

# **MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)**

## **TEST OBJECTIVES FIELD 051: SCHOOL COUNSELOR**

<b>Subarea</b>	<b>Range of Objectives</b>	<b>Approximate Test Weighting</b>
I. Student Diversity and Assessment	001–002	29%
II. Comprehensive School Counseling Program	003–005	42%
III. The Professional Environment	006–007	29%

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# MICHIGAN TEST FOR TEACHER CERTIFICATION

## TEST OBJECTIVES FIELD 051: SCHOOL COUNSELOR

### I. STUDENT DIVERSITY AND ASSESSMENT

#### 001 Understand diversity and equity issues in school counseling.

Includes:

- applying knowledge of diversity (e.g., race, ethnicity, nationality, citizenship, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status) and of the implications of diversity for school counseling
- applying knowledge of equity issues in school counseling related to student diversity (e.g., social justice, identity development, cross-cultural influences on the functioning of students and counselors) and strategies (e.g., schoolwide initiatives) for identifying and eliminating inequities (e.g., achievement gap) caused by factors (e.g., social, institutional) that may inhibit student achievement
- demonstrating knowledge of concepts related to multicultural sensitivity and competence, including the importance of culturally responsive counseling to promote the success of all students and the ethical responsibility to continue professional development in this area
- applying knowledge of strategies for working effectively with and advocating for students whose values, beliefs, goals, or other characteristics differ from one's own
- demonstrating knowledge of strategies for analyzing and addressing a diversity or equity issue in a given school counseling context

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**TEST OBJECTIVES  
FIELD 051: SCHOOL COUNSELOR**

**002 Understand student assessment and evaluation.**

Includes:

- demonstrating knowledge of the nature and range of human characteristics and appraisal methods in individual and group analysis
- applying knowledge of the role of diversity issues pertinent to the assessment of individuals, groups, and specific populations
- applying knowledge of strategies for selecting, administering, scoring, and interpreting assessment and evaluation instruments, including strategies for explaining test results to students, parents/guardians, and staff
- demonstrating knowledge of the types, characteristics, uses, and limitations of various assessment and evaluation instruments
- demonstrating knowledge of how to analyze and use assessment data to identify individual students' strengths and needs, guide instructional planning, monitor student progress, and improve student outcomes (e.g., interventions, Section 504 Plan, IEP)
- demonstrating knowledge of assessment methods and procedures (e.g., accommodations) for a variety of assessment situations, including those involving students with specific educational needs
- demonstrating knowledge of techniques, including the use of technology, for collecting, analyzing, and disaggregating data related to student success

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**II. COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

**003 Understand the development and implementation of a developmental guidance curriculum that promotes students' academic, career, and personal/social development.**

Includes:

- applying knowledge of how to advocate for and integrate the developmental guidance curriculum into the total school curriculum to assist all students in maximizing their academic, career, and personal/social development
- applying knowledge of how to plan curriculum and develop teaching strategies to create and deliver a developmental guidance curriculum that reflects student diversity and fosters the success of all students
- demonstrating knowledge of how the developmental guidance curriculum promotes student achievement
- demonstrating knowledge of strategies for collaborating with staff in planning guidance curriculum
- demonstrating knowledge of how to analyze and use data to design and evaluate a developmental guidance curriculum focusing on the needs of all students
- demonstrating knowledge of strategies for using technology to identify, access, collect, and analyze data related to program effectiveness

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**TEST OBJECTIVES**  
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**004 Understand vocational, educational, and career development and planning.**

Includes:

- demonstrating knowledge of major career development theories
- applying knowledge of career and educational planning, implementation, and evaluation to ensure that all students are ready by grade 12 to transition to postsecondary education and/or careers
- demonstrating knowledge of strategies for connecting postsecondary goals (e.g., career, college, military, vocational training, employment, school-to-work transitions) to students' academic preparation and aspirations
- demonstrating knowledge of how to use technology to facilitate career development and exploration activities with students
- applying knowledge of the role of diversity and equity issues as they relate to educational and career planning
- applying knowledge of strategies for helping students explore, research, plan, and select postsecondary options
- applying knowledge of tools, resources, and methods associated with career and educational planning (e.g., interest inventories, personality inventories, skills assessments) and strategies for helping students select curricula and coursework that support their achievement of future goals
- demonstrating knowledge of how to promote families' early understanding of the interrelationship between the academic process and students' future success
- demonstrating knowledge of how to use technology to identify, access, collect, and analyze data related to the effectiveness of the career development program in promoting students' college and career readiness

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**TEST OBJECTIVES**  
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**005 Understand responsive services including individual and group counseling and referral and crisis intervention.**

Includes:

- demonstrating knowledge of theories, models, and processes of counseling and consultation, including counseling theory and practice as they apply to administration, coordination, professional relationships, and ethics
- applying knowledge of individual and group counseling approaches that promote student success through academic, career, and personal/social development
- demonstrating knowledge of consultation and collaboration with students, families, school personnel, and appropriate professionals regarding the identification of and interventions for behavioral and educational concerns
- demonstrating knowledge of community resources and skills to make appropriate referrals
- demonstrating knowledge of issues that may affect the development, well-being, and functioning of students
- applying knowledge of strategies for identifying and assisting students with academic, emotional, interpersonal, and behavioral challenges
- applying knowledge of crisis counseling and intervention strategies for students, families, schools, and communities facing crisis situations
- applying knowledge of how to implement developmental approaches to assist all students (in accordance with the State Board of Education [SBE] Universal Education Vision and Principles) and caregivers at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education, school to new school)
- demonstrating knowledge of strategies for using technology to identify, access, collect, and analyze data related to the effectiveness of responsive services

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**III. THE PROFESSIONAL ENVIRONMENT**

**006 Understand school counselor leadership skills in the school setting.**

Includes:

- demonstrating knowledge of the school counselor's role as leader and change agent for the purpose of supporting students' current and postsecondary success
- demonstrating knowledge of strategies school counselors can use to generate and participate in schoolwide initiatives (e.g., school improvement, career and college awareness, diversity awareness, safety initiatives, conflict resolution, antibullying) to enhance the school learning environment and promote the well-being and success of all students
- demonstrating knowledge of strategies for training and supervising support personnel (e.g., clerical, paraprofessional) in the completion of appropriate support activities, including but not limited to data entry and scheduling
- demonstrating knowledge of strategies and activities for facilitating staff development
- demonstrating knowledge of the school counselor's role as an advocate, including effective ways to advocate for the success of all students in accordance with the SBE Universal Education Vision and Principles
- demonstrating knowledge of the school counselor's advocacy role in ensuring that all students have opportunities to achieve their postsecondary goals
- demonstrating knowledge of strategies for advocating for a comprehensive school counseling program
- demonstrating knowledge of the school counselor's potential future role as a supervisor to interns and counselors

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**TEST OBJECTIVES**  
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**007 Understand professional roles and responsibilities of the school counselor.**

Includes:

- demonstrating knowledge of the philosophy, principles, and practice of guidance services, including the history of school counseling and current trends and issues in the profession
- demonstrating knowledge of the school setting and the relationship between the Michigan Comprehensive School Counseling Program and the total educational program
- applying knowledge of ethical behavior and professional responsibilities related specifically to school counseling (e.g., applying the principles and standards outlined in the American School Counselor Association [ASCA] Code of Ethics and Standards, engaging in ongoing professional development, participating in the collaboration and referral process)
- demonstrating knowledge of policies, laws, and legislation relevant to school counseling and education
- demonstrating knowledge of the role of the school counselor in relation to the roles of other professional and support personnel in the school and caregivers in the home and community to facilitate the successful development and achievement of all students in accordance with the SBE Universal Education Vision and Principles
- demonstrating knowledge of the role of the school counselor in supporting the retention and matriculation of all students and providing targeted support as needed
- demonstrating knowledge of how to analyze and use data (i.e., using statistics, research methodology, assessment and measurement methods, and follow-up evaluations) to increase the effectiveness of school counseling programs
- demonstrating knowledge of how to use technology to identify, access, collect, and analyze data related to the effectiveness of the comprehensive school counseling program

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