

Illinois Licensure Testing System

STUDY GUIDE

School Counselor (181)

**This test is now delivered
as a computer-based test.**

**See www.il.nesinc.com for
current program information.**

Illinois State Board of Education

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois

TABLE OF CONTENTS

GENERAL INFORMATION ABOUT THE ILLINOIS LICENSURE TESTING SYSTEM

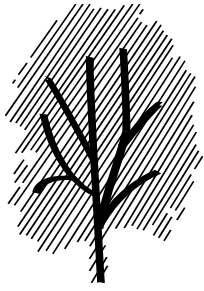
PROGRAM OVERVIEW	1-1
For Further Information	1-2
Description of the Tests	1-3
Test Administration	1-4
Score Reports	1-4
HOW TO PREPARE FOR THE TEST	1-5
Assess Your Knowledge and Test Skills	1-5
Practice Your Test-Taking Skills	1-5
THE DAY OF THE TEST: HELPFUL HINTS	1-5
Preparation	1-5
Test-Taking Tips	1-5
TEST DIRECTIONS	1-7

FIELD-SPECIFIC INFORMATION

INTRODUCTION	2-1
Test Subareas and Objectives	2-1
Practice Test Questions	2-2
TEST OBJECTIVES	2-3
PRACTICE TEST QUESTIONS	2-15
ANSWER KEY	2-20
EXPLANATION OF THE TEST SCORE REPORT	2-21
Overview	2-21
Reading Your Report: A Sample	2-22

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

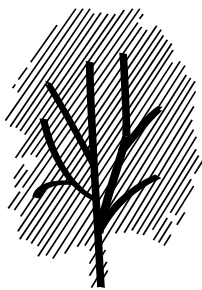
Copyright © 2012 by the Illinois State Board of Education
Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).



General Information About the Illinois Licensure Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Licensure Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions and Answers**
- **Explanation of the Test Score Report**

INTRODUCTION

The content-area tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ILTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

SCHOOL COUNSELOR TEST OBJECTIVES

- I. Student Development Across Domains
- II. Assessment, Instruction, and Services
- III. The School Environment and Counseling Program
- IV. The School Counseling Profession

SUBAREA I—STUDENT DEVELOPMENT ACROSS DOMAINS

0001 Understand the individual diversity of human growth and development.

For example:

- Demonstrate knowledge of theories of individual and family development and transitions across the life span and theories of learning, personality development, student development, and the range of individual variation.
- Demonstrate knowledge of the developmental stages of students as they relate to counseling approaches and appropriate interventions.
- Demonstrate knowledge of human behavior, including developmental crises, disability, addictive behavior, and psychopathology, and situational and environmental factors as they affect both normal and abnormal behavior.
- Demonstrate knowledge of ways to evaluate individual and group performance in order to design interventions that meet students' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate grade level.
- Demonstrate knowledge of the effect that addictive behavior, psychopathology, and situational and environmental factors have on both normal and abnormal behavior, and recognize the effects of cultural and environmental factors on students' performance.
- Recognize that medications can have an effect on the educational, cognitive, physical, social, and emotional behaviors of individuals.
- Recognize the characteristics and effects of the cultural and environmental milieu of the student and the student's family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, substance abuse, and exceptionality (e.g., disabilities, giftedness, at-risk status).
- Demonstrate knowledge of ways to use theories of learning, personality, and human development to plan activities and experiences that respond to students' individual and group needs at the appropriate level of development and to facilitate optimum student development over the life span.

0002 Understand the personal and social development needs of the school-age population.

For example:

- Demonstrate knowledge of strategies for helping students make decisions, set goals, develop resiliency, and acquire knowledge of their personal strengths, assets, values, beliefs, and attitudes.
- Demonstrate an understanding of the attitudes, knowledge, and interpersonal skills that help students understand and respect themselves and others; ways to help students appreciate differences between people, identify and express feelings, set healthy personal boundaries, assert their rights of privacy, and get along with peers, parents/guardians, and authority figures; and skills that promote students' cooperation, understanding, and interest in others.
- Demonstrate knowledge of programs that promote school safety and violence prevention; processes for conflict resolution and anger management; ways to help students understand the need for self-control and management of anger; ways to help students understand the consequences of decisions and choices; and ways to help students understand the relationship among rules, laws, safety, and the protection of individual rights.
- Identify strategies for fostering students' sense of self-esteem, efficacy, and personal dignity so that they develop positive attitudes toward themselves as unique and worthy individuals.
- Identify strategies for assisting students with maintaining healthy family relationships and understanding the emotional and physical dangers of abuses (e.g., substance, sexual, physical).
- Demonstrate an understanding of issues relating to stress and anxiety, ways to teach students appropriate strategies for coping with peer pressure and managing life's events, and strategies for providing resources to students who are in need of additional professional help.

0003 Understand the learning process and the academic environment.

For example:

- Demonstrate an understanding of the ways in which students construct knowledge, acquire skills, and develop learning habits; ways in which students' physical, social, emotional, ethical, and cognitive development influence their learning; and ways in which differences in approaches to learning and performance interact with development.
- Demonstrate knowledge of the characteristics of normal, delayed, and disordered patterns of communication and interaction and their impact on learning and the potential need for intervention.
- Demonstrate an understanding of the national standards related to the academic development of students across all grade levels and the concepts, principles, and strategies that help students to achieve and be academically successful.
- Demonstrate an understanding of the relationship of academic performance to the world of work, family life, and community service and strategies for enhancing students' academic development.
- Demonstrate knowledge of the characteristics of various disabilities, the effects that these disabilities may have on individuals, and strategies and/or services for providing students across grade levels with academic assistance to overcome barriers to academic growth and achievement.
- Demonstrate knowledge of strategies for providing positive direction for academic program planning, implementing academic support systems, and working collaboratively with all school personnel and parents/guardians to ensure student academic achievement.
- Demonstrate knowledge of interventions that maximize learning, identify learning styles, teach study skills, enhance test-taking skills, and motivate students to learn and achieve.

0004 Understand the world of work, career theories, and related life processes.

For example:

- Demonstrate knowledge of career development theories, career and vocational development, and decision-making models applicable for students across all grade levels.
- Demonstrate an understanding of the world of work, labor market information, and job trends; phases of career development (e.g., awareness, exploration, orientation, and preparation); and education-to-career principles.
- Demonstrate knowledge of strategies for helping students develop skills in locating, evaluating, and interpreting career information; use career resources (e.g., occupational and labor market information, visual and printed media, electronic systems, the Internet); and secure work-based opportunities such as job-shadowing and internships.
- Demonstrate knowledge of assessment tools (e.g., interest inventories, aptitude batteries, personality inventories) to help students with educational and career decisions; strategies for enhancing students' self-awareness through individual appraisal, appropriate career information, course selection alternatives, and career exploration activities; and methods for helping students to identify and understand their abilities, interests, problem-solving abilities, aptitudes, and goal-setting strategies.
- Demonstrate an understanding of career development program planning, organization, implementation, administration, and evaluation; career and educational planning, placement, and follow-up; and career counseling processes, techniques, resources, and tools, including those applicable to specific populations.
- Demonstrate an understanding of strategies for collaborating with community businesses and industry representatives to promote work-based learning opportunities; methods for involving parents/guardians in their child's career development; and ways of providing career development consultation and resources for teachers to use for infusing career development activities into the curriculum.

0005 Understand the development of academic, personal, social, and career competencies.

For example:

- Demonstrate an understanding of individual student planning as a component of the developmental model and methods for helping students monitor and direct their own learning and enhance their personal/social and career development.
- Demonstrate knowledge of methods for using tests and non-test information to help students assess their abilities, interests, personalities, skills, personal values and achievements and to assist them with academic and career planning.
- Demonstrate knowledge of individual advisement to students to help them enhance their personal/social development, develop and evaluate personal goals, and acquire skills in setting and achieving academic and career goals.
- Demonstrate knowledge of placement activities to assist all students with transitions from one educational program to another, from one school to another, and from school to work.

SUBAREA II—ASSESSMENT, INSTRUCTION, AND SERVICES

0006 Understand basic concepts of various assessment and evaluative instruments.

For example:

- Demonstrate knowledge of the purposes and meaning of assessment historically, sociologically, and educationally and the basic concepts of standardized and non-standardized testing and other assessment techniques.
- Demonstrate knowledge of statistical concepts, (e.g., scales of measurement, measures of central tendency, shapes and types of distribution), reliability (e.g., theory of measurement error, models of reliability, the use of reliability information), validity, and the relationship between reliability and validity.
- Demonstrate knowledge of the implications of diverse characteristics (e.g., age, culture, disability, ethnicity, gender, language, religion, sexual orientation, socioeconomic background) related to assessment and evaluation and methods for interpreting assessments accurately.
- Identify strategies for analyzing testing information; selecting appropriate tests, methods, and materials based on reliability and validity when appropriate; and administering and interpreting assessment and evaluation instruments and techniques in counseling.

0007 Understand instructional planning and developmental counseling curriculum.

For example:

- Demonstrate knowledge of basic classroom management (e.g., focusing student attention, managing behavior, increasing engagement).
- Demonstrate knowledge of team approaches with classroom teachers and ways to use the team format with teachers to coordinate, plan, and deliver the developmental counseling program.
- Demonstrate knowledge of multiple definitions of intelligence and strategies for adapting, adjusting, and diversifying instructional methodologies to meet the needs of all students.
- Demonstrate knowledge of normal growth and development and ways to promote positive mental health and assist students in acquiring and using life skills.
- Demonstrate an understanding of the counseling curriculum as a component of the developmental approach and ways to develop, organize, and implement the curriculum around the personal/social, career/vocational, and academic/educational domains.
- Demonstrate an understanding of the concept and process of the developmental counseling program evaluation and methods for designing, interpreting, and applying program evaluations and feedback to improve service delivery systems.

0008 Understand crisis intervention strategies for students, families, and communities facing emergency situations.

For example:

- Demonstrate an understanding of what defines a crisis, the appropriate process responses, and intervention strategies to meet the needs of the individual, group, or school community.
- Demonstrate an understanding of the theory and techniques needed to implement a schoolwide crisis plan and strategies for providing leadership to the school and community in a crisis.
- Demonstrate knowledge of appropriate techniques and interventions for assisting students and their families facing crisis situations and the appropriate involvement of school and community professionals, as well as the family, in a crisis situation.
- Demonstrate knowledge of legal, ethical, and appropriate interventions to use with students who may be a threat to themselves or others or who may be aware of abuse or neglect.

0009 Understand a variety of individual counseling strategies.

For example:

- Demonstrate knowledge of theories and processes of individual counseling approaches for crisis or short-term situations (e.g., brief counseling strategies) and an understanding of responsive services as a component of a developmental approach.
- Demonstrate knowledge of the specialized needs and resources available for students with exceptionalities (e.g., disabilities, giftedness, at-risk status) or who have dropped out of school.
- Demonstrate knowledge of appropriate strategies for helping students deal with personal, social, educational, or career planning concerns, or normal developmental tasks.
- Identify strategies for selecting appropriate counseling techniques for individual students, addressing a variety of students' developmental problems, and providing activities to meet the immediate needs of students who may be identified by students, parents/guardians, teachers, or other referrals.
- Demonstrate an understanding of strategies for counseling students on personal and social issues, for facilitating the development of long- and short-term goals, and for making referrals to appropriate professionals when necessary.

0010 Understand principles of group work in the school setting.

For example:

- Demonstrate knowledge of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.
- Demonstrate knowledge of group leadership styles and approaches and of professional standards for group work as advocated by the national and state professional counseling organizations.
- Demonstrate an understanding of theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research literature.
- Demonstrate knowledge of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria, and methods to evaluate effectiveness.
- Demonstrate knowledge of various approaches used for other types of group work (e.g., task groups, focus groups, prevention groups, support groups, psycho-educational groups, therapy groups, developmental groups) that will infuse the counseling curriculum.

SUBAREA III—THE SCHOOL ENVIRONMENT AND COUNSELING PROGRAM

0011 Understand issues of diversity, cultural difference, and change.

For example:

- Demonstrate knowledge of the ways in which diverse characteristics (e.g., age, culture, disability, ethnicity, gender, language, religion, sexual orientation, socioeconomic background) may affect personality formation, vocational choice, and manifestation of strengths and weaknesses in academic, career, and personal and social development.
- Recognize the implications of the school counselor's social and cultural background and ways his or her background and experiences influence his or her attitudes, values, and biases about psychological processes.
- Identify strategies that the school counselor can use to learn about diverse groups with which she or he may work; to understand the impact of sexual harassment on students' personal, social, emotional, and academic development; to acknowledge students' diversity and special needs; and to incorporate an approach to social and cultural diversity that is equitable for all students.
- Identify strategies for teaching how oppression, racism, discrimination, intolerance, homophobia, heterosexism, and stereotyping may affect students personally and their work and appropriate methods for intervening when students use inappropriate language or behaviors related to issues of social and cultural diversity.
- Demonstrate knowledge of methods for utilizing appropriate non-traditional strategies in career and academic counseling, and for incorporating a gender-equitable and culturally sensitive approach in working with students, families, staff, and the community.

0012 Understand the overall educational system and methods for providing systems support.

For example:

- Demonstrate an understanding of the developmental school counseling program that is comprehensive and educational and recognizes systems support as an important component in the developmental approach.
- Demonstrate knowledge of activities that establish, maintain, and enhance the developmental school counseling program and other educational programs.
- Demonstrate knowledge of planning and management tasks needed to support the activities of the comprehensive school counseling program.
- Demonstrate knowledge of methods for developing and implementing activities to orient staff and community to the counseling program through ongoing efforts to enhance and maintain staff and community relations.
- Demonstrate knowledge of school committees (e.g., departmental curriculum, school improvement, advisory) and the school counselor's role in developing curricula to meet students' developmental needs.
- Identify strategies for engaging in continuous professional development and lifelong learning.

0013 Understand consultation models and collaborative relationships.

For example:

- Demonstrate knowledge of the role of the school counselor as consultant; the counselor's role, function, and relationship to other student service providers; and various consulting models.
- Demonstrate an understanding of the necessity for empowering families to act on behalf of their children and strategies for guiding and facilitating families' assumption of responsibility for problem solving.
- Recognize the importance of consulting with parents/guardians, teachers, student services staff, other educators, and community agencies regarding strategies for helping students.
- Demonstrate an understanding of a multidimensional approach to consultation in academic/educational, personal/social, career/vocational, and other developmental areas.
- Demonstrate an understanding of a school counselor's role in multi-disciplinary team meetings and of procedures for making appropriate referrals to outside agencies and other student service providers within the school system.

0014 Understand organization and management tools needed to implement an effective developmental program.

For example:

- Demonstrate an understanding of the comprehensive developmental school counseling concept and the necessity for goals and objectives in a school counseling program.
- Demonstrate an understanding of the importance of planning and time management and strategies for preparing a counseling calendar that reflects appropriate time commitments and priorities within a comprehensive developmental school counseling program.
- Demonstrate an understanding of data gathered from groups and individuals as they relate to student outcomes and learning standards and the uses of data from multiple sources (e.g., survey, interviews, focus groups) to plan, develop, and implement a comprehensive school counseling program.
- Demonstrate knowledge of strategies for using data to identify early signs and predictors of learning problems and strategies for identifying student and school problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.
- Demonstrate an understanding of data interpretation to identify student achievement competencies and implement activities and processes to assist students in achieving these competencies.
- Demonstrate knowledge of prevention measures to overcome or resolve problems or barriers to learning, appropriate skills for working with parents/guardians, and strategies for organizing and presenting prevention programs for students, staff, parents/guardians, and community members.
- Demonstrate knowledge of methods for designing, implementing, and monitoring a comprehensive developmental school counseling program with an awareness of the various systems affecting students, parents/guardians, school faculty, and staff.

0015 Understand methods of research and program evaluation.

For example:

- Demonstrate an understanding of various research methods (e.g., qualitative, quantitative, single-case designs, action research, outcome-based research) and the importance of research in the practice of school counseling.
- Demonstrate an understanding of statistical methods (e.g., scales of measurement, measures of central tendency, indices, variability, correlation) used in conducting research and the appropriate research designs to apply in various counseling situations and problems.
- Demonstrate knowledge of the principles and applications of needs assessment and program evaluation and the formal and informal methods of needs assessment and program evaluation that are used to design and modify developmental counseling programs.
- Demonstrate an understanding of the ethical and legal parameters for conducting research and program evaluations and of the use of appropriate research to demonstrate accountability.

SUBAREA IV—THE SCHOOL COUNSELING PROFESSION

0016 Understand the history, issues, and current trends in school counseling.

For example:

- Demonstrate knowledge of the history, philosophy, and current trends and issues in school counseling.
- Demonstrate knowledge of the counselor's roles, functions, and relationships with other school and student service providers.
- Demonstrate an understanding of ways to address current trends and issues in the school and ways to incorporate these into the developmental curriculum as appropriate.
- Recognize the unique characteristics of the school environment; the P–12 curriculum; and the community, environmental, and institutional barriers that can impede or enhance students' academic success and overall development.

0017 Understand the use of technology to support the school counseling program.

For example:

- Demonstrate an understanding of the uses of technology in conducting research and program evaluation.
- Demonstrate an understanding of the use of appropriate technology in assessment and methods for analyzing data with appropriate statistical methods and computer statistical packages.
- Demonstrate knowledge of technology and computer applications in counseling and career planning.
- Demonstrate knowledge of applications of technology in student planning (e.g., electronic portfolio, use of Internet) and methods for using technology and computer applications directly with students in individual planning.

0018 Understand standards, best practices, and professional orientation in the field of school counseling.

For example:

- Demonstrate knowledge of the requirements of professional credentialing, certification, and licensure; the unique characteristics of school counseling as a profession as defined in Illinois School Code; and ways to design school counseling services to include the functions listed in Section 10-22.24b of the Illinois School Code as appropriate to the setting and student grade levels.
- Demonstrate an understanding of the importance of joining and actively participating in appropriate local, state, and national school counseling professional organizations; pursuing continuing professional development activities; and keeping current on state and national initiatives.
- Demonstrate knowledge of methods for using community resources to enhance academic and social/emotional growth, to plan appropriate interventions with the context of the community, and to advocate for programmatic efforts to eliminate barriers to students' success.
- Demonstrate knowledge of strategies for managing time to include individual student planning, responsive services, system support, and developmental counseling curriculum activities.
- Demonstrate knowledge of ways to design and implement a developmental counseling curriculum that provides all students at all grade levels with knowledge and assistance in acquiring and using life skills.

0019 Understand the knowledge and skills needed to establish appropriate helping relationships in the school setting.

For example:

- Demonstrate knowledge of various counseling theories (e.g., traditional models, multicultural models), brief counseling and interventions, and systems and family theories, as appropriate to school.
- Demonstrate knowledge of the counseling process, skills, methods, and behaviors used in both prevention and intervention and skills for building a therapeutic and trusting relationship with a student.
- Recognize the need for school counselors to be flexible in adapting counseling techniques to student diversity, to acknowledge the limitations of their abilities and training, and to make necessary and appropriate referrals.
- Recognize ways that individual student's diverse characteristics (e.g., age, culture, disability, ethnicity, gender, language, religion, sexual orientation, socioeconomic background) may relate to the helping process, ways to incorporate appropriate diagnoses, ways to apply conceptualization skills, ways to develop therapeutic relationships, and approaches to setting goals and evaluating counseling outcomes with students.
- Demonstrate knowledge of ways to develop long- and short-term intervention plans consistent with curriculum, student diversity, and learning theory.
- Demonstrate knowledge of established counseling theories and their uses for designing and implementing comprehensive and developmental programs that address the needs of students.

0020 Understand current legal issues and ethical guidelines of the school counseling profession.

For example:

- Demonstrate knowledge of legal standards, including the Illinois School Code and the Illinois Mental Health and Developmental Disabilities Code, that apply to the counseling process and of the school counselor's responsibility for knowing and complying with federal, state, and local legislation, regulations, and policies.
- Demonstrate knowledge of American Counseling Association (ACA) and American School Counselor Association (ASCA) professional standards and codes of ethics as a guide to ethical decision-making and an understanding that in the event conflict arises among competing expectations, the school counselor shall be guided by the ACA/ASCA code of ethics.
- Demonstrate knowledge of safeguards for privacy and confidentiality of information and the need to inform students of their ethical rights and the limitations of the counseling relationship and of confidentiality.
- Recognize the importance of being committed to the values and ethics of the school counseling profession and following state and federal laws, including the Illinois School Code, the Illinois Mental Health and Developmental Disabilities Code, and the Family Educational Rights and Privacy Act.

SCHOOL COUNSELOR PRACTICE TEST QUESTIONS

1. A high school counselor wants to implement a counseling approach based on Erickson's developmental theories. To meet this goal, the counselor would most typically design activities that help students achieve:

 - A. a desire to overcome obstacles to their emotional health.
 - B. a career path determined by their aptitudes, interests, and talents.
 - C. an identification of and integration into an age-appropriate peer group.
 - D. a sense of identity, self-esteem, and autonomy from the family of origin.
2. To promote resiliency in middle school students most effectively, a school counselor should consider a program in which every student is required to participate in:

 - A. at least one sport per year.
 - B. a life-skills workshop.
 - C. a career-planning assembly.
 - D. interactive counseling.
3. Lorraine is a seventh grade student whose test anxiety has begun to affect adversely her academic performance. To help Lorraine overcome this barrier to her academic achievement, which of the following steps should the school counselor take *first*?

 - A. accompanying her to important tests for moral support
 - B. sending literature about test anxiety home to her parents
 - C. inviting her to a support group for students dealing with test anxiety
 - D. checking whether she uses any anti-anxiety medications
4. Which of the following strategies would be most appropriate for a school counselor to employ in support of a high school job-shadowing program?

 - A. telephoning local businesses to secure individual placements
 - B. developing a list of community businesses willing to participate
 - C. instructing students to canvass local businesses to find placements
 - D. writing parents/guardians to request that they sponsor the program

5. Currently ninth grade students at a high school develop a four-year plan that encompasses future coursework and career goals. A recently hired school counselor proposes that students undertake this process in seventh grade by drafting a flexible, six-year plan. Which of the following would be the best rationale for such a change?
- Younger students will not submit to peer pressure when identifying career goals.
 - Starting younger gives students an advantage in preparing for achievement tests.
 - Younger students will view the plan with a greater sense of investment, pride, and commitment.
 - Starting younger gives students more time to identify, revise, and achieve their goals.
6. To select a standardized achievement test that will be effective for students who are not members of the predominant culture within the school, a school counselor should be sure to:
- check that students of the same culture are adequately represented in the normative sample.
 - arrange for someone of the same culture to assist in presenting the assessment.
 - tell the parents/guardians which elements of the assessment require knowledge of the school's predominant culture.
 - evaluate and modify test questions to make sure that they are not culturally biased.
7. While the teacher is leading a discussion, Samantha begins talking with the student seated next to her. To manage Samantha's behavior most effectively, which of the following responses should the teacher offer in the situation?
- reprimand her
 - insist that she share her remarks with the class
 - remind her of the rule regarding talking out
 - ignore her
8. At basketball practice, a student collapses suddenly. Despite staff members' efforts to revive the student using CPR, the student dies. When school starts the next day, the school counselor is asked to meet with students who were at that basketball practice. To provide effective support for these students at that meeting, which of the following steps should the counselor take *first*?
- Assure the students that they could not have saved their friend's life.
 - Discuss ways the students can cope with feelings of confusion and loss.
 - Ask the students to share memories of their deceased friend.
 - Let the students talk about the event and their feelings about it.

9. Which of the following counseling approaches is characterized by a focus on identifying and changing the counselee's self-defeating thoughts and actions?
- A. rational-emotive therapy
 - B. person-centered theory
 - C. solution-focused brief counseling
 - D. choice theory counseling
10. Which of the following is the best way for a school counselor to identify students who might benefit from participating in a friendship skills group for fourth grade students?
- A. inviting students at recess to join the group if they are interested
 - B. sending an invitation to parents/guardians with the counselor's contact information
 - C. asking teachers for a list of students who need to work on social skills
 - D. obtaining suggestions from the principal about who should participate
11. Over a number of years, a school counselor notices a growing number of incoming students come from multi-cultural families. Several students have been adopted cross-racially or cross-nationally. To address the needs of these students most effectively in the counseling program, the counselor should make special efforts to:
- A. aid their parents/guardians in promoting a family culture.
 - B. help them develop a primary cultural identity.
 - C. validate their dual or multiple cultural identities.
 - D. encourage them to adjust to the school culture.
12. Which of the following strategies would be most effective for a school counselor to use to enhance staff relations?
- A. detailing in a newsletter how the counseling program can benefit the staff
 - B. seeking out colleagues for conversation in the faculty lounge
 - C. visiting classrooms for impromptu assessments of counseling needs
 - D. offering to help staff members perform daily classroom tasks

13. According to the Individuals with Disabilities Education Act (IDEA) mandates, the most substantial evidence that can be used to support a student referral for a special needs assessment is a:
- A. discussion by the multidisciplinary team about the student's disruptive behaviors.
 - B. list of unsuccessful academic interventions by teachers.
 - C. report card indicating poor academic achievement.
 - D. complaint made by the parents/guardians regarding the student's inappropriate behavior at home.
14. Which of the following would be the most effective *first* step in planning and implementing a comprehensive school counseling program?
- A. identifying a practical time frame in which to implement all elements of the program
 - B. gathering data from achievement tests to identify the priorities for acquiring the resources needed for the program
 - C. establishing learning goals and instructional objectives for the program
 - D. distributing surveys among students, teachers, and parents/guardians to determine the needs the program will need to address
15. Which of the following best describes the primary goal of quantitative research, as in tracking the placement of students with autism in various school districts?
- A. testing methods and instruments before developing a final plan
 - B. understanding how individuals give meaning to behavior
 - C. describing cause-and-effect relationships
 - D. investigating the past as a means of helping to predict future actions
16. As a result of legislative initiatives that mandate more standards- and testing-based curricula, the school counseling profession has increasingly begun to emphasize approaches and practices that are:
- A. outcome-oriented.
 - B. problem-based.
 - C. solution-focused.
 - D. cross-cultural.

17. When tenth grade students use a multi-media program to create an electronic portfolio, which of the following types of artifacts are they most likely to include in it?
- A. report cards
 - B. examples of their work
 - C. class schedules
 - D. teacher's recommendations
18. A high school counselor wants to use community resources to develop a program to enhance the academic growth of students who are achieving at lower levels. Which of the following would be the most appropriate role for a local business leader to play in such a program?
- A. sponsoring field trips to local colleges
 - B. speaking on career day at the school
 - C. providing students with their first job after graduation
 - D. mentoring individual students
19. When a kindergarten student who is crying is sent to the school counselor's office for the first time, which of the following steps should the counselor take *first*?
- A. Ask the student to explain what is wrong.
 - B. Offer the student a tissue and a chance to calm down.
 - C. Tell the student that things will be okay.
 - D. Contact the teacher to find out what may be wrong.
20. According to the guidelines of the American School Counselor Association (ASCA), school counselors faced with an ethical dilemma should *first* consult with:
- A. a professional colleague.
 - B. the school principal.
 - C. a lawyer.
 - D. a law enforcement officer.

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	D	Understand the individual diversity of human growth and development.
2.	B	Understand the personal and social development needs of the school-age population.
3.	C	Understand the learning process and the academic environment.
4.	B	Understand the world of work, career theories, and related life processes.
5.	D	Understand the development of academic, personal, social, and career competencies.
6.	A	Understand basic concepts of various assessment and evaluative instruments.
7.	C	Understand instructional planning and developmental counseling curriculum.
8.	D	Understand crisis intervention strategies for students, families, and communities facing emergency situations.
9.	A	Understand a variety of individual counseling strategies.
10.	C	Understand principles of group work in the school setting.
11.	C	Understand issues of diversity, cultural difference, and change.
12.	A	Understand the overall educational system and methods for providing systems support.
13.	B	Understand consultation models and collaborative relationships.
14.	D	Understand organization and management tools needed to implement an effective developmental program.
15.	C	Understand methods of research and program evaluation.
16.	A	Understand the history, issues, and current trends in school counseling.
17.	B	Understand the use of technology to support the school counseling program.
18.	D	Understand standards, best practices, and professional orientation in the field of school counseling.
19.	B	Understand the knowledge and skills needed to establish appropriate helping relationships in the school setting.
20.	A	Understand current legal issues and ethical guidelines of the school counseling profession.

OVERVIEW

The score report indicates whether or not you passed the School Counselor test and how you performed on each test subarea. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the School Counselor test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial license in Illinois.

Passing Score

The School Counselor test is scored on a scale from 100 to 300. To pass the test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice test questions you answered correctly.

Subarea Scores

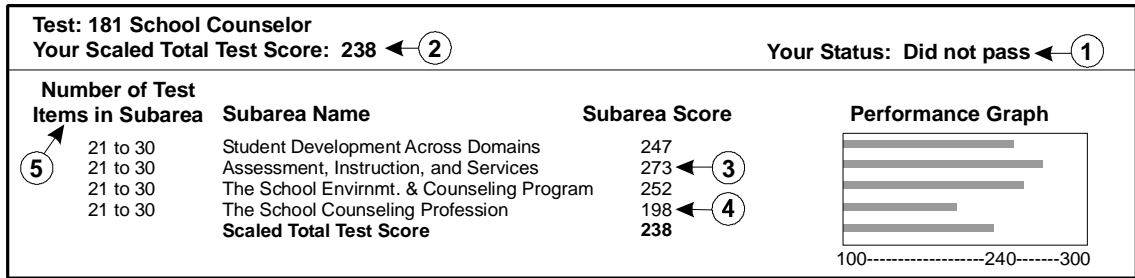
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a School Counselor test score report is provided below.



According to the above sample, the examinee did not pass the School Counselor test ①, because the examinee's total test score of 238 ② is below the passing score of 240.

The examinee did better on the Assessment, Instruction, and Services section ③ of the test than on the School Counseling Profession section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.