
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

FIELD 193: SCHOOL COUNSELOR

TEST FRAMEWORK

DRAFT

November 2021

Authorized for Distribution by the New York State Education Department

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TEST DESIGN

This test consists of selected-response items and one extended constructed-response item. Both types of items measure content knowledge and pedagogical content knowledge. The constructed-response item is scenario-based and requires the analysis of one or more artifacts (e.g., referral form, assessment results, an excerpt from teacher or family notes).

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The selected-response items are designed with the expectation of a response time up to 135 minutes.
- The constructed-response item is designed with the expectation of a response time up to 60 minutes.

Further information regarding the content of each competency can be found in the test framework.

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Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Foundations and Theories of School Counseling	10	9%	--	--
0002 Human Development and Learning	11	10%	--	--
0003 Development, Management, and Evaluation of a Data-Driven School Counseling Program	13	11%	--	--
0004 Assessment and Intervention to Address Individual, Group, and Schoolwide Needs	13	11%	--	--
0005 Individual Planning to Promote College and Career Readiness	11	10%	--	--
0006 Responsive Services and Crisis Prevention and Intervention	11	10%	--	--
0007 Consultation and Collaboration for a Supportive School Environment	11	10%	--	--
0008 Legal, Ethical, and Professional Standards Guiding School Counseling	10	9%	--	--
0009 Analysis, Synthesis, and Application	--	--	1	20%
Total	90	80%	1	20%

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Foundations and Theories of School Counseling
Human Development and Learning
Development, Management, and Evaluation of a Data-Driven School Counseling Program
Assessment and Intervention to Address Individual, Group, and Schoolwide Needs
Individual Planning to Promote College and Career Readiness
Responsive Services and Crisis Prevention and Intervention
Consultation and Collaboration for a Supportive School Environment
Legal, Ethical, and Professional Standards Guiding School Counseling
Analysis, Synthesis, and Application

The New York State School Counselor possesses the knowledge and skills required to help all students achieve their full potential in the academic, social-emotional, and college/career development domains. School Counselors have comprehensive knowledge of individual and group counseling theories, techniques, and practices and know how to work collaboratively to address individual, group, and schoolwide needs. School Counselors use research- and evidence-based instructional strategies and apply relevant counseling theory to provide preventive and responsive services to students with a broad range of backgrounds and needs. School Counselors work closely in supporting students and their families/family systems, including but not limited to parents, guardians, grandparents, foster parents, and caregivers, whether temporary or permanent, traditional or nontraditional, through comprehensive services and interventions. School Counselors model and promote collaborative planning to integrate counseling content and goals into the broader educational program of the school. School Counselors skillfully apply best practices in the development, management, and evaluation of the comprehensive school counseling program, resources, and services and use a variety of strategies to include members of the school community in these processes. School Counselors act as leaders, advocates, and change agents in schools who recognize and apply legal, ethical, and professional responsibilities and expectations related to the comprehensive school counseling program.

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

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COMPETENCY 0001—FOUNDATIONS AND THEORIES OF SCHOOL COUNSELING

Performance Expectations

The New York State School Counselor possesses comprehensive knowledge of the historical foundations of school counseling and the principles of a comprehensive developmental school counseling program. The School Counselor understands theories of individual and group counseling and how to apply the theories in the educational setting. The School Counselor recognizes the importance of multicultural counseling competencies in meeting the needs of diverse school communities and applies culturally responsive counseling strategies to facilitate equitable access to educational opportunities. The School Counselor engages in continuous professional learning to stay informed about current issues and emerging trends in the field and uses this information to ensure that the school counseling program reflects current best practices.

Performance Indicators

- a. demonstrates knowledge of the history and philosophy of school counseling, comprehensive school counseling programs, and the comprehensive developmental school counseling concept
- b. demonstrates knowledge of theories and models of individual counseling and the application of individual counseling theories in the educational setting
- c. demonstrates knowledge of theories of group counseling and the application of group counseling theories in the educational setting
- d. demonstrates knowledge of group dynamics, group processes, developmental stage theories, and group members' roles and behaviors in an educational setting
- e. applies knowledge of research-based practices, evidence-based practices, theories, techniques, and skills associated with specific school counseling approaches
- f. demonstrates knowledge of theories of culturally responsive counseling, identity development, family systems, and social justice
- g. demonstrates knowledge of multicultural considerations in school counseling and when and how to apply culturally responsive strategies
- h. identifies current trends and issues in school counseling and methods for incorporating current trends into the school counseling program
- i. demonstrates knowledge of community, institutional, and environmental factors and social inequities that can influence students' academic success and overall development

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COMPETENCY 0002—HUMAN DEVELOPMENT AND LEARNING

Performance Expectations

The New York State School Counselor understands theories and progressions of child and adolescent development across domains. The School Counselor applies knowledge to identify and implement developmentally appropriate activities and experiences that will facilitate all students' development. The School Counselor understands the learning process, including individual, environmental, and cultural factors that influence learning. Using a whole-child and growth-mindset approach and knowledge of interventions that maximize student learning and development, the School Counselor works with educators and stakeholders to implement strategies to identify and address challenges and strengths in the learning process and promote students' overall development. The School Counselor recognizes the uniqueness of each student and implements practices that are responsive to students' specific learning needs and approaches to learning in order to promote all students' success.

Performance Indicators

- a. demonstrates knowledge of theories of child and adolescent development and developmental progressions in the social, emotional, physical, language, and cognitive domains; developmental challenges at different stages of development; and how to support students' development across domains
- b. applies knowledge of learning theories, how students construct knowledge and acquire skills, and how students' development in the various domains can influence learning
- c. demonstrates knowledge of the characteristics and effects of the cultural and environmental contexts of the student and the student's family and community, including cultural and linguistic diversity, socioeconomic level, trauma/adverse childhood experiences, abuse/neglect, substance abuse, and exceptionality (e.g., disability, giftedness, at-risk status)
- d. applies knowledge of how to plan and implement developmentally appropriate activities and experiences that are responsive to individual and group needs and facilitate optimal development and wellness across the life span
- e. demonstrates knowledge of how various factors (e.g., performance levels, stereotyping, family, socioeconomic status, gender identity, racism) can influence development, learning, social skills, behavior, and relationships
- f. demonstrates knowledge of research-based and evidence-based interventions that maximize learning; early signs and indicators of learning challenges, strengths, and aptitudes; and strategies that take into consideration students' specific learning needs, assets, and individual approaches to learning
- g. demonstrates knowledge of systems of oppression and forms of diversity (e.g., culture, race, ethnicity, language, religion, age, sexual orientation, socioeconomic status, family structure, gender identity); how systems of oppression and diversity influence student learning; and the implications of systems of oppression and diversity for teaching and learning, including the effects of racism, bias, and stereotyping in the educational environment

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- h. applies knowledge of principles of motivation, functions of behavior, and research-based and evidence-based practices that promote motivation and engagement

COMPETENCY 0003—DEVELOPMENT, MANAGEMENT, AND EVALUATION OF A DATA-DRIVEN SCHOOL COUNSELING PROGRAM

Performance Expectations

The New York State School Counselor demonstrates comprehensive knowledge of needs-based program management processes and procedures. The School Counselor understands the components of an effective comprehensive school counseling program and how to design, implement, and evaluate those components in collaboration with the larger school community. The School Counselor engages in ongoing data collection and analysis to identify needs; to address gaps in achievement, access, and opportunity; and to help ensure that all students achieve their full potential. The School Counselor applies strategies for allocating time and resources to fulfill the vision, mission, goals, and objectives of the comprehensive school counseling program and the school.

Performance Indicators

- a. demonstrates knowledge of strategies for and factors to consider in developing a meaningful, purposeful, and data-driven vision and mission statement for the comprehensive school counseling program
- b. applies knowledge of goals and procedures associated with a school counseling 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
- c. demonstrates understanding of the organizational structure and components of an effective school counseling program that aligns with district, state, and national standards as well as procedures for establishing school counseling protocols (e.g., advisory committee, management system)
- d. applies knowledge of principles and procedures for planning, organizing, implementing, and evaluating the school counseling program and ensuring equitable access to and provision of school counseling services to all students
- e. applies knowledge of processes and techniques (e.g., disaggregating data according to student demographic factors) for engaging in ongoing data collection and analysis to evaluate, adapt, improve, and assess the effectiveness of the comprehensive school counseling program
- f. applies knowledge of criteria for evaluating school counseling programs and effective methods for presenting program evaluation data
- g. demonstrates knowledge of planning, organization, and management tasks that support activities of the school counseling program, including collaborative planning and preparation of a school counseling action plan and calendar that reflect appropriate time commitments and priorities

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**COMPETENCY 0004—ASSESSMENT AND INTERVENTION TO ADDRESS
INDIVIDUAL, GROUP, AND SCHOOLWIDE NEEDS**

Performance Expectations

The New York State School Counselor understands issues and procedures related to assessment and the use of a wide range of assessment methods and tools to identify the strengths and needs of diverse groups of students. The School Counselor applies assessment and instructional best practices to design and implement an effective school counseling curriculum that supports all students in achieving their full potential in the academic, social-emotional, and college/career domains. The School Counselor uses ongoing collection and analysis of data to identify individual, group, and schoolwide needs and to design, implement, and evaluate interventions in collaboration with others. The School Counselor acts as a change agent in the educational setting to address systemic barriers to student opportunity and success.

Performance Indicators

- a. demonstrates knowledge of the purposes and meaning of assessment historically, sociologically, and educationally and the basic concepts of standardized and nonstandardized assessments and statistics (e.g., reliability, validity, scales of measurement)
- b. applies knowledge of appropriate assessment strategies, tools, and methods, including the use of technology, that can be used to gather information and evaluate a student's academic, social-emotional, and college/career development and how to use assessment information to systematically identify students' strengths and needs
- c. demonstrates knowledge of the implications of various factors (e.g., age, gender identity, ethnicity, language, disability, culture) for assessment and evaluation; how to assess factors that influence students' academic, social-emotional, and college/career development; and how to analyze and interpret assessment information accurately and in a way that produces valid inferences and considers diversity
- d. demonstrates knowledge of curriculum design, lesson plan development, differentiated instruction, assessment of student competency attainment, culturally relevant instruction, and classroom management as applied to the developmental school counseling curriculum
- e. applies knowledge of instructional strategies, activities, and resources to promote students' acquisition of age-appropriate knowledge, skills, and abilities in the academic, social-emotional, and college/career domains
- f. applies knowledge of how to adapt, adjust, and diversify instructional methodologies in response to students' identified needs, abilities, preferences, and cultural backgrounds
- g. demonstrates knowledge of how to use various data to design, implement, and evaluate multi-tiered interventions, in collaboration with others, that are responsive to the needs of individuals, groups, and systems in the educational environment

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- h. demonstrates knowledge of procedures for initiating, planning, designing, and implementing schoolwide programs that are informed by various data sources
- i. demonstrates knowledge of how to use various forms of data to establish measurable goals for students and schools and to implement interventions that address identified areas for growth
- j. applies knowledge of the school counselor's role as a change agent in the educational setting and of systems support as a component of the comprehensive school counseling program, including the importance of participating on decision-making teams

COMPETENCY 0005—INDIVIDUAL PLANNING TO PROMOTE COLLEGE AND CAREER READINESS

Performance Expectations

The New York State School Counselor understands the importance of career development, college readiness, and educational planning as a component of the comprehensive school counseling program in elementary school, middle school, and high school levels. The School Counselor applies theories and practices of career development to help all students recognize their strengths and interests, establish and monitor progress toward goals, and select coursework and educational paths consistent with their short- and long-term goals. The School Counselor assists students in acquiring knowledge and skills related to decision-making, exploring career options, and the use of appropriate resources and technologies to facilitate career and postsecondary readiness.

Performance Indicators

- a. applies knowledge of career development theories, decision-making models applicable to grade levels, the phases of career development (e.g., awareness, exploration, orientation, preparation), and strategies for promoting college and career readiness
- b. applies knowledge of goals and objectives of career development programs at various grade levels and how to plan, organize, implement, and evaluate an integrated career development program across grade levels that meets the needs of a diverse student population, including college and career counseling processes, techniques, resources, and tools
- c. demonstrates knowledge of individual educational planning, including college and career planning, as a component of the comprehensive school counseling program and how to provide individual advisement to students to enhance their academic development, college and career readiness, and social-emotional development for all students in a K–12 setting
- d. demonstrates knowledge of systemic factors and procedures that influence academic placement and the provision of equitable opportunities for access to rigorous coursework for all students as well as how to apply strategies for advocating for equity and access in college and career readiness

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- e. applies knowledge of methods for helping all students establish age-appropriate short- and long-term goals, monitor progress toward goals and readiness for next level of study, and direct their learning
- f. applies knowledge of strategies and supports for helping all students fulfill grade-level and graduation requirements, research postsecondary options, prepare for entrance examinations, meet admission requirements, and choose a postsecondary pathway
- g. applies knowledge of strategies and procedures for supporting students' transition to postsecondary educational and career settings, including awareness of information sources and procedures related to postsecondary program application and how to seek financial assistance

COMPETENCY 0006—RESPONSIVE SERVICES AND CRISIS PREVENTION AND INTERVENTION

Performance Expectations

The New York State School Counselor distinguishes between the various levels of crisis response and culturally responsive services. The School Counselor has a thorough understanding of the concept of resiliency and how to promote resiliency in individuals, groups, families, and communities. The School Counselor has a comprehensive knowledge of principles and procedures for developing, implementing, and evaluating individual, group, and schoolwide interventions that are linked to data and responsive to the diverse needs of the school community. School Counselors provide support and leadership in crisis situations and understand how to plan, implement, and mobilize resources in collaboration with others to address various crises. The School Counselor recognizes signs of mental health and trauma-related responses and applies trauma-informed practices to respond effectively to the needs of individuals, groups, and the school.

Performance Indicators

- a. demonstrates knowledge of the continuum of prevention, intervention, and responsive services, including crisis response
- b. applies knowledge of how to design and implement preventive services for fostering resiliency and facilitating students' development of strategies for coping with stress, anxiety, and challenging life situations
- c. applies knowledge of theories and models of individual, cultural, family, and community resilience; methods for promoting mental health and wellness; and research-based and evidenced-based programs that promote school safety and violence prevention
- d. applies knowledge of principles and procedures for designing, implementing, and evaluating intervention plans within a multi-tiered system of supports; links interventions to assessment data; and considers various factors related to the use of data

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- e. applies knowledge of the principles of crisis prevention, intervention, and postvention and methods for developing and implementing programs to address identified individual, group, and schoolwide needs (e.g., related to suicide, public health crisis, or substance abuse)
- f. demonstrates knowledge of how to provide support and leadership to the school and community in a crisis, how to involve appropriate school and community professionals and families in a crisis situation, and when to make referrals to appropriate school and community resources
- g. demonstrates knowledge of signs and symptoms of mental health and trauma-related responses in children and adolescents and a variety of intervention skills and trauma-informed practices to respond effectively to the needs of individuals and groups experiencing crises or other adverse childhood experiences

COMPETENCY 0007—CONSULTATION AND COLLABORATION FOR A SUPPORTIVE SCHOOL ENVIRONMENT

Performance Expectations

The New York State School Counselor understands the importance of respectful and collaborative relationships with internal and external stakeholders in promoting student success. The School Counselor has a comprehensive understanding of principles and strategies for effective consultation and communication in various educational contexts and is aware of systemic issues that affect their ability to fully implement their role and function. The School Counselor applies methods to promote effective collaboration within and across diverse groups, including advisory councils, school committees, student support teams, and multidisciplinary professionals. The School Counselor recognizes the importance of family engagement and collaboration in an educational process that supports students' academic and social-emotional functioning and success.

Performance Indicators

- a. demonstrates knowledge of principles and strategies for effective communication, consultation, and collaboration in various formats (e.g., in-person, written, technology-based) with other stakeholders in the educational environment
- b. recognizes components of and techniques for providing culturally responsive, school-based consultation and strategies for working respectfully and collaboratively with individuals from diverse cultural, ethnic, religious, and economic backgrounds, including individuals with varying levels of English language proficiency and individuals with specialized needs
- c. applies knowledge of strategies and processes for collaborating with internal and external stakeholders and using data, resources, and technology to create a positive school climate and learning environments that promote educational access, equity, and success for all students
- d. demonstrates knowledge of methods for communicating with stakeholders to promote understanding of the professional school counselor's role and the comprehensive school counseling program's goals and services

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- e. demonstrates understanding of methods and procedures for identifying, accessing, and coordinating school, family, and community resources to make appropriate in-school and/or out-of-school referrals
- f. applies knowledge of strategies and programs for facilitating family involvement in the educational process in order to promote achievement and success for all students
- g. applies knowledge of skills and methods of engagement and collaboration with a diverse school counseling advisory committee, including techniques for building consensus to improve the school counseling program
- h. demonstrates knowledge of the value of consulting with school counselor colleagues as well as other educational and mental health professionals and other service providers

**COMPETENCY 0008—LEGAL, ETHICAL, AND PROFESSIONAL STANDARDS
GUIDING SCHOOL COUNSELING**

Performance Expectations

The New York State School Counselor has a deep understanding of the legal, ethical, and professional standards that guide school counseling and the School Counselor's actions in a variety of educational contexts. The School Counselor follows an ethical decision-making model when faced with competing priorities and expectations. The School Counselor understands how to apply professional standards related to self-assessment, professional development, leadership, advocacy, and fairness and equity in the delivery of school counseling services. The School Counselor recognizes the importance of maintaining awareness of personal perspectives and biases in providing responsive and equitable services to the school community and understands the boundaries of the School Counselor's role in various situations.

Performance Indicators

- a. demonstrates knowledge of federal, state, and local laws, regulations, rules, and policies related to the practice of school counseling, including the legal responsibilities of school counselors (e.g., student and family rights, confidentiality, education of students with special educational needs, mandated reporting) and their application in various contexts
- b. demonstrates knowledge of ethical standards for professional school counselors (e.g., American School Counselor Association Ethical Standards for School Counselors), their application in various school counseling contexts, and how to use the code of ethics as a guide for ethical decision making and resolution of conflict among competing expectations
- c. demonstrates knowledge of how to use self-assessment and self-advocacy, professional relationships and consultation, and continuing education for personal growth and to improve professional practice and outcomes for all students
- d. applies knowledge of strategies for articulating, modeling, and advocating for an appropriate school counselor identity and the school counseling program

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- e. demonstrates knowledge of leadership and advocacy strategies for dismantling institutional and social barriers that impede access, equity, and success for all students; promotes learning and academic experiences necessary to the academic, social-emotional, and college/career development of all students; and supports school policies, programs, and services that contribute to a positive, equitable, and responsive school climate and culture
- f. analyzes personal attitudes, perspectives, and implicit biases; analyzes their effects on students; and applies this knowledge to identify strategies to eliminate barriers, prejudice, and intentional or unintentional oppression and discrimination and to reflect on strengths and areas for growth to develop their professional practice and service delivery

COMPETENCY 0009—ANALYSIS, SYNTHESIS, AND APPLICATION

Performance Expectations

The New York State School Counselor analyzes and interprets student data to identify specific student needs in the academic, social-emotional, or college/career domain and appropriate school counseling goals related to the identified needs. The School Counselor applies knowledge of counseling theory and processes to describe specific research-based or evidence-based interventions and provides a reasoned rationale for selected interventions. Based on student needs, counseling goals, and selected interventions, the School Counselor identifies others who can support the desired outcomes for the student and describes strategies for involving others in the implementation of interventions. The School Counselor applies knowledge of how to evaluate intervention outcomes and the effectiveness of selected culturally appropriate interventions in meeting student needs.

Performance Indicators

- a. interprets various data provided about a student at a given grade level to identify a specific academic, social-emotional, or college/career need
- b. describes a school counseling goal that would be appropriate to pursue in working with a student, based on data provided
- c. describes an effective, research-based or evidence-based and culturally responsive intervention for addressing a student's identified need
- d. discusses, with sound reasoning, why the selected intervention would be effective, using knowledge of counseling theory and processes
- e. describes an effective strategy for including the student and others as appropriate in the implementation of a selected intervention
- f. explains how to assess the effectiveness of an intervention in meeting a student's identified need