



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

051 School Counselor

Effective after October 1, 2013

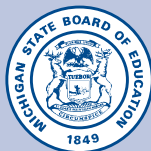


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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

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

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test 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 predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Student Diversity and Assessment	29%
Comprehensive School Counseling Program	42%
The Professional Environment	29%

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

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

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

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

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

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

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

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Before attempting multicultural counseling and guidance activities, it is most important for school counselors to be aware of:
 - A. practices followed in their schools to honor and celebrate diversity.
 - B. sociopolitical issues that are currently affecting the general society.
 - C. their own beliefs and values and those of the students being served.
 - D. teaching strategies that are effective with students from many backgrounds.
2. As a result of repeated serious behavior infractions, a student with an Individualized Educational Program (IEP) is being considered for a long-term out-of-school suspension. School counselors should be aware that before such a disciplinary action can be implemented, the school is legally required to:
 - A. conduct a formal review to determine whether the student's behaviors were related to his or her disability.
 - B. present the student with a written explanation of the seriousness of his or her behavior infractions.
 - C. impose a series of less severe disciplinary actions to determine whether they will resolve the problem.
 - D. refer the student and his or her parents/guardians for mental health counseling from an outside agency.

3. Three students in an elementary school are academically gifted and usually complete their seatwork very quickly. The school counselor has noticed that when these students have finished an assignment, their teachers usually suggest that they either find a book to read or see if any classmates need their help. Under these circumstances, the counselor's best *initial* response would be to:
- A. initiate a small counseling group for the students to help them learn to be assertive about their own needs.
 - B. collaborate with the students' teachers to identify strategies for providing the students with differentiated instruction.
 - C. contact the students' parents/guardians to make them aware of the inequity of the situation.
 - D. arrange to make a presentation at an upcoming faculty meeting on teachers' obligation to differentiate instruction for all students.
4. A high school counselor is analyzing comprehensive data related to student success at his school. Which of the following findings would most strongly suggest that there is an achievement gap at the school?
- A. A high percentage of the students' parents did not attend a four-year college or university.
 - B. The dropout rate is higher for students identified as having low socioeconomic status.
 - C. All English language learner programs have been incorporated into general education settings.
 - D. Participation in advanced placement courses has increased for all student groups.

5. A school counselor is examining the results of a recently administered standardized achievement test. An excerpt of the score report is shown below.

	Vocabulary	Reading Comprehension	Language Skills	Work-Study Skills	Mathematical Skills
student A	50	43	67	70	99
student B	45	40	55	65	45
student C	32	19	38	24	40
student D	65	76	76	78	74

Which of the following types of test scores is shown in this excerpt?

- A. national percentile ranks
- B. stanines
- C. grade equivalents
- D. age norms

6. A school counselor works in a large elementary school with a diverse population. One of her students, a girl who speaks English but recently moved from India, is being evaluated for special education services. In this context, the school counselor could best advocate for her student by:
- A. personally administering all assessments to ensure that the student's cultural background will be fully taken into consideration by the student's team.
 - B. seeking input from the family regarding relevant and essential cultural considerations to share with the student's team.
 - C. encouraging the student's team to use only standardized assessment tools and formal observations to eliminate the potential for cultural bias.
 - D. providing the student's team with a copy of the school counselor's case notes from her individual sessions with the student.
7. A school counselor wants to evaluate the effect a series of developmental guidance lessons has had on discipline referrals. Which of the following strategies would be most effective for this purpose?
- A. surveying students' opinions of whether the lessons helped change their behavior
 - B. comparing before-and-after results data such as improved school behavior
 - C. reviewing process data to determine how well the lessons were delivered
 - D. administering multiple-choice pre- and posttests of the key concepts taught

8. After the schoolwide implementation of a developmental guidance unit on bullying prevention, a middle school counseling department is planning to conduct a bullying survey. Feedback will be solicited from all stakeholders, including parents/guardians and community members, and will be required of all students, faculty, and staff. Which of the following would be the department's most efficient strategy for implementing this survey?
- A. making an online survey accessible through a link on the school Web site, with a paper-based version available for those without Internet access
 - B. printing a paper-based survey and making copies available for pickup and dropoff at designated sites around the community
 - C. creating an online survey for stakeholders to complete using a designated computer workstation at the school before, during, and after school hours
 - D. offering stakeholders their choice of options for responding to the survey, including personal interviews with members of the counseling staff
9. Which of the following would be a school counseling department's best strategy for collaborating with staff in planning guidance curriculum?
- A. routinely reminding teachers at faculty meetings that their input into the guidance curriculum is crucial for students' success
 - B. asking teachers periodically during the year to complete a form that seeks input on guidance topics relevant to their students
 - C. posting a list of upcoming guidance topics in the faculty room and encouraging teachers to write down additional suggestions
 - D. asking each teacher at the end of the school year for an informal assessment of the past year's guidance curriculum
10. A high school counselor is designing a unit on goal setting for eleventh-grade students. Which of the following tools or resources would likely be most effective for promoting student engagement during this unit?
- A. a wide variety of books and handouts on goal setting
 - B. videos of representatives from various colleges explaining how to set educational goals
 - C. an interactive Web-based goal-setting program
 - D. an online slide show that walks students through the goal-setting process

11. Which of the following theories is based on the idea that people learn from role models?
- A. Albert Bandura's social cognitive theory
 - B. Donald Super's theory of developmental self-concept
 - C. John Holland's theory of vocational choice
 - D. Frank Parsons's talent matching theory
12. A high school counselor works in a school with a highly diverse student population. The counselor has noticed that a number of students from the same ethnic background have met with her once to discuss educational or career planning but have not returned for scheduled follow-up sessions, even though she has sent them reminders. Under these circumstances, the counselor's most appropriate *initial* response would be to:
- A. seek out each of the students individually to explain that they should respond when a staff member initiates contact with them.
 - B. reflect on whether the approach she has been using is an effective one for this student population.
 - C. review the students' schedules and come to get them for individual counseling sessions during their nonacademic periods.
 - D. conclude that she provided the students with all the help they needed during the initial meeting.
13. A teacher tells the school counselor that a fifth-grade student often falls asleep in class. The teacher says that when asked about bedtime routines, the student replied that the family has no such routines. Which of the following would be the best action for the counselor to take *first* in this situation?
- A. suggesting that the teacher vary the classroom routine and activities to help the student remain engaged
 - B. writing a letter to the parents/guardians suggesting an earlier bedtime for the student
 - C. scheduling a conference that includes the counselor, teacher, and the student's parents/guardians
 - D. teaching the student a variety of effective strategies for staying awake in school

14. A high school counselor has been using disaggregation technology to look at a group of students by ethnicity, responsive services received, and school achievement. To best guide planning for students in this group, which of the following steps should the counselor take *next*?
- A. evaluating the relationship between guidance department goals and the students' school performance
 - B. interviewing the students to obtain data (e.g., perception data, process data) about their guidance program experiences
 - C. obtaining records of the students' grades and test scores in elementary and middle school or junior high
 - D. reviewing the students' data across additional factors (e.g., other interventions, school attendance)
15. The counselors in a school routinely take advantage of the availability of an integrated database, or data warehousing application, when analyzing counseling program effectiveness. The greatest benefit of this type of technology lies in the:
- A. ease with which the accuracy of input information can be verified.
 - B. extent of the data sources that can be linked.
 - C. ease with which such applications can be learned and mastered.
 - D. extent to which decision making can be automated.
16. Several parents/guardians have expressed concern to the school counselor about a fourth-grade teacher who loudly reprimands students' misbehavior, embarrasses students in front of the class about mistakes in their academic work, and makes sarcastic comments during lessons. Students have reported that some classmates are consistently picked on, and one student confides that she sometimes skips class because she is afraid of the teacher. In this situation, which of the following would be the counselor's best strategy for advocating for students?
- A. calling a parent/guardian meeting to allow these issues to be discussed by the whole group
 - B. sharing the complaints with the teacher and suggesting alternative student behavior management strategies
 - C. meeting with the class in the teacher's absence to discuss the problem and explore the students' feelings
 - D. documenting the reports and consulting with the principal about an intervention

17. When a school counseling team is determining its professional growth activities for the year, its *first* course of action should be to:
- A. identify the team's collective competencies and needs.
 - B. identify the team's overall departmental resources.
 - C. assess the administration's goals for the guidance department.
 - D. assess the community's goals for the guidance department.
18. A school counselor in training from a local college has been approved to do her internship hours in the school counseling program at a nearby high school. The intern will be supervised by a counselor at the high school. Which of the following questions would be most important for the counselor to ask *first* when preparing to assume this supervisory role?
- A. What types of duties would the intern prefer to be assigned?
 - B. How many hours a week will the intern be working at the school?
 - C. What specific training has the intern received at the college so far?
 - D. Which of my current responsibilities would I most like to delegate?
19. Data that show proof that student competencies have not merely been mastered but have affected course-taking patterns, graduation rates, attainment of knowledge, and improved attendance or academic achievement are referred to as:
- A. qualitative data.
 - B. perception data.
 - C. results data.
 - D. process data.
20. Which of the following professional growth topics has been identified as a rapidly growing need for professional counselors in the twenty-first century?
- A. stages of moral and ethical development
 - B. developmentally appropriate pedagogy
 - C. developmental guidance curriculum
 - D. racial and ethnic identity development

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Understand diversity and equity issues in school counseling.
2.	A	Understand diversity and equity issues in school counseling.
3.	B	Understand diversity and equity issues in school counseling.
4.	B	Understand student assessment and evaluation.
5.	A	Understand student assessment and evaluation.
6.	B	Understand student assessment and evaluation.
7.	B	Understand the development and implementation of a developmental guidance curriculum that promotes students' academic, career, and personal/social development.
8.	A	Understand the development and implementation of a developmental guidance curriculum that promotes students' academic, career, and personal/social development.
9.	B	Understand the development and implementation of a developmental guidance curriculum that promotes students' academic, career, and personal/social development.
10.	C	Understand vocational, educational, and career development and planning.
11.	A	Understand vocational, educational, and career development and planning.
12.	B	Understand vocational, educational, and career development and planning.
13.	C	Understand responsive services including individual and group counseling and referral and crisis intervention.
14.	D	Understand responsive services including individual and group counseling and referral and crisis intervention.
15.	B	Understand responsive services including individual and group counseling and referral and crisis intervention.
16.	D	Understand school counselor leadership skills in the school setting.
17.	A	Understand school counselor leadership skills in the school setting.
18.	C	Understand school counselor leadership skills in the school setting.
19.	C	Understand professional roles and responsibilities of the school counselor.
20.	D	Understand professional roles and responsibilities of the school counselor.