

NEW MEXICO TEACHER ASSESSMENTS™

FIELD 34: SCHOOL COUNSELOR

TEST FRAMEWORK

January 2007

Subarea		Range of Competencies	Test Proportion
I.	Human Development and Learning	0001–0003	25%
II.	Counseling	0004–0008	32%
III.	School Counseling Programs and Professional Knowledge	0009–0012	43%

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Field 34: School Counselor

Test Framework

Human Development and Learning
Counseling
School Counseling Programs and Professional Knowledge

SUBAREA I—HUMAN DEVELOPMENT AND LEARNING

0001 Understand human growth and development from early childhood to adulthood.

For example:

- demonstrate knowledge of stages and characteristics of physical, motor, cognitive, language, social, and emotional development from early childhood to young adulthood
- identify principles and characteristics of various developmental theories, including theories of family development
- identify theories and principles of learning, including behavioral and cognitive aspects of learning
- demonstrate knowledge of the influence of social, cultural, physical, linguistic, cognitive, and economic circumstances on personal growth and development
- recognize ways in which developmental factors may affect counseling and assessment strategies

0002 Understand principles and methods for supporting academic development.

For example:

- demonstrate knowledge of factors that affect student motivation in educational contexts (e.g., culture, ethnicity, nationality, gender)
- recognize principles and methods for helping students develop problem-solving, decision-making, and goal-setting skills and for acquiring and applying efficient learning strategies
- apply knowledge of techniques for encouraging students to assess their own needs, interests, and strengths based on their experience and to direct their own learning behaviors

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0003 Understand principles of and methods for promoting personal and social development.

For example:

- recognize theories of personal and social development and theories of human behavior
- apply knowledge of situational and environmental factors that affect behavior
- recognize strategies for assisting students, staff, and others in understanding personal and social development (e.g., managing personal interactions and conflicts, establishing positive peer and family relationships, understanding expectations in various social and cultural situations)
- identify methods for helping students develop self-awareness, positive self-concept, and emotional well-being
- demonstrate knowledge of techniques for helping students develop stress-management and coping skills

SUBAREA II—COUNSELING

0004 Understand principles of and procedures for individual and group counseling.

For example:

- demonstrate knowledge of principles of and techniques for selecting various counseling approaches (e.g., developmental, preventive) that are developmentally appropriate and that meet the needs of the individual
- apply knowledge of strategies and methods, including mediation and conflict resolution, for working with students, families, and staff
- identify ways to facilitate developmentally appropriate groups and to present information on pertinent issues (e.g., chemical dependency, teenage pregnancy, suicide, dropping out, various forms of abuse)
- recognize criteria and procedures for selecting members for group counseling
- apply knowledge of principles of group dynamics, including communication and negotiation skills
- identify strategies for providing effective counseling services to a diverse population

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0005 Understand intervention and referral procedures.

For example:

- apply knowledge of appropriate interventions for situations that may be detrimental to individual well-being (e.g., abuse/neglect, learning/emotional disabilities, physical disabilities)
- demonstrate knowledge of appropriate crisis interventions in various contexts
- identify conditions and procedures for making referrals to other school or community resources

0006 Understand educational placement and planning in relation to career goals.

For example:

- identify methods for providing information to students and their families to aid in their understanding of the relationship between educational goals and career interests
- demonstrate knowledge of assessments and other procedures related to students' classroom placements and course selections
- recognize appropriate strategies for interpreting test results and communicating these results to students, families, and staff
- demonstrate knowledge of career counseling processes and techniques, including those applicable to special and diverse populations
- identify procedures for establishing and directing career education courses and information programs for students, families, and staff

0007 Understand career assessment and decision-making procedures.

For example:

- demonstrate knowledge of characteristics of various career assessment methods
- recognize methods of interpreting career assessment results
- identify techniques for helping students explore their abilities, interests, and personality characteristics in relation to career options
- apply knowledge of appropriate sources of educational and occupational information and of procedures for career-related decision making, including use of technological applications

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0008 Understand postsecondary educational planning.

For example:

- recognize strategies for helping students research and choose postsecondary programs, including colleges, universities, and trade, technical, and apprenticeship programs
- identify methods for advising students about preparing for entrance exams, fulfilling admission requirements, and applying to postsecondary programs
- apply knowledge of procedures for gathering information about and applying for financial aid, loans, scholarships, and grants

SUBAREA III—SCHOOL COUNSELING PROGRAMS AND PROFESSIONAL KNOWLEDGE

0009 Understand procedures for developing and implementing a comprehensive school counseling program based on ASCA National Standards that focuses on the academic, career, and personal/social development of all students.

For example:

- recognize methods for assessing local needs to determine priorities for the school counseling program
- demonstrate knowledge of ways to use data to formulate measurable program objectives and to identify specific tasks and strategies for achieving those objectives
- recognize the importance of designing a school counseling program that serves all students at the prevention level and provides services that are equitable and responsive to the cultural and socioeconomic differences of students
- identify appropriate ways to collaborate with administrators and others to develop and implement policies relevant to the school counseling program
- apply knowledge of program evaluation methods, including methods for coordinating continual, data-driven evaluation of the school counseling program
- identify ways to use technology in the design, implementation, monitoring, and evaluation of the school counseling program
- recognize the importance of ongoing professional development, including reflecting on personal and professional limitations, and of keeping informed about developments within the profession at the local, state, and national levels

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0010 Understand procedures for communicating and collaborating with the school community to support the school counseling program.

For example:

- identify effective methods for communicating with the school community about the school counseling program and for helping integrate the program into the total school program
- recognize procedures for collaborating with faculty and staff on issues that affect students and for encouraging the inclusion of a student-oriented philosophy in all school activities
- apply knowledge of appropriate ways to assist faculty and staff in developing rapport with students to maximize their learning potential and reduce the effects of learning barriers
- identify methods for assisting teachers in identifying students who might benefit from counseling and in providing teachers with feedback on those students as appropriate

0011 Understand procedures for communicating, consulting, and collaborating with students' families and the community with sensitivity to and respect for linguistic and cultural diversity.

For example:

- identify effective ways to communicate with students' families about services offered by the school counseling program and by community resources and organizations
- identify ways to establish and maintain contact with relevant community resources and to inform them about services available within the school counseling program
- recognize methods for working with school administrators to develop relationships with community resources to support the school counseling program
- identify appropriate ways to serve as a liaison between the school and the community regarding issues pertinent to the learning environment of the school

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0012 Understand legal and ethical issues relevant to school counseling.

For example:

- demonstrate knowledge of federal and state laws, regulations, and procedures that affect schools and school counseling programs
- apply knowledge of the legal rights of students and families, including rights regarding assessment and student records
- identify legal and ethical issues related to confidentiality, including storage and transmission of student information