to help align Texas education from kindergarten through college. SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

More information about the new TExES tests and educator standards can be found at <http://www.sbec.state.tx.us>.

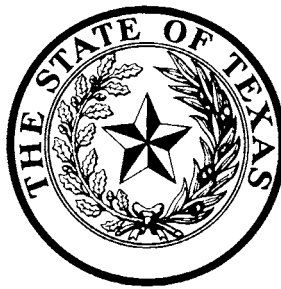
KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test questions

Sample test items and answer key

If you have questions after reading this preparation manual, please contact the State Board for Educator Certification, Office of Accountability at 1-512-238-3200.



State Board for Educator Certification

Copyright © 2003 by the State Board for Educator Certification
and National Evaluation Systems, Inc. (NES®)

"NES®" and its logo are registered trademarks of
National Evaluation Systems, Inc.™

The TExES Program is administered under the authority of the State Board for Educator Certification (SBEC); regulations and standards governing the program are subject to change at the discretion of the State Board for Educator Certification.

This document may not be reproduced for commercial use but may be copied for educational purposes. The State Board for Educator Certification requests credit for the material used and a copy of the reprint. The State Board for Educator Certification and National Evaluation Systems, Inc. (NES®), do not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the administration of the testing program or the provision of related services. In compliance with the Americans with Disabilities Act, this document may be requested in alternative formats by contacting the State Board for Educator Certification.

This document is also available on the SBEC Web site at www.sbec.state.tx.us.

TABLE OF CONTENTS

SECTION I	THE NEW TExES TESTS FOR TEXAS TEACHERS	1
	Development of the New TExES Tests Taking the TExES Test and Receiving Scores Educator Standards	
SECTION II	USING THE TEST FRAMEWORK	3
	Organization of the TExES Test Framework Studying for the TExES Test Test Framework (Including Weights of Each Domain)	
SECTION III	APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS	15
	Item Formats – Single Items – Clustered Items	
SECTION IV	SAMPLE ITEMS	21
	Sample Items Answer Key	
SECTION V	PREPARATION RESOURCES	61
	Journals Other Sources	

SECTION I

THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each newly developed TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, the business community, and parents. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are convened to recommend what the beginning educator should know and be able to do. To ensure vertical alignment of standards across the range of instructional levels, individuals with expertise in early childhood, elementary, middle, or high school meet jointly to articulate the critical knowledge and skills for a particular content area. Participants begin their dialogue using a "clean slate" approach with the TEKS as the focal point. Draft standards are written to incorporate the TEKS and to expand upon that content to ensure that all beginning educators possess the appropriate level of both knowledge and skills to instruct students successfully.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-paper-based or computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks and may accept, revise, or reject test items. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of Texas educators.
7. **Review Pilot Test Data.** Committees review all the statistical data gathered from the pilot tests to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. SBEC considers this recommendation as it establishes a passing score on the test.

Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test scaled score that is reported on a scale of 100–300. The minimum passing score is a scaled score of 240. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report mailing date of each test administration. Information about receiving unofficial scores via the Internet, the score scale, and other score report topics may be found on the SBEC Web site at www.sbec.state.tx.us.

Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at www.sbec.state.tx.us.

SECTION II

USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the *competency statement*, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 6. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

School Counselor

Competency:

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Descriptive Statements:

The beginning school counselor:

- Demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents.
- Demonstrates knowledge of developmental issues of particular importance, including atypical differences, at different stages of human development (e.g., early childhood, middle childhood, adolescence).
- Recognizes the interrelatedness of developmental domains and ways in which this interrelatedness may affect students' behaviors (e.g., how affective characteristics may affect academic performance).
- Understands the range of human developmental variation (e.g., typical and atypical behaviors) and knows how to provide appropriate, effective guidance and counseling services that are responsive to students' developmental characteristics and differences.
- Understands students' developmental characteristics and needs in relation to educational and career awareness, planning, and decision making.

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). *Within each domain* of the School Counselor TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. When you have become familiar with the competencies, consider those competencies about which you feel you know the most and the least. You may wish to use this review of the competencies to set priorities for your study time.
3. Review Section V for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.

TEST FRAMEWORK FOR FIELD 152: SCHOOL COUNSELOR

Domain I Understanding Students (approximately 30% of the test)

Standards Assessed:

School Counselor Standards I–V:

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Learner-Centered Process: The professional school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Domain II Planning and Implementing the Developmental Guidance and Counseling Program (approximately 40% of the test)

Standards Assessed:

School Counselor Standards I–V:

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Learner-Centered Process: The professional school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

**Domain III Collaboration, Consultation, and Professionalism
(approximately 30% of the test)**

Standards Assessed:

School Counselor Standards I–VI:

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Learner-Centered Process: The professional school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Learner-Centered Professional Development: The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

DOMAIN I—UNDERSTANDING STUDENTS

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

The beginning school counselor:

- Demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents.
- Demonstrates knowledge of developmental issues of particular importance, including atypical differences, at different stages of human development (e.g., early childhood, middle childhood, adolescence).
- Recognizes the interrelatedness of developmental domains and ways in which this interrelatedness may affect students' behaviors (e.g., how affective characteristics may affect academic performance).
- Understands the range of human developmental variation (e.g., typical and atypical behaviors) and knows how to provide appropriate, effective guidance and counseling services that are responsive to students' developmental characteristics and differences.
- Understands students' developmental characteristics and needs in relation to educational and career awareness, planning, and decision making.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

The beginning school counselor:

- Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.
- Knows and applies strategies for positive, effective communication with all students and their families.
- Understands student differences (e.g., in relation to culture, economics, gender, ethnicity, learning style), and knows how to provide a developmental guidance and counseling program that meets the needs of all students.
- Understands characteristics and needs of students who are members of special populations (e.g., gifted and talented, homeless, migrant, special education).
- Demonstrates knowledge of how to facilitate the learning and achievement of all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.
- Demonstrates an understanding of how to promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.
- Advocates for a school environment in which diversity is acknowledged and respected.

Competency 003 (Factors Affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

The beginning school counselor:

- Understands environmental, social, and cultural factors that may affect students' development and learning, and recognizes the relevance of these factors for school counseling.
- Knows how factors in the school (e.g., peer relationships, teacher-student interactions, school climate) may affect students' ability to succeed in school, and collaborates with school personnel to promote a school environment in which all students may achieve success.
- Demonstrates knowledge of factors in the home and community that may affect students' school performance (e.g., feelings of safety and security, level of family support, impact of critical incidents), and recognizes the effects such factors may have on students' achievement.
- Understands how societal factors and trends (e.g., media influences on students, changing demographic and economic conditions, technological developments) may affect what students need from a developmental guidance and counseling program.
- Understands how to promote students' ability to cope with negative factors and build on positive factors and influences in their lives.

DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM

Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

The beginning school counselor:

- Demonstrates knowledge of the components of a developmental guidance and counseling program.
- Knows how to assess the needs of students in a school and plan a developmental guidance and counseling program that is proactive and reflects student needs.
- Demonstrates knowledge of procedures for implementing a developmental guidance and counseling program, evaluating the program's effectiveness, and modifying the program as necessary to meet the needs of all students.
- Knows how to implement strategies for effective internal and external communication.
- Understands the roles and responsibilities of the school counselor, counseling staff, and other professionals in the school with regard to the guidance and counseling program.
- Knows how to serve as a consultant and/or coordinator to help students achieve success in school and outside of school.
- Knows how to implement effective referral procedures to facilitate the use of special programs and services.
- Knows how to organize personnel, resources, and activities to meet defined needs and objectives.
- Knows how to apply research-based practice to improve the school guidance and counseling program.

Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

The beginning school counselor:

- Knows how to help students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving, interpersonal effectiveness, communication, cross-cultural effectiveness, and responsible behavior.
- Applies knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).
- Knows how to design, implement, and evaluate developmentally appropriate guidance instruction for students at different grade levels.
- Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.
- Demonstrates an understanding of theories, models, principles, and practices of career development.
- Demonstrates knowledge of appropriate resources, including technological tools, to promote students' development of skills and knowledge in the developmental guidance curriculum.
- Knows how to facilitate students' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals.
- Demonstrates knowledge of how to teach small and large groups by actively engaging students in the learning process.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

The beginning school counselor:

- Applies knowledge of counseling and consultation theories, principles, and practices in a school community.
- Understands the scope of the school counselor's job, and recognizes when and how to make referrals to professionals outside the school.
- Demonstrates knowledge of the roles and responsibilities of the counselor in various counseling situations.
- Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques.
- Demonstrates an understanding of group dynamics and productive group interactions in various counseling situations.
- Knows how to use counseling-related research techniques and practices to address student needs.
- Applies knowledge of how to coordinate resources for students within the school and the community.
- Understands the use of prevention approaches (e.g., respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

The beginning school counselor:

- Demonstrates knowledge of assessment principles and procedures, including the appropriate use of tests and test results.
- Understands the characteristics, uses, advantages, and limitations of various types of informal and formal assessments.
- Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, ethics).
- Knows how to interpret assessment results and to use information from varied sources to assess accurately students' strengths and needs.
- Understands principles of testing and measurement that underlie group standardized testing programs.
- Knows how to collaborate in the planning and evaluation of a group standardized testing program.
- Uses assessment results and interprets information to work collaboratively with other professionals to plan for instruction and student development.
- Knows how to communicate assessment results to school personnel, students, and students' families.

DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

The beginning school counselor:

- Applies strategies for using oral, written, electronic, and nonverbal means of communication to interact effectively with families in various contexts.
- Knows how to establish partnerships of trust and mutual respect between homes and the school community.
- Demonstrates knowledge of procedures for working with parents/guardians to enhance the counselor's interaction with students and to facilitate student learning.
- Knows how to use effective communication with families to support responsive interventions.
- Applies knowledge of strategies for promoting the involvement of parents/guardians in their children's education.
- Works effectively as a team member with families and other professionals to promote positive change for students.
- Knows how to provide support for families, including use of effective referral procedures.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

The beginning school counselor:

- Demonstrates an understanding of roles and responsibilities of the counselor in various contexts involving consultation and collaboration with other professionals.
- Applies procedures for collaborating with others in the school and community to implement a developmental guidance program, including a guidance curriculum, that promotes students' development in all domains (e.g., academic, career, personal/social) and helps students achieve in school and outside of school.
- Demonstrates knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students.
- Knows how to work and communicate effectively with teachers, administrators, and other professionals to promote positive change for individuals, groups, and the school community.
- Knows how to develop and maintain positive working relationships with businesses and other community resources to address student needs and facilitate learning.
- Applies procedures for coordinating resources for students within the school and community.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

The beginning school counselor:

- Demonstrates an understanding of legal and ethical standards, guidelines, practices, and issues relevant to the role of the school counselor (e.g., confidentiality, special populations, professional records, relationships with students and others, use of appropriate interventions).
- Knows how to apply legal and ethical standards in various situations involving students and others.
- Knows how to be an effective advocate for a developmental guidance and counseling program that is responsive to all students.
- Uses reflection, self-assessment, interactions with colleagues, and continuing education to promote personal professional development.
- Knows how to use research, technology, and other resources to facilitate continual professional growth and improve the school guidance and counseling program.
- Demonstrates awareness of the value of membership in appropriate, professional counseling organizations.

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will see on the School Counselor test and to suggest possible ways to approach thinking about and answering the multiple-choice items. The approaches described are meant as suggestions; you may want to try using them on the sample questions included in the next section. However, these approaches are not intended to replace test-taking strategies with which you are already comfortable and that work for you.

The School Counselor test is designed to include 80 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on the School Counselor test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to answer a multiple-choice question, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

Item Formats

You may see the following two types of multiple-choice questions on the test.

- Single items
- Clustered items

Following the last item of a clustered item set containing two or more items, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for answering each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final response must be indicated on the answer sheet provided.**

SINGLE ITEMS

In the single item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. The following question is an example of this type. It tests knowledge of School Counselor competency 006: *The school counselor understands how to provide effective counseling services to individuals and small groups.*

A school counselor has selected several students for a group counseling session, and all the selected students have agreed to participate in the session. Which of the following should be the counselor's first step at the group's initial session?

- A. guiding group members to establish peer agreement about issues of group confidentiality
- B. discussing the counselor's goals and expected outcomes for the group
- C. establishing rules of order and etiquette to be used during the group sessions
- D. explaining the sequence and purposes of activities the counselor has chosen for the group

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

For example, as you read this question, think about the situation described. A school counselor is about to begin counseling sessions with a small group of students. The counselor must decide on the most appropriate first step to take at the initial meeting of the group.

Option A suggests that the counselor's first step should be to address issues of confidentiality and to obtain agreement by all members with regard to group confidentiality. The nature of group discussions inevitably involves the sharing of students' personal thoughts and feelings. Therefore, a commitment to the principle of confidentiality must be mutually agreed upon by the group, not only to establish a foundation for trustful and open expression, but also to ensure that no student is put in the position of sharing personal information before privacy is guaranteed. Option A answers the question correctly and appropriately.

Option B suggests that the first step should be to discuss the counselor's goals and expected outcomes for the group. These are issues that the counselor may well want to address at the beginning of and throughout the counseling process to help focus the group's interactions. However, they are not as critical to students' personal well-being as the issue of confidentiality. Option B may therefore be eliminated as the best response to this item.

Option C suggests that establishing rules of order and etiquette should be the counselor's first step. This would be an important early step, as it would help ensure, for example, that the group's discussions are sensitive to participants' feelings and that everyone is given an equal chance for involvement. However, developing procedural rules to ensure group discussions run smoothly is of secondary importance to establishing the basic principle of confidentiality and trust. Option C is therefore not the best response.

Option D suggests that the counselor's initial step at the first meeting should be to explain the sequence and purposes of the activities the counselor has planned. It may be that the counselor has goals in mind for the series of counseling sessions as a whole and that he or she will want to share these goals with the group early on. However, the sequence and purposes of specific activities are likely to depend largely on issues that arise during the sessions. Option D may thus be eliminated.

In this way, analysis of the four options should lead you to select option A as the best response.

CLUSTERED ITEMS

Some questions are preceded by stimulus material that relates to the question. Some examples of stimulus material included on the test are samples of student work and descriptions of classroom situations. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

Two or more items may be related to a single stimulus. You can use several different approaches to answer these types of questions. Some commonly used approaches are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the item and refer again to the stimulus material to verify the correct answer.
- Strategy 2** Read the item *before* considering the stimulus material. The theory behind this strategy is that the content of the item will help you identify the purpose of the stimulus material and locate the information you need to answer the question.
- Strategy 3** Use a combination of both strategies; apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the item, you should read it carefully and critically. You may want to underline its important points to help you answer the item.

As you consider items set in educational contexts, try to enter into the identified counselor's frame of mind and use that counselor's point of view to answer the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of your own class or individual students you may have known.

Suggested Approach

First read the stimulus (a sample of a student self-referral form developed by a school counselor).

Use the information below to answer the two questions that follow.

Mr. Clements, an elementary school counselor, has developed the form shown below for students to use to make self-referrals.

Dear Mr. Clements,

I would like to talk to you about

_____ my class

_____ my school work

_____ a friend

_____ my family

_____ myself

_____ something private

My name is _____

My teacher is _____

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures competency 004: *The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.*

Of the following, what is the major benefit of the way this form is designed?

- A. It reassures individual children that they are not the only ones who have such concerns.
- B. It organizes information in a way that makes it easy to assign individual children to a specific group.
- C. It offers children a simple method for requesting assistance from the counselor.
- D. It facilitates the identification of the types of problems that are currently most prevalent among students.

Consider carefully the self-referral form presented in the stimulus. Then read the first question, which asks you to identify the major benefit, out of the four options provided, of the way the form is designed. Reflect on a counselor's primary purpose for creating such a form and consider how the form's design would serve that purpose. Then look at the response options.

Option A suggests that the major benefit of the form is to reassure children that other students have concerns similar to theirs. However, elementary school children who feel the need to speak with the counselor are primarily focused on their own feelings rather than on the potentially similar feelings of hypothetical peers. Option A is not the best response to this question.

Option B suggests that the major benefit of the form's design would be to facilitate the organizational task of placing students in counseling groups. However, many students' concerns do not call for group involvement. Furthermore, the wording of the form is not specific enough to make informed grouping decisions. Even if it were, the nature of a student's concerns would be only one factor in determining the membership of a particular counseling group. Option B may therefore be eliminated.

Option C suggests that the major benefit of the form's design is ease of student use. The form is simple and clear, and it provides students with a selection of likely topics that may be indicated with a minimum of effort or confusion. One of a school counselor's primary goals is to help create an educational environment that promotes students' well-being and ability to learn. Developing procedures that facilitate children's ability to ask for help when they need it is an essential means of attaining this goal. Option C answers the question correctly and appropriately.

Option D suggests that the major benefit of the form's design is that it would facilitate identification of the problems most prevalent among students. The categories listed on the form, however, are too general to provide useful information in this regard. The counselor would need to use a variety of other evaluation procedures to obtain such information. Option D thus does not describe a major benefit of the way the form has been designed.

In this way, analysis of the four options should lead you to select option C as the best response.

Now you are ready to answer the next question, which, like the previous question, measures competency 004: *The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.*

The counselor could best promote children's use of this form by having it printed in students' home languages and:

- A. mailing several copies of the form to every family at the beginning of the school year.
- B. giving teachers copies of the form to hand out to their classes.
- C. making copies of the form available in a variety of locations throughout the school.
- D. distributing copies of the form at school assemblies.

Consider carefully the information presented in the stimulus. Then read and reflect on the second question. The question asks which other action the counselor should take, in addition to having the form printed in the children's home languages, to best promote children's use of the form.

Option A suggests that the best strategy would be to mail several copies of the form to every family at the beginning of the school year. Forms sent through the mail, however, would generally be addressed to the student's parents or guardians rather than to the student. Furthermore, forms arriving by mail are easily discarded or misplaced. Option A is therefore not the best response to this item.

Option B suggests that the best strategy would be to provide teachers with copies of the form to distribute to their classes. However, students of elementary age would be unlikely to recognize the value of saving their copies unless they felt an immediate need for a counselor's assistance. Option B would thus not be the best strategy for promoting children's use of the form.

Option C suggests that the best strategy would be to make the forms available in a variety of locations throughout the school. This option, unlike the other responses, does not limit the distribution of the form to a specific time, place, and/or event. When children feel in need of help from a counselor, the form will be readily available in a number of locations in the school. Option C is thus a good response to this item.

Option D suggests that the best strategy would be to distribute the form at school assemblies. This strategy would severely limit the form's availability. Students who did not feel an immediate need for help would be unlikely to save the form for future use, and students who wanted to request help at other times would not have easy access to the form when they needed it. Option D may be eliminated.

In this way, analysis of the four options should lead you to select option C as the best response.

SECTION IV

SAMPLE ITEMS

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency statements will not appear on the actual test form. Space has been provided for you to make notes on each item.

An answer key on page 60 follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

The sample items are included to illustrate the formats and types of items you will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual examination.

SCHOOL COUNSELOR

1. Michael is a 13 year old whose parents have recently initiated divorce proceedings. Ms. Singh, Michael's teacher, has referred him for counseling because he seems to be having difficulty dealing with this situation. The counselor should be aware that, compared to young children, adolescents are more likely to react to news of divorce with feelings of:
 - A. guilt and personal responsibility for the divorce.
 - B. intense anger toward their parents.
 - C. personal helplessness and insecurity.
 - D. deep sadness about the situation.

The item above measures competency 001:
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

2. According to Erikson's theory of psychosocial development, the primary developmental task of middle childhood involves resolving conflicts related to which of the following aspects of identity?
- A. autonomy versus doubt
 - B. initiative versus guilt
 - C. industry versus inferiority
 - D. identity versus role confusion

The item above measures competency 001:
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

3. A student with multiple physical impairments has just enrolled in the fourth grade. The student uses a wheelchair and receives the services of a full-time aide in the regular classroom. Which of the following responsibilities would most likely be a part of the school counselor's role with regard to this student?
- A. providing the student with ongoing individual counseling related to his or her disability
 - B. facilitating the modification of extracurricular activities to ensure full participation by the student
 - C. monitoring the academic appropriateness of the student's instructional program
 - D. helping ensure that the student develops and maintains social involvement with his or her peers

The item above measures competency 002:

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

4. A school counselor learns that an academically gifted seventh grader is extremely bored in school. In most of her classes, the student finishes in-class assignments in a very short time and then works on homework or reads a book for the rest of the period. The counselor could best meet this student's needs by:
- A. consulting with the student's teachers to promote instruction that facilitates creative, higher-order thinking.
 - B. encouraging the student to investigate whether she can be of help to her classmates after she has completed her own work.
 - C. ensuring that the student's teachers understand that she needs to be assigned a significantly greater amount of work than her peers.
 - D. helping the student develop a variety of additional strategies for keeping herself busy under such circumstances.

The item above measures competency 002:
The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

5. A middle school counselor would like to be part of a schoolwide effort that encourages more girls to pursue math, science, and other traditionally male-dominated fields. Which of the following would be the best strategy for achieving this goal?
- A. strongly advising the highest-achieving girls among the student population to take more courses in these areas
 - B. urging girls to seek any extra help they need to achieve in these fields, including counseling for any anxiety they may feel
 - C. initiating a program of mentoring and advising to help girls develop confidence in these fields
 - D. routinely advising girls to enroll in math and science courses and to inform the counselor if they find the courses too difficult

The item above measures competency 002:

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

6. A school counselor in a multicultural community makes it a personal priority to understand traditional family interactions (e.g., methods of decision making) characteristic of different groups. The greatest benefit of such an effort would be to help the counselor:
 - A. encourage families in the community to obtain appropriate counseling when needed.
 - B. adapt counseling techniques to be more responsive to individual students' personal experiences.
 - C. encourage the different groups in the community to appreciate the similarities among them.
 - D. develop an approach to counseling that is eclectic rather than based on one theoretical model.

The item above measures competency 002:
The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

7. Which of the following would be the most important piece of information for a school counselor to gather during the initial assessment of a fourth grader's problems with truancy?
- A. Are the parents/guardians aware of the truancy?
 - B. How does the student spend his or her time when truant?
 - C. Are any of the adults in the student's family at home during the day?
 - D. How does the student explain his or her truancy?

The item above measures competency 003:

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

8. A school counselor plans to conduct a group guidance session on gangs and gang avoidance with a class of sixth graders. Early in the session, the discussion unexpectedly turns to another issue: how to resolve an ongoing conflict between two groups of students in the class. The counselor decides to focus on the classroom conflict issue as part of the discussion of gangs. Which of the following best explains a key benefit of the counselor's decision?
- A. Students' self-esteem and sense of worth is likely to be enhanced when they view themselves as being free to determine the direction of their own learning.
 - B. The counselor's action allows the class to address content that is more developmentally appropriate for students in this age group.
 - C. Student learning is likely to be maximized when students have a chance to pursue topics that are perceived as being immediately relevant to their lives.
 - D. The counselor's action models for students the value of individual flexibility in responding to changing situations and needs.

The item above measures competency 003:

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

9. On Monday morning, an elementary school counselor finds in her mailbox a self-referral form from a fifth grader. The counselor's best initial response to this referral would be to:
- A. consult with the student's teacher as soon as possible to get an idea of what the problem might be.
 - B. speak with the student that same day to acknowledge receipt of the referral and to set up a meeting.
 - C. instruct the school secretary to schedule an appointment with the student.
 - D. pull the student out of class immediately to discuss her concerns.

The item above measures competency 004:
The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

10. An eleventh grader with a reading disability tells his school counselor that he plans to seek a job after graduation because he knows he couldn't keep up with the reading in college. The counselor's best initial response would be to:
- A. acknowledge that the student is probably right and help him focus on identifying jobs he is likely to find interesting and satisfying.
 - B. report the conversation to the student's special education teacher, stressing the importance of providing the student with additional assistance in reading.
 - C. point out that everyone has some kind of limitation and that such a limitation need not prevent a person from leading a happy and productive life.
 - D. advise the student that there are a variety of options open to him, including colleges that provide support to students with learning disabilities.

The item above measures competency 005:
The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

11. A junior high school counselor makes a practice of giving students interest inventories each year. Maintaining such a longitudinal interest inventory would be especially useful for helping counselors to:
- A. assess the effectiveness of their programs in terms of helping students find appropriate interests.
 - B. encourage students to keep their options open by having and maintaining as many interests as possible.
 - C. provide special services for students who do not seem to be able to articulate what their interests are.
 - D. guide students to greater self-understanding through reflection on changes in their interests over the years.

The item above measures competency 005:
The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

12. In order to support a student's success in school, a school counselor is working with the student and the classroom teacher to develop a behavior contract. Such contracts are based primarily on the principle that students can change their behavior when they are able to:
- A. accept that school rules apply to themselves as well as to their classmates.
 - B. independently recognize the behaviors that need to be changed.
 - C. accept personal responsibility for their behavior by making specific commitments.
 - D. agree with trusted adults about what constitutes appropriate behavior.

The item above measures competency 006:
The school counselor understands how to provide effective counseling services to individuals and small groups.

13. When providing counseling to a student, a school counselor is most likely to use a systems approach to:
- A. provide information about resources that may be necessary to help the student achieve his or her goals.
 - B. understand how the student's behavior patterns are affected by family relationships.
 - C. organize the counseling sessions to follow a particular sequence of steps.
 - D. determine how the student's physical health is affecting the student's mental health.

The item above measures competency 006:
The school counselor understands how to provide effective counseling services to individuals and small groups.

14. The counselor in a middle school is aware that several students come from families in which there are frequent verbal and physical arguments between adults in the home. When working with children from these families, the counselor's primary focus should be on helping the students develop strategies for:
- A. applying conflict resolution techniques in such situations.
 - B. redirecting the attention of the adults in ways that moderate their anger.
 - C. taking care of their own well-being when such arguments occur.
 - D. prompting the adults' reflection on such incidents during periods of calm.

The item above measures competency 006:
The school counselor understands how to provide effective counseling services to individuals and small groups.

15. Which of the following questions most directly addresses the *validity* of a test?
- A. Are the test results reported in a way that facilitates the comparison of scores across all examinees?
 - B. Does the test measure the knowledge or characteristics it was intended to measure?
 - C. Are a variety of different question types and formats included on the test?
 - D. Would an individual be likely to perform approximately equally on two different test administrations?

The item above measures competency 007:
The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

16. Which of the following would be the most important point for a counselor to make to a student when discussing the student's scores on an interest inventory?
- A. Interest inventories are designed primarily to eliminate unsuitable career options.
 - B. Interest inventories are particularly valuable for offering insights into the reasons for an individual's specific responses.
 - C. Interest inventories are most helpful when a person already has some idea of his or her future plans.
 - D. Interest inventories are designed to measure an individual's likes and dislikes rather than to predict success in a particular occupation.

The item above measures competency 007:
The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

17. A school counselor is a member of a committee that is developing goals for the school. One committee recommendation is to monitor student progress closely in relation to curriculum goals and objectives. Which of the following practices would likely be most effective in implementing this recommendation?
- A. ensuring that all assessment results are reported in a standardized form that allows the results to be easily compared
 - B. obtaining frequent and varied feedback on student progress
 - C. instituting a pass-fail grading system based on anecdotal records rather than on numerical or letter grades
 - D. carefully reviewing individual results on standardized tests in light of curriculum requirements

The item above measures competency 007:

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

18. Ramon is a second grader who receives a grade-equivalent score of 4.5 on a mathematics achievement test. Which of the following is the best interpretation of Ramon's test result?
- A. Ramon knows mathematics about as well as a typical fourth grader at the end of the fifth month of school.
 - B. Ramon's performance on the test is about the same as that expected of an average fourth grader midway through the school year.
 - C. Ramon's current mathematics instruction should focus on content typically taught to fourth graders during the fifth month of school.
 - D. Ramon has mastered about half the mathematics content typically included in the fourth-grade curriculum.

The item above measures competency 007:
The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

19. The mother of 15-year-old Kyle is speaking with Kyle's school counselor on the phone. Kyle has been having behavior problems in school, and his mother says that he is becoming increasingly difficult to handle at home as well. The mother says that Kyle's father is very strict, and that she sometimes feels the need to ease up on punishments when the father is not there. Which of the following would be the most important point for the school counselor to stress to Kyle's mother?
- A. The parents must decide which of them has the primary responsibility for setting and enforcing behavior rules, and that person must always be the one to make such decisions.
 - B. If one parent is being excessively strict, it is critical that the other parent provide some relief, just as the mother is currently doing.
 - C. The family should meet with the counselor to draw up a behavior contract for Kyle, and the terms must then be consistently enforced at home and at school.
 - D. If Kyle's problems are to be addressed successfully, the family must work together to establish reasonable expectations and agreed-upon responses.

The item above measures competency 008:

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

20. A number of middle school parents have told the school counselor that they feel helpless when their children resist the limits set for them (e.g., having a curfew, doing homework before watching television). When asked how they handle such resistance, many say they simply give in because they cannot bear the constant family friction. Of the following, the counselor's best initial response would be to:
- A. express willingness to speak with individual students at school about their behavior at home.
 - B. offer a workshop focusing on reasons and strategies for being a disciplining as well as a nurturing parent.
 - C. express willingness to serve as a mediator to any family unable to resolve this issue.
 - D. offer a workshop focusing on the types of personal insecurities that make parents avoid conflict with their children.

The item above measures competency 008:

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

21. A teacher and school counselor are meeting with a student and his parents to discuss strategies that will help the student keep up with homework assignments. Which of the following would be the best method for assessing the effectiveness of the strategies decided on in this meeting?
- A. The parents commit to calling the teacher every two weeks to check on their child's progress.
 - B. The group works out a monitoring system to be implemented by the student and reinforced by the parents.
 - C. The teacher calls the parents weekly to provide a quick update on their child's behavior.
 - D. The counselor calls the parents in three months if the situation has not improved.

The item above measures competency 008:

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

22. A principal has asked the school counselor to assume some administrative duties that are not directly related to the guidance program. In such a situation, the counselor's best response would be to:
- A. take advantage of the opportunity to develop closer professional ties with the school administration.
 - B. take on the duties provisionally, monitoring whether or not the arrangement affects the guidance program in any significant way.
 - C. present a carefully reasoned case, documented with data, to explain why the counselor's full attention is required by the guidance program.
 - D. propose taking in some alternative duties that have greater relevance to the counselor's professional qualifications.

The item above measures competency 009:
The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

23. A school counselor recently began weekly sessions with a student at the recommendation of her teacher and with the consent of her parents. The counselor is surprised to learn from the student that she has been seeing a psychiatrist for an anxiety disorder. In this situation, the counselor's first step should be to:
- A. encourage the student to view both counseling professionals as partners working to help her feel better.
 - B. terminate the weekly sessions at school because the student's work with the psychiatrist had been started first.
 - C. ask the parents' permission to contact the psychiatrist and continue counseling in school only if the parents and psychiatrist agree.
 - D. advise the student's parents that their child should choose only one counseling professional to see to avoid confusion and conflict.

The item above measures competency 009:

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

24. An elementary school counselor is concerned about Janine, a third-grade student who receives special education services. Janine's Individual Educational Plan (IEP) specifies pull-outs from her regular classroom, and the counselor feels that Janine is becoming isolated from her classmates. In this situation, it is the counselor's responsibility to:
- A. determine the date of Janine's next Admission, Review, and Dismissal (ARD) meeting and plan to raise the concern at that time.
 - B. arrange for Janine to join a friendship group conducted by the counselor.
 - C. request a meeting of Janine's ARD team to consider whether her IEP needs modification.
 - D. suggest ways for Janine's classroom teacher to address Janine's needs in the context of the classroom.

The item above measures competency 010:
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

25. Seven-year-old Kurt's parents are separated. His father has primary custody, while his mother has visitation rights. Which of the following best describes the mother's rights in regard to Kurt's school records?
- A. The mother has full right of access to Kurt's school records unless specifically barred by court order.
 - B. The mother may have access to Kurt's records only if the father agrees in writing.
 - C. The mother may have access to Kurt's school records only in the event of an emergency posing imminent danger to Kurt.
 - D. The mother, as noncustodial parent, does not have the right of access to Kurt's school records.

The item above measures competency 010:
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

26. Professional standards of conduct require school counselors to adhere to which of the following ethical guidelines when counseling students?
- A. Refrain from encouraging a student to accept values, decisions, or beliefs that represent only the counselor's personal views.
 - B. Share with a student's parents or guardians thoughts or concerns expressed during counseling that conflict with the family's basic values or belief system.
 - C. Avoid discussions with students that appear likely to lead them to question widely accepted community values or beliefs.
 - D. Take all reasonable steps to encourage students' acceptance of the values and belief systems of their parents or guardians.

The item above measures competency 010:
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

27. At the request of the principal, a middle school counselor is establishing a social skills counseling group to resolve an ongoing dispute between two groups of seventh-grade students. Which of the following is the first step the counselor should take in establishing this group?
- A. Advise the students' parents or guardians that their children have been assigned to this group at the request of the principal.
 - B. Inform the students that as a result of their continuing conflicts, they will be required to participate in this group.
 - C. Contact each student's parent or guardian to discuss the purpose of the group and request permission for the student to attend.
 - D. Ask each student to sign a release form indicating an understanding of the group's purpose and a willingness to participate.

The item above measures competency 010:
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Use the information below to answer the three questions that follow.

Counselors in the guidance department of a high school have become aware of some significant changes in the student population over the last few years. Fewer students are arriving at school ready to learn. Many seem to lack respect for authority and have not developed important values (e.g., that it is wrong to cheat). Some have few rules set for them at home or are not required by their parents to attend school every day. Others face difficulties ranging from absent parents to caring for younger siblings.

28. Given factors in the home such as those described, school counselors must recognize that they can best serve individual students by:
- A. responding with greater leniency to limit-testing behaviors in school.
 - B. focusing primarily on students' academic and career goals rather than on social or emotional problems beyond the school's control.
 - C. insisting that parents accept more responsibility for monitoring and supporting their children.
 - D. providing students with skills and knowledge that will help them assume greater responsibility for their own behavior and well-being.

The item above measures competency 003:

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

29. Given the circumstances described, the school counselor's role should be primarily that of a:
- A. voice of conscience who impresses upon parents the damage they are causing their children.
 - B. change agent who engages the entire school community in responding to the needs of a new population of students.
 - C. facilitator of a new discipline plan to be implemented by all staff throughout the school.
 - D. therapist who provides ongoing, in-depth personal counseling to students who receive little support at home.

The item above measures competency 004:
The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

30. During a discussion, a counselor asks a group of tenth graders to suggest reasons why a student should not cheat on a test. In terms of Kohlberg's sequence of moral reasoning, which of the following student suggestions is most advanced?
- A. The teacher might catch you and give you an F on the test.
 - B. You'll feel guilty afterward because it's not fair.
 - C. Your friends won't respect you if they find out you're a cheater.
 - D. Teachers are nicer to you if you don't cheat.



The item above measures competency 001:
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Use the letter below, sent by an elementary school counselor to the parents of all fourth graders, to answer the three questions that follow.

Dear Parents,

I am writing to let you know that your fourth grader will soon begin a new Life Skills unit in our Lifelong Learning curriculum. Over the course of six weeks, we will work on understanding others and getting along with them. Your child will learn strategies for solving interpersonal problems that may arise at school, at home, or in the neighborhood. We will discuss and practice the following steps to take when confronted with a problem.

1. Stop! Take a deep breath! *Think* before you do or say anything!
2. Describe the problem and tell how you feel about it.
3. Set a positive goal.
4. Brainstorm as many solutions as you can.
5. Think about the consequences of each solution.
6. Try out the solution that you think is best.

As always, please call if you have any questions.

Sincerely,
Roger Edson
Roger Edson
School Counselor

31. Mr. Edson's approach to the unit is based on the principle that children:
- A. are capable of learning to control their own behavior if they are provided with a structure for doing so.
 - B. need to be taught how to see issues from another person's viewpoint before they can solve interpersonal problems on their own.
 - C. are most likely to develop positive attitudes toward school if they receive direct instruction in how to build positive relationships.
 - D. are most likely to develop control of their own behavior if the adults around them coordinate their behavior management approaches.

The item above measures competency 001:
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

32. The major advantage of the counselor's maintaining close communication with all faculty members about this unit would be to:
- A. reinforce the concept that teachers should use the counselor's services in the event of conflicts between students.
 - B. create schoolwide awareness of a strategy that teachers and students can use in the context of conflict situations.
 - C. help teachers appreciate the connection between children's social and affective well-being and their academic performance.
 - D. remind teachers to take students' developmental characteristics into account when attempting to address social problems.

The item above measures competency 009:

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

33. As a follow-up to his initial letter, Mr. Edson can best involve parents more directly in this program by:
- A. sending home periodic letters about what the children are learning and related activities families can do together.
 - B. asking parents/guardians to fill out a questionnaire on how they have taught their child to solve problems.
 - C. providing interested parents with the lesson plans for each Life Skills unit.
 - D. ensuring that in each Life Skills class, students receive a handout to take home to their parents.



The item above measures competency 008:
The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Use the information below to answer the four questions that follow.

A counselor in a middle school has started holding a series of discussions about issues of interest to adolescents. The issue currently under discussion is stereotyping. The counselor begins the session by showing the group some pictures from magazines and asking students to describe their reactions to the people shown in the pictures.

34. This method of introducing the topic would be an especially good way to:
- A. promote students' immediate involvement in the issue.
 - B. help students appreciate the qualities within themselves that make them unique.
 - C. facilitate stronger relationships among the members of the group.
 - D. prompt students to express their own individuality without worrying about the reactions of other people.

*The item above measures competency 005:
The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.*

35. One student comments that a boy shown in one of the pictures is "a real prep." Other students agree, adding "Yeah, he's a nerd" and "Conceited; stuck-up." The counselor's best initial response for helping students begin to examine their own attitudes in this situation would be to:
- A. inform the group that such reactions are examples of stereotyping.
 - B. ask students to explain how they can tell what the boy is like.
 - C. ask students to discuss other labels people are given based on their appearances.
 - D. point out the arbitrariness of such judgments.

The item above measures competency 005:
The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

36. The discussion on stereotyping suggests to the counselor that the entire school community needs to develop greater open-mindedness and acceptance of others. The counselor's best strategy for involving teachers in this effort would be to:
- A. remind teachers during faculty meetings of the importance of accepting all students.
 - B. ensure that all teachers are aware that the topic of stereotyping is currently being addressed in the discussion group.
 - C. distribute to staff members professional literature that stresses the importance of an open-minded and accepting school community.
 - D. initiate a dialogue with teachers on how to address the issue through instruction in the content areas.

The item above measures competency 009:

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

37. During the discussion, one boy who transferred from an alternative school to this school says, "When I first told people what school I came from, they all thought I must be a criminal or something." Which of the following would be the counselor's best strategy for making such transitions easier for individual students?
- A. asking a student organization to create and display signs welcoming new students on the first day of school
 - B. arranging for the principal to greet all new students who enroll at the school
 - C. establishing a support system of students, teachers, administrators, and counseling staff who are available for new students
 - D. preparing a handout for new students describing potential difficulties and expressing the counselor's willingness to help



The item above measures competency 003:
The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

ANSWER KEY

Item Number	Correct Answer	Competency
1	B	001
2	C	001
3	D	002
4	A	002
5	C	002
6	B	002
7	A	003
8	C	003
9	B	004
10	D	005
11	D	005
12	C	006
13	B	006
14	C	006
15	B	007
16	D	007
17	B	007
18	B	007
19	D	008

Item Number	Correct Answer	Competency
20	B	008
21	B	008
22	C	009
23	C	009
24	C	010
25	A	010
26	A	010
27	C	010
28	D	003
29	B	004
30	B	001
31	A	001
32	B	009
33	A	008
34	A	005
35	B	005
36	D	009
37	C	003

SECTION V

PREPARATION RESOURCES

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

Journals

Elementary School Guidance and Counseling, American School Counselor Association.

Professional School Counseling, American School Counselor Association.

The School Counselor, American School Counselor Association.

TACD Journal, Texas Association for Counseling and Development.

Other Sources

American Association of School Administrators. (1996). *Preparing Students for the 21st Century*. Arlington, VA: American Association of School Administrators.

American School Counselor Association. (1998). *Vision into Action: Implementing the National Standards for School Counseling Programs*. Alexandria, VA: ASCA Press.

Axelson, John A. (1999). *Counseling and Development in a Multicultural Society* (Third Edition). Pacific Grove, CA: Brooks/Cole Publishing Co.

Baruth, Leroy G., and M. Lee Manning. (2003). *Multicultural Counseling and Psychotherapy: A Lifespan Perspective* (Third Edition). Upper Saddle River, NJ: Merrill/Prentice-Hall Publishing Co.

Baumberger, Julie P., and Ruth E. Harper. (1999). *Assisting Students with Disabilities: What School Counselors Can and Must Do*. Thousand Oaks, CA: Corwin Press, Inc.

Carkhuff, Robert R. (2002). *The Art of Helping in the 21st Century* (Eighth Edition). Amherst, MA: Human Resource Development Press.

College Board. (1995). *Keeping the Options Open: Continued, 1992–94*. New York: Author.

College Board. (1986). *Keeping the Options Open: Recommendations*. New York: Author.

Corey, Gerald. (2001). *Theory and Practice of Counseling and Psychotherapy* (Sixth Edition). Belmont, CA: Wadsworth Publishing Co.

Corey, Gerald. (2000). *Theory and Practice of Group Counseling* (Fifth Edition). Australia; Belmont, CA: Brooks/Cole Publishing Co.

- Cormier, L. Sherilyn, and Harold Hackney. *Counseling Strategies and Interventions* (Fifth Edition). (1999). Boston, MA: Allyn and Bacon, Inc.
- Fleck, M. (1997). *Indiana Educators' Guide to Career Resources*. Indianapolis, IN: Indiana Department of Education.
- Fleck, M., and M. Williams. (1995). *Indiana Career Activity Resource Guide*. Indianapolis, IN: Indiana Department of Education.
- Gazda, George M., et al. (2001). *Group Counseling and Group Psychotherapy: Theory and Application* (Fourth Edition). Boston, MA: Allyn and Bacon, Inc.
- Gibson, Robert L., and Marianne H. Mitchell. (1999). *Introduction to Counseling and Guidance* (Fifth Edition). Upper Saddle River, NJ: Merrill/Prentice-Hall Publishing Co.
- Gysbers, N. C., et al. (1998). *Career Counseling: Process, Issues, and Techniques*. Boston, MA: Allyn and Bacon, Inc.
- Gysbers, N. C., and Patricia Henderson. (2000). *Developing and Managing Your School Guidance Program* (Third Edition). Alexandria, VA: American Counseling Association.
- Hawkins, S., and M. Fleck. (1997). *Indiana Developmental School Counseling Idea Book*. Indianapolis, IN: Indiana Department of Education.
- Herlihy, Barbara, and Gerald Corey. (1996). *ACA Ethical Standards Casebook* (Fifth Edition). Alexandria, VA: American Counseling Association.
- Herr, Edwin L. (1995). *Counseling Employment Bound Youth*. Greensboro, NC: ERIC/CASS.
- Isaacson, Lee E., and Duane Brown. (2000). *Career Information, Career Counseling, and Career Development* (Fifth Edition). Boston, MA: Allyn and Bacon, Inc.
- Ivey, Allen E., et al. (1997). *Counseling and Psychotherapy: A Multicultural Perspective* (Fourth Edition). Boston, MA: Allyn and Bacon, Inc.
- Kubiszyn, Tom, and Gary D. Borich. (2000). *Educational Testing and Measurement: Classroom Application and Practice* (Sixth Edition). New York: Wiley Publishing Co.
- Marion, Marian. (1999). *Guidance of Young Children* (Fifth Edition). Upper Saddle River, NJ: Prentice-Hall Publishing Co.
- Myrick, Robert D. (1997). *Developmental Guidance and Counseling: A Practical Approach* (Third Edition). Minneapolis, MN: Educational Media Corporation.
- National Occupational Information Coordinating Committee. (1988). *The National Career Guidance and Counseling Guidelines*. Washington, D.C.: Author.
- National Occupational Information Coordinating Committee. (1995). *Program Guide: Planning to Meet Career Development Needs: School to Work Transition Programs* (Second Edition). Washington, D.C.: Author.
- Newman, Barbara M., and Philip R. Newman. (1999). *Development Through Life: A Psychosocial Approach* (Seventh Edition). Belmont, CA: Brooks/Cole; Wadsworth Publishing Co.

- Paisley, Pamela O., and Glenda T. Hubbard. (1994). *Developmental School Counseling Programs: From Theory to Practice*. Alexandria, VA: American Counseling Association.
- Purkey, William W., and John M. Novak. (1996). *Inviting School Success: A Self-Concept Approach to Teaching, Learning, and Democratic Practice* (Eighth Edition). Belmont, CA: Wadsworth Publishing Co.
- Salvia, John, and James E. Ysseldyke. (2001). *Assessment* (Third Edition). Boston, MA: Houghton Mifflin Co.
- Sattler, Jerome M. (2002). *Assessment of Children: Behavioral and Clinical Applications* (Fourth Edition). LaMesa, CA: J. M. Sattler Publishing Company.
- Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. (1991). *What Work Requires of Schools: A SCANS Report for America 2000*. Washington, D.C.: U.S. Government Printing Office.
- Sigelman, Carol K. (1999). *Life-Span Human Development* (Third Edition). Pacific Grove, CA: Brooks/Cole Publishing Co.
- Sue, Derald W., and David Sue. (1999). *Counseling the Culturally Different: Theory and Practice* (Third Edition). New York: John Wiley & Sons, Inc.
- Texas Association for Counseling and Development. (1991). *Texas Evaluation Model for Professional School Counselors*.
- Texas Education Agency. (1998). *A Model Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development PreK–12th Grade* (Third Edition). Austin.
- Wehman, Paul. (2001). *Life Beyond the Classroom: Transition Strategies for Young People with Disabilities* (Third Edition). Baltimore, MD: Paul H. Brooks Publishing Co., Inc.
- Zunker, Vernon G. (2002). *Career Counseling: Applied Concepts of Life Planning* (Sixth Edition). Pacific Grove, CA: Brooks/Cole-Thomson Learning Publishing Co.