

FIELD 510: SCHOOL COUNSELOR

TEST FRAMEWORK

April 2022

Content Domain	Range of Competencies	Approximate Percentage of Test Score
I. Knowledge of Learners	0001–0003	30%
II. The Comprehensive School Counseling Program	0004–0008	50%
III. The Professional School Counselor	0009–0010	20%

Copyright © 2023 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, 300 Venture Way, Hadley, MA 01035

NES, the NES logo, Pearson, the Pearson logo, and National Evaluation Series are trademarks, in the U.S. and/or other countries, of 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).

This document may not be reproduced for commercial use but may be copied for educational purposes.

FIELD 510: SCHOOL COUNSELOR

TEST FRAMEWORK

KNOWLEDGE OF LEARNERS

0001 Understand principles and stages of human development from early childhood through young adulthood and factors that may affect development.

- Demonstrate knowledge of various theories of development and the characteristics, stages, and processes of physical, cognitive, social/emotional, and language development from early childhood through young adulthood.
- Demonstrate knowledge of developmental challenges at different stages of development and how to support students' development across domains.
- Demonstrate knowledge of developmental variation, the interrelatedness of developmental domains, and how this interrelatedness may affect students' performance and behavior.
- Apply knowledge of variables that may influence a student's development and behavior (e.g., environment, health, language fluency, trauma, culture, gender identity, ethnicity, race).
- Apply knowledge of characteristics and educational needs of students with exceptionalities (e.g., learning disability, gifted and talented, communication disorder, sensory and physical impairment) and their implications for students' development and learning.
- Apply knowledge of how to plan and implement developmentally appropriate activities, experiences, and interventions that are responsive to students' needs and facilitate optimal development.

**FIELD 510: SCHOOL COUNSELOR
TEST FRAMEWORK**

0002 Understand theories and processes of learning and factors that may affect learning.

- Demonstrate knowledge of learning theories, how students construct knowledge and acquire skills, and how to apply this knowledge in various counseling contexts.
- Demonstrate knowledge of factors that can affect a student's learning (e.g., developmental level, preferred learning modality, stress or anxiety, life experiences, background knowledge, culture, environment).
- Apply knowledge of the characteristics and learning needs of students within special populations (e.g., gifted and talented, special education, Section 504 supports, homeless, in foster care, English learners, immigrants, LGBTQ+).
- Apply knowledge of developmentally appropriate, evidence-based strategies for identifying and building on students' strengths and helping students acquire effective learning strategies.
- Apply knowledge of the relationship between motivation and learning and factors that promote or diminish students' motivation to learn.
- Apply knowledge of the techniques and activities for supporting students in applying specific learning strategies; assessing their own interests, needs, and talents; and directing their own learning.

**FIELD 510: SCHOOL COUNSELOR
TEST FRAMEWORK**

0003 Understand diversity issues and cultural competence related to school counseling and environments that promote respect and affirmation for all students.

- Demonstrate knowledge of ways in which the manifestation of students' strengths and challenges may be affected by diverse characteristics (e.g., race, culture, ethnicity, religion, gender identity, sexual orientation, socioeconomic status, immigration status, exceptionality).
- Demonstrate knowledge of strategies for promoting understanding of, sensitivity to, and interaction with students' diverse characteristics and for fostering awareness, appreciation, and respect for diversity.
- Apply knowledge of strategies for making all students feel welcome and creating an inclusive and respectful learning community where students assume responsibility, participate in decision making, and work independently as well as collaboratively in learning activities.
- Apply knowledge of experiential learning activities that foster students' understanding of self and others as well as strategies for promoting social justice and other culturally supported behaviors.
- Demonstrate knowledge of sociocultural competencies related to diversity, equity, and the opportunity gap; theories of multicultural counseling, identity development, and social justice; and the importance of acknowledging personal biases, addressing personal prejudice, and promoting culturally responsive behaviors that affirm all students' humanity.
- Demonstrate knowledge of restorative practices, mediation, and conflict resolution strategies and ways to support the development of programs within the school environment that support these practices and strategies.
- Demonstrate knowledge of strategies for teaching about bias, stereotyping, prejudice, discrimination, and oppression, including how these issues may affect students, and strategies for intervening with students who demonstrate inappropriate behaviors.

FIELD 510: SCHOOL COUNSELOR TEST FRAMEWORK

THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

0004 Understand practices and strategies for designing and implementing a counseling curriculum and instruction that facilitates students' academic, social/emotional, and career development.

- Demonstrate knowledge of the core counseling curriculum as a component of the developmental school counseling program and how to use curriculum design, lesson plan development, differentiated instruction, assessment of student competency attainment, and classroom management in teaching counseling-related material.
- Apply knowledge of how to analyze various types of data (i.e., process, perception, and outcome) and other information to identify students' strengths and needs to inform the development of a data-driven counseling curriculum.
- Demonstrate knowledge of the scope and sequence of student competencies in the core areas of the counseling curriculum and strategies for supporting students in setting and attaining challenging educational, social/emotional, and career goals.
- Apply knowledge of instructional strategies, activities, and resources to promote students' acquisition of developmentally appropriate knowledge, skills, and abilities in the counseling curriculum and strategies for working collaboratively to integrate counseling and academic curricula.
- Apply knowledge of the characteristics and uses of various formal and informal assessments; the relationship between assessment and instruction; procedures for engaging in ongoing monitoring of students' knowledge, skills, and abilities; and strategies for providing appropriate and relevant feedback.
- Apply knowledge of the components of and techniques for promoting social/emotional learning across grade levels (e.g., social skills, mental health, emotional wellness).
- Demonstrate knowledge of emerging multicultural and pluralistic issues (e.g., addressing systemic racism) to address when developing or selecting a counseling curriculum that promotes positive images of individuals from diverse backgrounds.

FIELD 510: SCHOOL COUNSELOR TEST FRAMEWORK

0005 Understand how to provide responsive services to address students' needs, concerns, and challenges in the academic, social/emotional, and career development domains.

- Demonstrate knowledge of responsive services as a component of the developmental school counseling program and how to design and implement appropriate services for fostering resiliency and facilitating students' development of strategies for coping with stress, anxiety, and challenging situations (e.g., peer pressure, social media, life events).
- Apply knowledge of how to design, implement, and evaluate intervention plans within a multi-tiered system of supports; link interventions to assessment data; and consider factors (e.g., cultural, socioeconomic, race, ethnicity, linguistic, experiential, identity) related to the use of data.
- Apply knowledge of theories, methods, and procedures for counseling individuals in various situations as well as evidence-based practices, techniques, and skills associated with various individual counseling approaches.
- Apply knowledge of theories, methods, and procedures for counseling groups in various situations, including knowledge of group dynamics and productive interactions, as well as evidence-based practices, techniques, and skills associated with various group counseling approaches.
- Demonstrate knowledge of problem-solving strategies for helping students and families clarify problems, consider contributing factors, and identify alternative solutions to resolve problems and cope with challenges.
- Demonstrate knowledge of techniques for helping students develop decision-making skills, recognize the relationship between decisions and outcomes, and understand the potential consequences of choices.
- Apply knowledge of preventive, responsive, and crisis levels of services as well as crisis counseling methods and intervention strategies for students, families, schools, and communities facing emergency situations.
- Demonstrate knowledge of signs and symptoms of mental health and trauma-related issues in children and adolescents as well as a variety of intervention skills and trauma-informed practices to respond effectively to the needs of individuals and groups experiencing crises or other traumatic situations.

**FIELD 510: SCHOOL COUNSELOR
TEST FRAMEWORK**

0006 Understand techniques and strategies for supporting students in establishing, monitoring, and managing their educational plans to achieve academic and college and career goals.

- Demonstrate knowledge of individual career and college readiness planning as a component of the developmental school counseling program; how to provide individual advisement to students; and strategies for guiding students as they plan, monitor, and direct their own learning, including applications of technology in this process.
- Demonstrate knowledge of factors and procedures related to academic placement and course selection in various situations for students with various strengths and needs and how to interpret various types of information (e.g., personal, academic achievement, graduation requirements) to evaluate possible curriculum choices.
- Apply knowledge of strategies for promoting students' awareness, development, and application of academic study skills as well as methods for helping students establish short- and long-term goals.
- Apply knowledge of strategies for helping students fulfill graduation requirements, research and choose postsecondary programs, prepare for entrance examinations, and meet admission requirements.
- Apply knowledge of strategies for supporting students in identifying and understanding their abilities, interests, and aptitudes and for assisting all students with programs of study to prepare effectively for secondary and postsecondary educational or employment opportunities.
- Apply knowledge of theories, models, and principles of career development as well as strategies for enhancing students' career awareness, providing developmentally appropriate career guidance to students, and facilitating students' development of career plans.
- Demonstrate knowledge of information sources and procedures for applying to colleges, universities, vocational programs, technical programs, military programs, and apprenticeship programs as well as where and how to apply for various forms of financial assistance.

FIELD 510: SCHOOL COUNSELOR TEST FRAMEWORK

0007 Understand procedures, processes, and strategies for providing systems support.

- Demonstrate knowledge of systems support (e.g., formation of school policies and programs to address identified school needs, development of schoolwide programs to promote positive outcomes for students) as a component of a comprehensive school counseling program and the school counselor's role as a change agent in support of systemic improvement.
- Demonstrate knowledge of the school counselor's role as a participant on decision-making teams (e.g., advisory boards, school improvement committees, student support teams, curriculum committees).
- Demonstrate knowledge of the components of individual, family, community, and cultural resilience and methods for promoting mental health and wellness.
- Apply knowledge of procedures for planning, designing, and implementing schoolwide programs (e.g., drug education, bullying prevention, personal safety, school safety) to address identified personal, social, educational, and career needs.
- Apply knowledge of procedures for designing and presenting professional growth activities to support school staff and parents/guardians in promoting optimal educational, career, and social/emotional development of all students.
- Demonstrate knowledge of strategies for facilitating effective teamwork within the school and the community and for building effective working teams of educators, families, and community members to support students' achievement and success.

**FIELD 510: SCHOOL COUNSELOR
TEST FRAMEWORK**

0008 Understand the foundations of and how to develop, implement, and evaluate a comprehensive school counseling program.

- Demonstrate knowledge of the history, philosophy, and foundations of the comprehensive school counseling program, its mission, its support of the school's mission, and its role in accountability.
- 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., advisory committee, management system).
- Demonstrate knowledge of strategies for and factors to consider in developing a meaningful and purposeful mission statement for the school counseling program.
- 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.
- Apply knowledge of processes and techniques for engaging in ongoing data collection and analysis to inform decision making, to adapt and improve the school counseling program, and to demonstrate accountability; processes for defining criteria for the evaluation of the program; and methods for reporting results of program evaluations.
- Apply 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, as well as how to use technology effectively and efficiently to plan, organize, implement, and evaluate the school counseling program.
- Apply knowledge of strategies for communicating information about the school counseling program to stakeholders, including students, teachers, parents/guardians, administrators, district personnel, and community partners.

FIELD 510: SCHOOL COUNSELOR TEST FRAMEWORK

THE PROFESSIONAL SCHOOL COUNSELOR

0009 Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

- Demonstrate knowledge of procedures and strategies for effective communication, consultation, and collaboration in the educational environment, including the use of face-to-face, written, and technology-based methods.
- Apply knowledge of strategies, procedures, and processes for collaborating with stakeholders by utilizing data, resources, and technology to create learning environments that promote educational access, equity, and success for every student.
- Demonstrate knowledge of the components of culturally responsive, school-based consultation techniques in various counseling contexts.
- Apply knowledge of methods for creating respectful, productive relationships with families; facilitating communication between school and home; providing families with accessible information and support; and working collaboratively with the adults in students' lives to remove obstacles to school success.
- Apply knowledge of strategies for encouraging and maintaining parents'/guardians' involvement in school life and in the process of planning for their child's academic, career, and social/emotional development to promote student achievement and success.
- Demonstrate knowledge of methods and processes for identifying, accessing, and coordinating school and community resources to make appropriate in-school and out-of-school referrals.
- Demonstrate knowledge of the school counselor's role within advisory councils, multidisciplinary teams, and multiagency teams and as a liaison between the school and other service providers.

**FIELD 510: SCHOOL COUNSELOR
TEST FRAMEWORK**

0010 Understand the roles, responsibilities, and orientation of the professional school counselor and the legal and ethical standards of practice in school counseling.

- Identify characteristics of an effective professional school counselor; the roles and responsibilities of the school counselor in various educational contexts; and strategies for articulating, modeling, and advocating for an appropriate school counselor identity.
- Demonstrate knowledge of the school counselor's roles as a change agent, a supporter of every student through program development and educational reform, and an advocate for the counseling profession.
- Apply knowledge of leadership and advocacy strategies to promote a positive school culture and support educational access, equity, inclusiveness, and student success.
- Apply knowledge of the ethical principles of the school counseling profession in accordance with professional guidelines, including the ASCA Ethical Standards for School Counselors, and strategies for recognizing and resolving ethical dilemmas.
- Apply knowledge of federal, state, and local laws, regulations, rules, and policies related to the practice of school counseling in various educational contexts.
- Demonstrate knowledge of the purposes of professional development, the importance of staying abreast of current research, and various professional development activities (e.g., self-assessment, continuing education, technology training, membership in professional organizations) to advance the attitudes, knowledge, and skills of school counselors.
- Demonstrate knowledge of the legal and ethical implications associated with emerging issues and trends in school counseling.