

# PLACE<sup>®</sup>

## STUDY GUIDE

41 School Counselor



**Program for Licensing Assessments  
for Colorado Educators<sup>®</sup>**

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## **PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION**

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

## PART 2: FIELD-SPECIFIC INFORMATION

### TEST FIELD 41: SCHOOL COUNSELOR

#### INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

**TEST OBJECTIVES.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

**PRACTICE MULTIPLE-CHOICE QUESTIONS.** The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice 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 to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

## OBJECTIVES



### TEST FIELD 41: SCHOOL COUNSELOR

Human Growth and Development  
Counseling, Consultation, and Group Work  
Career Development and Educational Planning  
Appraisal and Assessment  
School Counseling Programs and Professional Orientation

#### HUMAN GROWTH AND DEVELOPMENT

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

Includes characteristics and stages of physical, motor, cognitive, language, social, and emotional development from early childhood to young adulthood; characteristics of developmental theories, including theories of cultural identity development; the relationship between development in one domain and development in other domains; and ways in which individual differences affect development.

**Understand the effects of developmental stages and other factors on counseling, education, and assessment.**

Includes ways in which development from early childhood to early adulthood may affect educational decisions and counseling and assessment strategies; the influence of social, cultural, and economic circumstances and racial, ethnic, language, gender, age, physical, and learning differences on personal growth, development, learning, behavior, and educational achievement; and the relationship of counseling to the continuum of student knowledge, development, and experiences.

**Understand principles of learning and methods for promoting cognitive development.**

Includes theories and principles of learning; behavioral and cognitive aspects of learning; the relationship between motivation and learning; factors that affect student motivation; the application of motivational principles in educational contexts; principles and methods for helping students develop problem-solving, decision-making, and goal-setting skills; activities and strategies for helping students acquire, apply, and adapt learning strategies; and techniques for encouraging students to assess their own needs, interests, and strengths based on their experiences and to direct their own learning behaviors.

**Understand principles of personality development and methods for promoting social and personal development.**

Includes theories of personality development; methods for helping students develop self-awareness, positive self-concept, and emotional well-being; principles and strategies for managing personal interactions and conflicts, establishing positive peer relationships, and understanding expectations in various social situations; and techniques for helping students develop stress-management and coping skills.

## COUNSELING, CONSULTATION, AND GROUP WORK

### **Understand theories and principles of counseling and consultation.**

Includes principles and goals of counseling; counseling and consultation theories, including both individual and systems perspectives; strategies for building rapport and developing trusting relationships; ways to adapt counseling strategies in response to the strengths, needs, and differences of students; characteristics of different consultation approaches; and strategies for selecting and applying a consultation approach in a given situation.

### **Understand individual counseling approaches.**

Includes developmental and preventive counseling; principles and techniques of various counseling approaches and their application to individual counseling situations; selecting counseling approaches that are developmentally appropriate and meet the needs of the individual; and methods for establishing effective counseling relationships with students, determining goals, solving problems, and communicating appropriately regarding individual counseling situations.

### **Understand group counseling and guidance approaches.**

Includes the functions, goals, techniques, and coordination of developmentally appropriate group counseling and group guidance; criteria and procedures for selecting individuals for group counseling; stages of group development; principles of group dynamics; ethical considerations and issues in group counseling situations; applying communication and negotiation skills for moving groups toward consensus or resolving conflicts; group guidance presentation modes (e.g., small group, classroom, assembly); and procedures for selecting, planning, implementing, and evaluating group counseling and group guidance activities.

### **Understand crisis intervention and referral procedures.**

Includes appropriate crisis and emergency interventions for various individual and group situations; conditions and procedures for referring students to other school or community resources; and the roles of the counselor, student, family, and administrator in school-initiated interventions and referrals.

### **Understand the diversity of students and the implications of this diversity for school counseling.**

Includes the importance of demonstrating awareness and sensitivity regarding student diversity and of providing equitable and effective counseling services for all students; methods of gaining knowledge and insights about individual students or groups of students; factors that influence personal and group values; ways to determine the strengths and needs of individual students; strategies for responding to the needs of individual students; and strategies for eliminating inequities caused by social and institutional factors that inhibit student achievement.

## CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

### **Understand career choice programs and career counseling processes, techniques, and resources.**

Includes theories of career development and occupational choice and their applications to various educational situations; goals and objectives of career choice programs; ethical issues related to career counseling; procedures and considerations for establishing and directing career education courses and information programs; career counseling processes and techniques, including those applicable to special and diverse populations; techniques for assisting students in their development of job-search skills; sources of career, avocation, education, and labor market information; and the role of community resources in a career choice program.

**Understand career assessment and decision-making procedures.**

Includes types and characteristics of various career assessment methods; techniques for assisting students in exploring their interests, abilities, and personality characteristics; methods of interpreting career assessment results; models of decision making and their application to career choice activities; criteria for comparing career opportunities and making career decisions in various situations; and the use of appropriate resources to aid in career-related assessments and decision making.

**Understand postsecondary educational planning procedures and resources.**

Includes admission requirements, admission options, and application procedures used by postsecondary educational institutions; strategies and resources for helping students explore and choose postsecondary programs, prepare for entrance exams, and fulfill admission requirements; sources of information and procedures for seeking financial aid, loans, scholarships, and grants; sources of information and techniques for applying to colleges and universities and to vocational, trade, and technical schools; and knowledge of dual-credit options.

**Understand educational placement in relation to career goals.**

Includes procedures and concerns related to students' classroom placements, course schedules, and graduation requirements; techniques for helping students assess their individual strengths, weaknesses, and differences in relation to educational achievement and postsecondary planning; procedures for selecting courses; and the interpretation of various types of information to identify possible curriculum choices as they relate to career interests and goals.

## APPRAISAL AND ASSESSMENT

**Understand psychometric concepts and the foundations of various assessment techniques.**

Includes basic psychometric concepts (e.g., validity, reliability, measures of central tendency, correlation); and the purposes and historical and theoretical bases of various assessment techniques (e.g., norm- and criterion-referenced tests, performance assessments, behavioral observations).

**Understand principles and characteristics of educational measurement, evaluation, assessment, and appraisal methods.**

Includes types, characteristics, methods, uses, and limitations of various qualitative and quantitative assessment and appraisal techniques (e.g., standardized tests, environmental assessments, group test methods, computer-assisted methods); criteria and procedures for selecting assessment methods and creating and adapting assessment instruments; and the relationship of assessment to instruction and counseling.

**Understand how to administer and interpret a variety of educational assessments.**

Includes appropriate procedures for a variety of assessment situations; the management of computer-based testing programs; test-scoring procedures; interpreting assessment results; and communicating assessment results to students, families, and educational staff.

**Understand ethical and equity issues related to assessment.**

Includes ethical and legal issues related to student assessment (e.g., privacy); appropriate reporting and use of assessment results; the implications of social, cultural, geographic, economic, racial, ethnic, language, gender, age, and special needs factors on assessment and evaluation of individuals and groups; knowledge of instructional accommodations related to testing; and principles of nondiscriminatory assessment design, construction, and administration.

## SCHOOL COUNSELING PROGRAMS AND PROFESSIONAL ORIENTATION

### **Understand the structure and function of a comprehensive, developmental school guidance program.**

Includes goals and objectives of a comprehensive, developmental school guidance program; principles and procedures of guidance curriculum design, implementation, and evaluation; procedures and requirements for organizing and managing individual planning, educational transitions, responsive services, and systems support; the establishment of school counseling and guidance policies; the use of technology to support program goals and objectives; and strategies for promoting the use of counseling and guidance activities and programs by the total school community.

### **Understand methods for determining program needs, priorities, and objectives.**

Includes principles of program evaluation; basic types of research methods; basic parametric and nonparametric statistics; types, principles, practices, and applications of needs assessments; methods of managing, analyzing, and presenting data to facilitate data-driven decisions; procedures for making recommendations based on needs assessment results; determining priorities based on data or student needs; and formulating program objectives to address program needs and priorities.

### **Understand the advocacy roles of the school counselor and the counselor's functions in conjunction with the roles of other professionals, support personnel, families, and community agencies.**

Includes the role of the school counselor in protecting and promoting the interests of students and their families; the counselor's role in advocating on behalf of the school counseling profession and other school professionals; effective advocacy strategies; principles and procedures for consulting and collaborating with school personnel, families, and community agencies to provide an effective support system for students; training and orientation methods; and methods of communicating and conveying information about a student's educational program and progress.

### **Understand the history, philosophy, and trends of school counseling and the ethical standards and guidelines of the profession.**

Includes the historical development of school counseling; the philosophical foundations of school counseling and how they influence practice; recent trends and issues in school counseling and their implications for the profession; the importance of ethical standards to the practice of school counseling; characteristics and purposes of the ethical standards of the American School Counselor Association; and the appropriate application of ethical standards as a school counselor.


### **Understand strategies for maintaining high levels of professional knowledge and skills.**

Includes types and characteristics of sources of information about the school counseling profession; the role of professional associations and organizations; strategies for advancing professional skills; the importance and obligation of lifelong learning; and developing and maintaining counseling networks.

### **Understand legal and ethical issues relevant to school counseling.**

Includes federal and state laws, regulations, and procedures that affect schools and school counseling (e.g., Americans with Disabilities Act, Colorado Children's Code, 504 Plan, Colorado Safe Schools Act); the legal rights of students and families; legal and ethical issues related to confidentiality and multiple-role relationships; and legal issues related to the education of students.

## PRACTICE QUESTIONS: SCHOOL COUNSELOR



1. A school counselor is working with a group of fourth-grade students to develop the socioemotional skills needed to negotiate peer interactions. Which of the following guidance activities would be most appropriate for a session designed to help the students develop their ability to understand the point of view of others?
  - A. a bibliocounseling activity in which students are asked to comment on the thoughts and feelings of characters in a story
  - B. a play media activity in which students are encouraged to express their feelings about one another
  - C. a classroom guidance activity in which students listen to a presentation on social skills by the school psychologist
  - D. a verbally based guidance activity in which students are asked to analyze cause-and-effect relationships in their own behavior
2. When providing counseling to a student, a school counselor is most likely to use a systems approach to:
  - A. identify the support mechanisms that may be necessary to help the student achieve his or her goals.
  - B. understand how the student's behavior patterns are affected by family relationships.
  - C. organize the counseling sessions to follow a particular sequence of steps.
  - D. determine how the student's physical health is affecting the student's mental health.
3. Which of the following is a major advantage of establishing student counseling groups as closed groups rather than open groups?
  - A. In closed groups, members are selected to discuss one concern or problem, while members of open groups may discuss any topic.
  - B. Closed groups provide students with a greater degree of privacy and confidentiality than do open groups.
  - C. In closed groups, the membership of the group does not change, so the group dynamics remain somewhat constant.
  - D. Closed groups meet for limited amounts of time, so they are more focused than open groups, which can meet indefinitely.

4. Which of the following factors has the greatest effect on a child's successful emotional adjustment to a new culture?
- A. the economic status of the family prior to the transition
  - B. the self-esteem of the child
  - C. the similarity between the child's primary culture and the new culture
  - D. the academic and cognitive abilities of the child
5. After several sessions with the school counselor, Jamal, a ninth-grade student, has identified five occupations that match reasonably well with his interests and abilities. The school counselor can best help Jamal further narrow his choices among these career alternatives by having him:
- A. visit workplaces where people are employed in one or more of the occupations he has identified.
  - B. identify ways in which the five occupations he has identified differ from forms of employment that he finds less desirable.
  - C. gather information on the history of job availability in the five occupations he has identified.
  - D. prepare a list of the advantages and disadvantages of the five occupations he has identified.
6. Tara is a high school senior who did very poorly in most classes prior to her senior year, when her academic performance showed marked improvement. She now wants to attend college and has asked the school counselor whether she should attempt to explain her earlier difficulties on college application forms. Which of the following would be the most appropriate strategy for the counselor to recommend?
- A. Tara should find a place somewhere on the application to offer a detailed explanation of her earlier difficulties.
  - B. Tara should forget her earlier difficulties and make no mention of them on the application forms.
  - C. Tara should include a separate sheet of paper presenting her earlier difficulties as symptoms of special needs.
  - D. Tara should explain in the personal essay how overcoming her earlier difficulties made her a better person.

7. Intelligence testing has most often generated controversy when proponents of such assessments claimed the tests could be used to:
  - A. develop age-level norms for schoolchildren.
  - B. identify each student's readiness for learning.
  - C. measure the innate intelligence of examinees.
  - D. identify students requiring special educational services.
8. Effective implementation of a comprehensive developmental schooling and guidance program depends in large part on the ability of counselors to:
  - A. obtain assistance from consultants and other specialists in meeting program objectives.
  - B. establish realistic criteria for evaluating the program.
  - C. communicate the program's philosophy to other members of the school community.
  - D. use educational technology in appropriate ways to attain program goals.
9. During the course of the twentieth century, the main focus of guidance and counseling programs in U.S. schools has shifted from:
  - A. basic skill development to preventing delinquency.
  - B. psychometric testing to promoting mental health.
  - C. occupational placement to maximizing student potential.
  - D. crisis intervention to facilitating social adjustment.
10. Professional organizations, such as the American School Counselor Association and the Association for Counselor Education and Supervision, have most influenced the professional preparation of school counselors through:
  - A. their development of accreditation and certification standards.
  - B. the state and national conferences they have organized for association members.
  - C. their efforts to promote public interest in the counseling profession.
  - D. the newsletters and journals that they publish for association members.

## ANSWER KEY: SCHOOL COUNSELOR



<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>A</b>	Understand principles of personality development and methods for promoting social and personal development.
2.	<b>B</b>	Understand theories and principles of counseling and consultation.
3.	<b>C</b>	Understand group counseling and guidance approaches.
4.	<b>B</b>	Understand the diversity of students and the implications of this diversity for school counseling.
5.	<b>D</b>	Understand career assessment and decision-making procedures.
6.	<b>D</b>	Understand postsecondary educational planning procedures and resources.
7.	<b>C</b>	Understand psychometric concepts and the foundations of various assessment techniques.
8.	<b>C</b>	Understand the structure and function of a comprehensive, developmental school guidance program.
9.	<b>C</b>	Understand the history, philosophy, and trends of school counseling and the ethical standards and guidelines of the profession.
10.	<b>A</b>	Understand strategies for maintaining high levels of professional knowledge and skills.