

Illinois Licensure Testing System

FIELD 181: SCHOOL COUNSELOR

TEST FRAMEWORK

February 2004

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Student Development Across Domains
Assessment, Instruction, and Services
The School Environment and Counseling Program
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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.