

**CERTIFICATION EXAMINATIONS  
FOR OKLAHOMA EDUCATORS™ (CEOETM)**

**OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)**

**FIELD 139: SCHOOL COUNSELOR**

**TEST FRAMEWORK**

**December 2018**

<b>Subarea</b>	<b>Range of Competencies</b>
I. Human Development, Learning, and Diversity	0001–0003
II. Promoting Academic, Social/Emotional, and Career Development	0004–0007
III. Meeting Individual, Group, and Schoolwide Needs	0008–0010
IV. The School Counseling Program and Professional Knowledge	0011–0013
V. Constructed-Response Assignment	0014

Copyright © 2018 by the Office of Educational Quality and Accountability and Pearson Education, Inc. or its affiliate(s). All rights reserved.  
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

Certification Examinations for Oklahoma Educators, CEOE, Oklahoma General Education Test, OGET, Oklahoma Professional Teaching Examination, OPTE, Oklahoma Subject Area Tests, and OSAT are trademarks of the Office of Educational Quality and Accountability and Pearson Education, Inc. or its affiliate(s). Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

# OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

## FIELD 139: SCHOOL COUNSELOR

### TEST FRAMEWORK

- I. Human Development, Learning, and Diversity
- II. Promoting Academic, Social/Emotional, and Career Development
  - III. Meeting Individual, Group, and Schoolwide Needs
  - IV. The School Counseling Program and Professional Knowledge
  - V. Constructed-Response Assignment

#### SUBAREA I—HUMAN DEVELOPMENT, LEARNING, AND DIVERSITY

##### Competency 0001

**Apply knowledge of human development from early childhood to young adulthood and factors that may affect human development.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of stages, characteristics, and processes of physical, motor, social, emotional, language, and cognitive development from early childhood to young adulthood, including developmental issues of particular importance during the various stages of human growth and development.
- Apply knowledge of theories of development and their application in school counseling contexts.
- Apply knowledge of variables that may affect students' development (e.g., emotional; environmental; racial, cultural, linguistic, and socioeconomic diversity; family characteristics).
- Demonstrate knowledge of characteristics and educational needs of students with exceptionalities (e.g., learning disability, emotional disturbance, intellectual disability, physical impairment, gifted and talented).
- Apply knowledge of the significance of developmental factors during early childhood, middle childhood, and adolescence (e.g., for learning, educational counseling, and assessment) and of the relationships between culture, values, and students' goals, attitudes, and achievement.

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **Competency 0002**

#### **Apply knowledge of learning and motivation from early childhood to young adulthood and factors that may affect learning and motivation.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of theories of learning, their characteristics and limitations, and behavioral and cognitive concepts of learning.
- Apply knowledge of basic principles of classroom management and strategies for focusing students' attention and promoting their engagement.
- Apply knowledge of the importance of and methods for creating a culture of mutual respect in the school that helps all students value themselves and others.
- Analyze the relationship between motivation and learning and factors that affect students' learning, motivation, and attitudes toward school.
- Analyze techniques and activities for helping students acquire and apply efficient learning strategies; gain goal-setting, problem-solving, and decision-making skills; and develop strategies to resolve or cope with situations that may hinder learning.
- Apply knowledge of techniques for encouraging students to assess their own needs, interests, and talents and direct their own learning behaviors in response to various demands and tasks.

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **Competency 0003**

#### **Apply knowledge of diversity issues related to school counseling and environments that promote respect and affirmation for all students.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of multicultural and pluralistic trends in education as well as cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
- Demonstrate knowledge of the ways in which diverse characteristics (e.g., race, culture, ethnicity, gender, sexual orientation, gender identity, physical and mental characteristics) may affect personality formation, vocational choice, and manifestation of strengths and difficulties in academic, career, and social/emotional development.
- Apply knowledge of sociocultural competencies related to diversity, equity, and opportunity; theories of multicultural counseling, identity development, and social justice; and how the school counselor's background and experiences influence the school counselor's attitudes and values.
- Apply knowledge of strategies for learning about diverse groups in the school community to inform counseling approaches, for implementing approaches that acknowledge students' diversity, and for creating an environment that is equitable for all students.
- Apply knowledge of experiential learning activities that foster students' understanding of self and others as well as the counselor's role in developing cultural awareness and promoting social justice and other culturally supported behaviors.
- Apply knowledge of strategies for teaching about the effects of oppression, discrimination, intolerance, and stereotyping, including intervening when students use inappropriate language or behaviors relating to issues of social and cultural diversity, and methods for helping eliminate biases, prejudices, and discrimination in the educational setting.

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **SUBAREA II—PROMOTING ACADEMIC, SOCIAL/EMOTIONAL, AND CAREER DEVELOPMENT**

#### **Competency 0004**

**Apply knowledge of formal and informal assessment methods; principles and procedures for selecting, administering, and interpreting educational assessments; and practices related to data-based decision making.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of types, characteristics, uses, and limitations of various formal and informal assessments (e.g., achievement tests, aptitude tests, computer-based tests, portfolios, case studies, observations) and the relationship between assessment and instruction.
- Apply knowledge of criteria and procedures for selecting formal and informal assessment methods in given contexts.
- Apply knowledge of nondiscriminatory assessment strategies for students from culturally and linguistically diverse backgrounds.
- Apply knowledge of procedures for engaging in ongoing assessment of student learning, providing appropriate feedback, and evaluating student progress.
- Analyze assessment results to identify individual student strengths and needs and to advocate for appropriate changes to a student's educational environment.
- Apply knowledge of principles and procedures for scoring tests, interpreting assessment results, and communicating assessment information and data to students, parents/guardians, other educators, and community members.

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **Competency 0005**

#### **Apply knowledge of principles and practices in instruction, academic development, and educational/career planning.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of the core counseling curriculum as a component of the developmental approach and how to use curriculum design, lesson plan development, and differentiated instruction in teaching counseling-related material.
- Apply knowledge of individual educational planning as a component of the developmental school counseling program and how to provide individual advisement to students to enhance their academic development.
- Analyze factors, issues, and procedures related to classroom placements and academic schedules.
- Apply knowledge of procedures for selecting student courses and curricula in various situations, including situations involving students with exceptionalities, and how to interpret various types of information (e.g., personal, academic achievement, graduation requirements) to evaluate possible curriculum choices.
- Apply knowledge of methods for helping students establish short- and long-term goals, monitor progress, and direct their own learning.
- Analyze strategies for helping students research and choose postsecondary programs, prepare for entrance exams, and fulfill admission requirements, including applications of technology in student planning (e.g., electronic portfolios, Internet-based activities).
- Apply knowledge of information sources and procedures for applying to colleges and universities; applying to vocational, technical, military, and apprenticeship programs; and seeking financial aid, loans, scholarships, and grants.

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **Competency 0006**

#### **Apply knowledge of principles, processes, and practices related to social/emotional development.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of variables that may affect students' social/emotional development (e.g., environment; gender; racial, ethnic, cultural, linguistic, and socioeconomic diversity; family and community characteristics).
- Apply knowledge of strategies for helping students acquire knowledge of their strengths, assets, personal values, beliefs, and attitudes, and ways to foster students' self-esteem, efficacy, and personal dignity so that they will develop positive attitudes toward themselves as unique and worthy individuals.
- Apply knowledge of strategies for helping students with making decisions, understanding the consequences of decisions and choices, developing resiliency, addressing issues of stress and anxiety, developing coping strategies for various situations (e.g., peer pressure, social media issues, life events), and recognizing the emotional and physical dangers of abuses (e.g., verbal, emotional, substance, sexual, physical).
- Apply knowledge of strategies for supporting students in setting healthy personal boundaries and understanding and asserting their rights.
- Apply knowledge of strategies for helping students acquire skills for communication and cooperation, gain understanding and appreciation of differences between people, and demonstrate tolerance.
- Apply knowledge of methods for helping students identify and express their feelings; develop anger-management and conflict-resolution skills; and get along with peers, parents/guardians, and authority figures.
- Demonstrate knowledge of the signs and symptoms of mental health issues in children and adolescents as well as the signs and symptoms related to living in a home or community where these issues exist.

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **Competency 0007**

#### **Apply knowledge of principles and practices in career development, career assessment, and career-related decision making.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of career development theories, decision-making models applicable to various grade levels, the phases of career development (e.g., awareness, exploration, orientation, preparation), and strategies for college and career readiness.
- Apply knowledge of goals and objectives of career development programs at various grade levels; college and career counseling processes, techniques, resources, and tools; and how to plan, organize, implement, administer, and evaluate an integrated career development program across grade levels that meets the needs of a diverse student population.
- Apply knowledge of the world of work (e.g., labor market information, job trends, education-to-career principles) and strategies for helping students develop skills in locating, evaluating, and interpreting career information, including the use of career resources and technologies.
- Apply knowledge of strategies for enhancing students' self-awareness (e.g., individual appraisal, appropriate college and career information, course selection alternatives, college and career exploration activities); assisting students in identifying and understanding their abilities, interests, problem-solving skills, and aptitudes; and helping students develop goal-setting and transition strategies.
- Demonstrate knowledge of career-related assessments (e.g., interest inventories, aptitude batteries, personality inventories) and how to interpret career assessment results.
- Apply knowledge of strategies for collaborating with community business and industry representatives to promote work-based learning opportunities and support and of ways to assist students with work-based learning opportunities, such as job shadowing and internships.

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **SUBAREA III—MEETING INDIVIDUAL, GROUP, AND SCHOOLWIDE NEEDS**

#### **Competency 0008**

##### **Apply knowledge of principles and procedures for individual counseling.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of theories and models of counseling, principles and goals of developmental counseling, and principles and techniques associated with specific counseling approaches.
- Apply knowledge of how to identify and utilize appropriate counseling techniques and strategies for individual students based on their background in given situations.
- Apply knowledge of strategies for assisting students in clarifying problems, considering causes, identifying alternative solutions and possible consequences to inform their actions, and coping with environmental and developmental problems.
- Apply knowledge of procedures and techniques for establishing effective counseling relationships (e.g., determining goals, considering ethical standards, solving problems, communicating effectively, providing appropriate activities) that meet the immediate needs of students as identified by students, parents/guardians, teachers, or other referrals.
- Apply knowledge of characteristics and needs of students who are at risk or have personal or family issues (e.g., substance abuse, pregnancy, chronic illness, depression, truancy, neglect, physical abuse, sexual abuse, effects of poverty) and of resources and supports available for these students and their families.
- Analyze the appropriateness of individual interventions in various contexts.

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **Competency 0009**

#### **Apply knowledge of principles and procedures for group counseling.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of the goals, functions, techniques, and coordination procedures for group counseling at the elementary, middle, and secondary levels.
- Demonstrate knowledge of criteria for selecting members for group counseling and of stages and characteristics of group development during group counseling.
- Apply knowledge of factors that affect group dynamics, strategies for alleviating problems related to group dynamics, and ethical considerations and issues during group counseling situations.
- Apply knowledge of appropriate procedures and activities for various types of group counseling sessions (e.g., small group, classroom) and principles and procedures for establishing and maintaining peer-support programs (e.g., peer mentoring, peer mediation, peer tutoring).
- Apply knowledge of procedures for planning and implementing group counseling sessions (e.g., selecting topics and presentation materials, determining group size and composition, scheduling, collaborating with teachers, using technology, providing follow-up activities, facilitating classroom management).
- Apply knowledge of group counseling methods, including orientations, behaviors, sensitivity, and self-awareness, and techniques for evaluating the effectiveness of group counseling.
- Apply knowledge of approaches used for other types of group work (e.g., task groups, focus groups, prevention groups, support groups, psychoeducational groups, developmental groups) in the educational setting.
- Analyze the appropriateness of group interventions in various contexts.

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **Competency 0010**

**Apply knowledge of principles and procedures for addressing schoolwide needs, including crisis prevention and intervention, and providing systems support.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of systems support as a component of the developmental school counseling program, procedures for initiating schoolwide programs, participation on decision-making teams, coordination of materials or services, and the school counselor's role as a change agent in the educational setting.
- Apply knowledge of how to provide activities that establish, maintain, and enhance the school counseling program as well as other educational programs in the school, including how to plan and present school counseling-related programs for use with parents/guardians, teachers/staff, and students.
- Apply knowledge of strategies for promoting, developing, and enhancing teamwork within the school and the community as well as how to build effective working teams of school staff, parents/guardians, and community members to promote the academic/educational, social/emotional, and career development of students.
- Apply knowledge of theories and models of individual, cultural, family, and community resilience; methods for promoting mental health and wellness; and programs that promote school safety and violence prevention.
- Demonstrate knowledge of what defines a crisis, the theory and techniques needed to implement a schoolwide crisis intervention plan, and skills needed for crisis intervention.
- Apply knowledge of how to design and implement prevention and intervention plans related to the effects of various factors (e.g., atypical growth and development, health and wellness, language, ability level, sociocultural issues, resiliency factors) on student learning.
- Apply knowledge of how to provide leadership to the school and community in a crisis and how to involve appropriate school and community professionals as well as families in a crisis situation.

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **SUBAREA IV—THE SCHOOL COUNSELING PROGRAM AND PROFESSIONAL KNOWLEDGE**

#### **Competency 0011**

**Apply knowledge of how to plan, implement, and evaluate a comprehensive school counseling program.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of goals and procedures associated with a program needs assessment and how to analyze the results of a needs assessment and other forms of data to identify needs, priorities, goals, and objectives for the school counseling program.
- Demonstrate knowledge of the organizational structure and components of an effective school counseling program that aligns with state and national standards as well as procedures for establishing school counseling policies (e.g., components of the American School Counselor Association [ASCA] National Model).
- Apply knowledge of procedures for developing and implementing a counseling curriculum and providing responsive and equitable counseling services to all students.
- Apply knowledge of current methods and technologies for using ongoing data collection and analysis to inform decision making and accountability in the school counseling program (e.g., instructional planning, program evaluation, school improvement).
- Apply knowledge of criteria for evaluating school counseling programs, strategies for conducting research and program evaluation, and effective methods for presenting program evaluation data.
- Demonstrate knowledge of planning and management tasks that support activities of the school counseling program, including preparation of a counseling calendar that reflects appropriate time commitments and priorities within a comprehensive school counseling program.
- Apply knowledge of how to use technology effectively and efficiently to plan, organize, implement, and evaluate a comprehensive school counseling program.

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **Competency 0012**

#### **Apply knowledge of procedures for effective communication, consultation, and collaboration with students, families, colleagues, and other professionals.**

*The following topics are examples of content that may be covered under this competency.*

- Apply knowledge of the principles and practices of effective communication, consultation, and collaboration.
- Apply knowledge of skills and strategies for communicating effectively with all students and their families and for conveying information to families about students' educational programs and progress.
- Analyze strategies for adapting counseling and consultative styles to meet the needs of students and families from diverse cultural backgrounds.
- Apply knowledge of how to help families support their children academically and understand the skills students need for academic and career success.
- Apply knowledge of principles and procedures for consulting and collaborating with teachers, administrators, families, and others inside and outside the school to build and maintain a strong support system for students.
- Apply knowledge of how to participate in multidisciplinary team meetings as well as how to locate resources in the community that can be used to improve students' achievement and success.
- Apply knowledge of the role of various individuals (e.g., school counselor, administrator, teacher, student, family) in a school-initiated referral or intervention and of conditions and procedures for referring students to other school or community resources.

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **Competency 0013**

**Apply knowledge of foundations and current issues in school counseling and the professional, legal, and ethical roles and responsibilities of school counselors.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of the history, philosophy, and current trends and issues in school counseling, including cultural, political, and social influences on current educational practices.
- Apply knowledge of the roles and responsibilities of the school counselor in given situations involving students, families, school personnel, and community.
- Demonstrate knowledge of advocacy in addressing institutional and social barriers that impede access and equity; supporting school policies, programs, and services that contribute to a positive school culture; and establishing and maintaining effective public relations.
- Apply knowledge of the qualities, principles, skills, and styles of effective leadership and strategies of leadership designed to enhance the learning environment of schools.
- Apply knowledge of professional and ethical standards and guidelines in various counseling contexts.
- Apply knowledge of the importance of ongoing self-assessment and professional development for school counselors and various methods for engaging in self-assessment and professional development.
- Apply knowledge of the legal responsibilities of school counselors (e.g., rights of students and parents/guardians regarding assessment, student records, and confidentiality; rules and procedures related to the education of students with special educational needs; guidelines regarding neglect, abuse, bullying, and sexual harassment).

## **FIELD 139: SCHOOL COUNSELOR TEST FRAMEWORK**

### **SUBAREA V—CONSTRUCTED-RESPONSE ASSIGNMENT**

#### **Competency 0014**

**Analyze data and other relevant information to identify and address an academic, social/emotional, or career need for individual students or group of students.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze various forms of data to identify academic, social/emotional, or career needs of individual students or groups of students.
- Integrate knowledge of effective counseling approaches and research- or evidence-based strategies/interventions to address academic, social/emotional, or career needs of individual students or groups of students.
- Apply knowledge of methods for involving others in supporting the implementation of strategies/interventions to address academic, social/emotional, or career needs of individual students or groups of students.
- Apply knowledge of methods for evaluating the effectiveness of counseling approaches and strategies/interventions used to address given academic, social/emotional, or career needs of individual students or groups of students.