

# Missouri Educator Gateway Assessments

## FIELD 056: COUNSELOR TEST FRAMEWORK

June 2014

<b>Content Domain</b>	<b>Range of Competencies</b>	<b>Approximate Percentage of Test Score</b>
I. Student Development, Learning, and Guidance	0001–0003	30%
II. Comprehensive School Counseling	0004–0007	40%
III. Professional Knowledge and Practice	0008–0010	30%

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**STUDENT DEVELOPMENT, LEARNING, AND GUIDANCE**

**0001 Understand human growth and development from early childhood to young adulthood.**

For example:

- 1.1 Demonstrate knowledge of human growth and development and characteristics, processes, and variations of physical, cognitive, social, emotional, and language development from early childhood to young adulthood.
- 1.2 Demonstrate knowledge of various influences (e.g., genetics, nutrition, illness, family dynamics) on growth and development and how these influences may affect students' attitudes and behavior.
- 1.3 Examine developmental issues during various stages of childhood and adolescence and ways in which development in any one domain may affect students' development and performance in other domains.
- 1.4 Apply knowledge of various exceptionalities and health conditions and their implications for students' growth and development.
- 1.5 Demonstrate knowledge of experiences and behaviors that help enhance the physical, cognitive, social, and emotional health of students at different stages of development and strategies for promoting growth and development throughout the life span.

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**0002 Understand the learning process and factors that affect learning.**

For example:

- 2.1 Demonstrate knowledge of theories of learning and current research related to the learning process.
- 2.2 Recognize the instructional implications of students' varied learning modalities and the characteristics of different types of learning environments.
- 2.3 Demonstrate knowledge of various influences (e.g., developmental issues, home environment, stress, culture, language, peers, family, media) on student learning.
- 2.4 Analyze internal and external factors that may affect students' academic, personal, social, and career development.
- 2.5 Recognize the relationship of academic development and performance to family, work, and community.
- 2.6 Demonstrate knowledge of strategies for teaching awareness, development, and application of academic study skills, as well as strategies for guiding students as they plan, monitor, and direct their own learning.
- 2.7 Recognize common barriers to student learning and strategies for using evidence-based educational approaches and guidance and counseling practices to help students cope with or overcome such barriers to learning.
- 2.8 Recognize the influence of multicultural and pluralistic trends on student development and learning and how to incorporate positive portrayals of people from diverse backgrounds into learning experiences (e.g., ways to use diversity to create a rich academic community, meaningful career education programs, and successful social interactions).

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**0003 Understand theories and practices in education and school counseling and the importance of developing and implementing guidance curricula and prevention programming that promotes the mental health and well-being of all students.**

For example:

- 3.1 Demonstrate knowledge of educational and school counseling models, philosophies, and theories, as well as current trends in education, including the organizational structure and governance of the national and state educational systems.
- 3.2 Demonstrate knowledge of the history and purpose of school counseling, including traditional and transformed roles of school counselors.
- 3.3 Examine cultural, political, and social influences on current educational practices and the influence of school, district, and state educational policies, procedures, and practices on student success in school.
- 3.4 Apply knowledge of strategies for designing and implementing pluralistic, developmentally appropriate classroom and schoolwide guidance curricula that meet the needs of all students and align with educational and professional standards at the local, state, and national levels as well as with district and school goals, curricula, and mission statements.
- 3.5 Apply knowledge of strategies for designing and implementing multitiered approaches, systems, and programming (e.g., RtI, PBIS, Section 504 Plan) to support the healthy physical, emotional, social, academic, and career development of all students.

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**COMPREHENSIVE SCHOOL COUNSELING**

**0004 Understand the components of comprehensive, standards-based, and outcome-focused school guidance and counseling programs, as well as how to implement, manage, and evaluate school guidance and counseling programs.**

For example:

- 4.1 Demonstrate knowledge of the elements of a comprehensive guidance and counseling program, including the instruction of students in academic and technical achievement and in personal, social, and emotional development through individual, small-group, classroom, and schoolwide initiatives.
- 4.2 Demonstrate knowledge of strategies and techniques for effective classroom management.
- 4.3 Apply knowledge of strategies and methods for developing, implementing, coordinating, and managing a comprehensive guidance and counseling program for college and career readiness that meets the needs of all students.
- 4.4 Recognize skills and strategies for selecting, using, and evaluating technology to plan, organize, and deliver school guidance and counseling programs that meet the needs of all students.
- 4.5 Describe strategies and techniques for creating and implementing a schoolwide needs assessment and analyzing, interpreting, and utilizing data to develop a comprehensive curriculum.
- 4.6 Analyze criteria, approaches, and methods for continually evaluating school counseling strategies to assess their impact on students, identify program gaps, and target interventions.
- 4.7 Apply knowledge of principles and strategies for using standards-based, data-informed decision making to develop and implement positive changes in a guidance and counseling program.
- 4.8 Recognize strategies and methods for collecting, analyzing, interpreting, and reporting data to demonstrate accountability, evaluate outcomes, and assess achievement of district and school goals.
- 4.9 Demonstrate knowledge of strategies and tools for effective, efficient, and ethical record keeping and documentation.

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**0005 Understand individual counseling, group work, and classroom guidance, as well as how to implement and assess the effectiveness of guidance and counseling strategies.**

For example:

- 5.1 Apply knowledge of interviewing and other techniques for identifying common problems and issues affecting students.
- 5.2 Analyze factors that influence a school counselor's decision to provide individual counseling and how to apply counseling theories and techniques to address individual needs.
- 5.3 Describe strategies for delivering guidance lessons using developmentally appropriate instruction to promote educational success for all students in the academic and technical, college- and career-readiness, and personal and social domains.
- 5.4 Apply knowledge of how to help students develop responsible and effective communication skills, make sound judgments and decisions, take responsibility for themselves and their actions, and accept the consequences of their behavior.
- 5.5 Analyze factors that influence a school counselor's decision to provide group counseling and how to apply counseling theories and techniques to address group needs.
- 5.6 Recognize factors that influence group dynamics, appropriate topics for small-group counseling and classroom guidance, and strategies for facilitating group discussions and presenting information in a group setting.
- 5.7 Demonstrate knowledge of criteria and strategies for analyzing strengths and needs of all students and providing unbiased counseling services that respond to these strengths and needs.
- 5.8 Apply knowledge of measurement and statistical principles of assessment; factors to consider when selecting assessments for individual and group use; and the uses, benefits, and limitations of formal and informal assessment instruments.
- 5.9 Apply knowledge of the different types of scores that various assessments can yield and conclusions that can and cannot be drawn from given assessment data.
- 5.10 Describe methods for analyzing, synthesizing, and disaggregating data to examine student outcomes and identify effective interventions, including targeted individual and group interventions.

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**0006 Understand responsive services and crisis counseling and how to plan, implement, manage, and evaluate responsive services and crisis counseling.**

For example:

- 6.1 Recognize indicators of mental health problems; at-risk behaviors; and physical, psychological, emotional, and sexual abuse in students.
- 6.2 Analyze the effects of student mental health problems; at-risk behaviors; and physical, psychological, emotional, and sexual abuse on the educational environment.
- 6.3 Demonstrate knowledge of the continuum of mental health services and the role of the counseling program in providing short-term responsive counseling and helping facilitate more extensive services such as long-term therapy or diagnoses of disorders.
- 6.4 Apply knowledge of intervention strategies for counseling students who exhibit at-risk behaviors; are targets of bullying, including cyberbullying; or are facing other crisis situations.
- 6.5 Apply knowledge of how to provide counseling to students during times of transition, separation, heightened stress, and critical change.
- 6.6 Describe methods, techniques, and protocols for crisis counseling and crisis management, including strategies for collaborating with stakeholders to develop and implement crisis-management plans.
- 6.7 Demonstrate knowledge of how to provide leadership to the school and community in a crisis and appropriate ways to involve community professionals and families in a crisis situation.
- 6.8 Recognize principles, practices, and criteria for evaluating the effectiveness and outcomes of responsive services and crisis counseling and making program improvements.

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**0007 Understand developmentally appropriate college- and career-readiness guidance and counseling, as well as how to manage and evaluate postsecondary educational guidance and counseling.**

For example:

- 7.1 Apply knowledge of strategies for helping students analyze their own strengths and needs; recognize their personal interests, preferences, values, talents, and skills; and apply this self-knowledge to make informed educational and career choices.
- 7.2 Demonstrate knowledge of student course content and the ways in which course selection and academic performance affect college and career readiness.
- 7.3 Recognize strategies and resources for helping students identify their educational and career goals and develop specific plans for reaching these goals.
- 7.4 Describe sources of comprehensive information, including databases and online resources, about postsecondary options, career opportunities and requirements, labor market trends, and economics, as well as strategies for helping students and their families access, understand, and use this information.
- 7.5 Apply knowledge of strategies for helping students identify and acquire the academic and technical, college- and career-readiness, and personal and social skills necessary for educational and career success.
- 7.6 Apply knowledge of strategies for providing students and their families with information about procedures associated with applying for employment in their chosen career.
- 7.7 Recognize principles and strategies for providing students and their families with comprehensive information about postsecondary educational institutions, including information about admissions processes and procedures, costs, and eligibility requirements and application processes for financial aid, scholarships, and grants.
- 7.8 Apply knowledge of strategies for helping students use effective technological and digital tools and resources to explore, plan, choose, and achieve academic, career, and social goals.
- 7.9 Analyze multicultural and diversity issues in education and career development.



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**PROFESSIONAL KNOWLEDGE AND PRACTICE**

**0008 Understand the role of the school counselor as a change agent, leader, and advocate and how to communicate and collaborate with stakeholders to promote educational equity and success for all students.**

For example:

- 8.1 Analyze the role of change theory in educational reform and the role of school counselors as agents of change within the school community, including strategies for facilitating and leading the change process.
- 8.2 Apply knowledge of principles, abilities, and skills associated with leadership and liaison roles (e.g., SSD liaison, 504 coordinator), data-driven decision making, and effective time management.
- 8.3 Demonstrate knowledge of organizational theory and skills, methods, and tools for managing and coordinating school counseling services and distinguishing between appropriate counseling activities and non-counseling-related tasks.
- 8.4 Apply knowledge of strategies, approaches, and resources for improving school safety and security; enhancing school climate and culture; and developing antibullying (including cyberbullying) initiatives, violence prevention programs, and suicide prevention plans.
- 8.5 Demonstrate knowledge of principles, competencies, and benefits of advocacy used by school counselors and effective methods of community outreach and public relations to support the educational vision of the school and district.
- 8.6 Apply knowledge of skills and strategies for communicating the benefits of a comprehensive, standards-based, data-driven school counseling program to school and community stakeholders.
- 8.7 Examine ways in which school counselors can model fairness, lead proactively in issues of equity, and advocate for school policies and practices that provide students with equitable and fair access to educational opportunities.
- 8.8 Recognize ways of using educational research, emerging technologies, information management systems, and other resources to promote development of self, students, comprehensive guidance and counseling programs, and the school.
- 8.9 Demonstrate knowledge of research methods for identifying information, achievement, and opportunity gaps between different groups of students, as well as how to use assessment data to advocate for systemic change that promotes educational equity and success.
- 8.10 Demonstrate knowledge of principles and methods of evaluating community outreach, public relations, and program leadership efforts.

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**0009 Understand strategies for developing and maintaining productive relationships with students and their families, colleagues and other professionals, and community agencies and service providers.**

For example:

- 9.1 Demonstrate knowledge of how to develop and maintain collaborative professional relationships throughout the school and community to support guidance and counseling programs, as well as the overall mission and improvement plans of the school and district.
- 9.2 Apply knowledge of principles, methods, and effective interpersonal skills for creating respectful, productive relationships with families; facilitating communication between school and home; providing families with information and support; and working collaboratively with the adults in students' lives to eliminate obstacles to school success.
- 9.3 Demonstrate knowledge of strategies for encouraging and maintaining parents'/guardians' involvement with school life; the comprehensive school counseling program; and the process of planning for their child's academic, personal, social, and career development.
- 9.4 Apply knowledge of skills and strategies for working respectfully and collaboratively with individuals from diverse ethnic, cultural, and socioeconomic backgrounds; individuals with various levels of English language proficiency; and individuals with special needs.
- 9.5 Describe the roles of school professionals (e.g., school social worker, school psychologist, school nurse) and strategies for communicating and collaborating with all members of the school student support team, including educators and administrators.
- 9.6 Demonstrate knowledge of principles and skills for collaborating with school advisory councils, multidisciplinary teams, and multiagency teams; as well as using liaison and consensus-building techniques to meet group goals effectively and efficiently.
- 9.7 Apply knowledge of consultation theories and practices; the roles of community professionals, agencies, and service providers in relation to students and families; and strategies for consulting with such individuals and entities.
- 9.8 Apply knowledge of strategies for developing and maintaining a current referral database of community and professional resources and helping individuals and families access these resources.
- 9.9 Recognize criteria for referring students to other professionals, community agencies, and service providers, as well as procedures for making and following up on such referrals.

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**0010 Understand professional, legal, and ethical requirements and issues in school counseling and how to apply professional, legal, and ethical standards as school counselors.**

For example:

- 10.1 Apply knowledge of the legal and ethical responsibilities of working in a multicultural and technological society and of working with all students in a school setting.
- 10.2 Analyze compliance with school district policy and local, state, and federal statutes, case law, and mandates that relate to school counseling, including those in the Family Educational Rights and Privacy Act (FERPA).
- 10.3 Demonstrate knowledge of legal and ethical standards and principles of the school counseling profession, including the American School Counselor Association (ASCA) *Ethical Standards for School Counselors* and position statements.
- 10.4 Recognize strategies for providing counseling services to students who are minors and students who are over the age of 18 in a legal and ethical manner, including by addressing issues of confidentiality.
- 10.5 Demonstrate knowledge of legal and ethical guidelines and issues in student assessment, the advantages of using multiple assessments, and methods for using multiple approaches to assess the needs of students.
- 10.6 Demonstrate knowledge of basic concepts of results-based school counseling and standards for communicating program assessment information to school and community stakeholders.
- 10.7 Describe how to establish and maintain a professional identity, as well as affiliations and involvement in the field, by participating in ongoing professional development and staying current with research, literature, best practices, and other resources related to school counseling.
- 10.8 Apply knowledge of the importance of using best practices to inform and guide the legal and ethical aspects of a school counselor's work.