

The Praxis™ Study Companion

# Professional School Counselor

0421/5421



# Welcome to *The Praxis™ Study Companion*

## Prepare to Show What You Know

You have gained the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis™* test.

Using *The Praxis Study Companion* is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

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# 1. Know What to Expect

*Familiarize yourself with the Praxis tests so you know what to expect*

## Which test should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

## How are the *Praxis* tests given?

*Praxis* tests are given in both computer and paper formats. **Note:** Not all *Praxis* tests are offered in both formats.

## Should I take the computer- or paper-delivered test?

You should take the test in whichever format you are most comfortable. Some test takers prefer taking a paper-and-pencil test, while others are more comfortable on a computer. Please note that not all tests are available in both formats.

## If I'm taking more than one *Praxis* test, do I have to take them all in the same format?

No. You can take each test in the format in which you are most comfortable.

## Is there a difference between the subject matter covered on the computer-delivered test and the paper-delivered test?

No. The computer-delivered test and paper-delivered test cover the same content.

## Where and when are the *Praxis* tests offered?

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes some universities, high schools, Prometric® Testing Centers, and other locations throughout the world.

Testing schedules depend on whether you are taking computer-delivered tests or paper-delivered tests. See the *Praxis* Web site for more detailed test registration information at [www.ets.org/praxis/register](http://www.ets.org/praxis/register).

## 2. Familiarize Yourself with Test Questions

*Become comfortable with the types of questions you'll find on the Praxis tests*

The *Praxis* tests include two types of questions — **multiple-choice** (for which you select your answers from a list of choices) and **constructed-response** (for which you write a response of your own). You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

### Understanding Multiple-Choice Questions

Many multiple-choice questions begin with the phrase “which of the following.” Take a look at this example:

Which of the following is a flavor made from beans?

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

#### How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

- 1) **Limit your answer to one of the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you're still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer multiple-choice questions on the practice tests.

### Try a more challenging example

The vanilla bean question is pretty straightforward, but you'll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

- (A) Literal and inferential
- (B) Concrete and abstract
- (C) Linear and recursive
- (D) Main and subordinate

You'll notice that this example also contains the phrase "which of the following." This phrase helps you determine that your answer will be a "relationship of ideas" from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: "How are outlines usually organized?" Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

**QUICK TIP:** Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

### Watch out for multiple-choice questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

### How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, marking places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

### How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. If you see a format you are not familiar with, read the directions carefully. Then read and approach the question the way you would any other question, asking yourself what you are supposed to be looking for and what details are given in the question that will help you find the answer.

Here is an example of a format you might not have encountered before:

**Directions:** The following question asks you to analyze teacher goals and actions intended to lead to the achievement of the goal. Decide whether the action is likely or unlikely to lead to the achievement of the goal.

**GOAL:** To increase the participation of low-achieving middle school students in whole-class discussions.

**ACTION:** Instead of asking for volunteers, the teacher randomly calls on students to discuss homework assignments.

- (A) Likely, because students who feel anxiety about being called on will be more at ease and will pay more attention to class discussions
- (B) Likely, because low-achieving students often hesitate to volunteer and random questioning will increase responses from those students
- (C) Unlikely, because students in the middle school grades prefer to have a choice in responding to discussions
- (D) Unlikely, because students' positive feelings toward the teacher will decrease

To answer this question correctly you must read the directions, which explain how the paragraph marked "GOAL," the paragraph marked "ACTION," and the answer choices fit together. The answer is (B) because it is the only action that is both "likely" to be successful and "likely" to be the right reason. To answer this question, first decide whether the action was likely to achieve the desired goal. Then select the reason. This two-part selection process brings you to your answer.

**QUICK TIP:** Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on *Praxis* tests. They are intended to be serious, straightforward tests of your knowledge.

## Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth explanations on particular topics. Essay and problem solving are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."

A problem-solving question might ask you to solve a mathematics problem such as the one below and show how you arrived at your solution:

- a) In how many different ways can 700 be expressed as the product of two positive integers? Show how you arrived at your answer.
- b) Among all pairs of positive integers whose product is 700, which pair has the maximum greatest common divisor? Explain how you arrived at your answer.

### Keep these things in mind when you respond to a constructed-response question

- 1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
- 3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

**QUICK TIP:** You may find that it helps to circle each of the details of the question in your test book or take notes on scratch paper so that you don't miss any of them. Then you'll be sure to have all the information you need to answer the question.

For tests that have constructed-response questions, more detailed information can be found in "4. Learn About Your Test" on page 11.



## 3. Understand Your Scores

*Understand how tests are scored and how to interpret your test scores*

Of course, passing the *Praxis* test is important to you so you need to understand what your scores mean and what your state requirements are.

### What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit [www.ets.org/praxis/states](http://www.ets.org/praxis/states) for the most up-to-date information.

### If I move to another state, will my new state accept my scores?

The *Praxis Series* tests are part of a national testing program, meaning that they are required in more than one state for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

### How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will receive passing score information for that state.

A list of states and their passing scores for each test are available online at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

### What your *Praxis* scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit [http://www.ets.org/s/praxis/pdf/sample\\_score\\_report.pdf](http://www.ets.org/s/praxis/pdf/sample_score_report.pdf) to see a sample score report.

To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand).

### Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test
- Your Recognition of Excellence (ROE) Award status, if applicable (found at [www.ets.org/praxis/scores/understand/roe](http://www.ets.org/praxis/scores/understand/roe))

If you have taken the same test or other tests in *The Praxis Series* over the last 10 years, your score report also lists the highest score you earned on each test taken.

### Content category scores and score interpretation

On many of the *Praxis* tests, questions are grouped into content categories. To help you in future study or in preparing to retake the test, your score report shows how many “raw points” you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

### Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. Updated tests cover the same content as the previous tests. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- *The Praxis Series Passing Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- State requirements, found at [www.ets.org/praxis/states](http://www.ets.org/praxis/states)

## 4. Learn About Your Test

*Learn about the specific test you will be taking*

### Professional School Counselor (0421/5421)

Test at a Glance			
<b>Test Name</b>	Professional School Counselor		
<b>Test Code</b>	0421	5421	
<b>Time</b>	2 hours	2 hours	
<b>Number of Questions</b>	120	120	
<b>Format</b>	Multiple-choice questions	Multiple-choice questions	
<b>Test Delivery</b>	Paper delivered	Computer delivered	
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. Foundations	22	18%
II. Delivery of Services	54	45%	
III. Management	18	15%	
IV. Accountability	26	22%	

### About This Test

The Professional School Counselor test measures whether entry-level school counselors have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. The test is designed to follow the American Association of School Counselor's ASCA National Model®. There are four major components of the test that mirror ASCA's model. The Foundations component focuses on the history and role of the professional counselor, knowledge about human development, and ethical and legal principles. The Delivery of Services component focuses on individual, group, classroom-guidance and schoolwide interventions, as well as, consultation and collaboration. The Management component focuses on appropriate methods for developing and maintaining a comprehensive guidance program. Finally, the Accountability component focuses on program evaluation, research, and assessment.

Test questions call on the individual's knowledge of research-based counseling practices as well as the ability to apply knowledge and principles to situations that occur in the schools. The test taker will be asked to analyze and respond to situations involving individual students, classroom situations, and school and community events at grade levels kindergarten through twelfth grade.

All questions are selected-response questions. This test may contain questions that will not count toward your score.

## Topics Covered

Representative descriptions of topics covered in each category are provided below.

### I. Foundations

#### A. History and Role of the Professional School Counselor

1. Knows how to use current research to advocate for the profession
  - a. knows how to access research resources
  - b. is able to interpret research
  - c. is able to use research to demonstrate professional impact on student learning
2. Knows the benefits of membership in professional organizations for professional school counselors (e.g., resources, networking, insurance)
  - a. recognizes that there are different levels of professional organizations (e.g., national, state, local)
  - b. describes the benefits of these organizations (e.g., advocacy, professional development, lobbying efforts, liability insurance, networking, accessibility to resources and current research, leadership development)
3. Is familiar with the development of school guidance and counseling as a profession
  - a. names the major benchmarks in the development of the profession
  - b. describes how trends in educational systems impact the role of the professional school counselor (e.g., response to intervention, positive behavior support, professional learning communities)
4. Understands the current American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs
  - a. identifies the components of the ASCA National Model<sup>1</sup>
  - b. recognizes the importance of alignment between a school counseling program and the ASCA National Model

5. Understands the current American School Counselor Association (ASCA) National Standards for academic, career, and personal/social development of students
  - a. describes the domains of the ASCA standards
  - b. utilizes the student competencies of the ASCA standards when planning counseling services
6. Understands the roles of counselor, leader, advocate, collaborator, consultant, and coordinator as they apply to school counseling-related duties
  - a. identifies the tasks related to the various roles of the professional school counselor
7. Knows similarities and differences in the professional school counselor's responsibilities at the elementary, middle, and high school levels
  - a. identifies and differentiates the responsibilities of the professional school counselor at the various grade levels
8. Understands the difference between counselor responsibilities and non-counselor tasks (e.g., disciplining, substitute teaching, and managing school functions)
  - a. identifies and differentiates between counselor and non-counselor responsibilities

#### B. Human Growth and Development

1. Knows major theories regarding physical development throughout the human life span
  - a. describes the stages of physical development from early childhood through older adulthood
2. Knows how to use current research to promote holistic student development
  - a. applies current research (e.g., nutrition, socioeconomic status, family system) to promote holistic student development
3. Knows major theories regarding cognitive development throughout the human life span
  - a. describes and applies the components of major theories (e.g., Jean Piaget, Lev Vygotsky) to student development and behavior

<sup>1</sup> ASCA National Model is a registered trademark of the American School Counselors Association.

4. Knows major theories regarding personality and emotional development throughout the human life span
  - a. describes and applies the components of major theories (e.g., Erik Erikson, B. F. Skinner, Carl Rogers) to student development and behavior
5. Knows major theories regarding social and character development throughout the human life span
  - a. describes and applies the components of major theories (e.g., Alfred Adler, Lawrence Kohlberg, Erich Fromm) to student development and behavior
6. Is familiar with major theories regarding family systems
  - a. recognizes the components of major theories (e.g., family systems theory, ecological theory) and how they relate to student development and behavior

**C. Ethics**

1. Knows current ethical guidelines of technology use for professionals and students
  - a. applies current ethical guidelines to computerized/online testing or evaluation and virtual schooling
  - b. recognizes the scope of responsibility in social networking and electronic communication (e.g., online bullying, dual relationships, e-mail, texting) between the professional school counselor and stakeholders
  - c. recognizes the importance of protecting privacy and confidentiality when using electronic communications and student information systems/databases
2. Understands the need for self-awareness of personal biases and limitations that may affect the counseling relationship
  - a. recognizes the implications of counselor biases that affect the counseling relationship (e.g., religious, cultural, sexual orientation)
  - b. recognizes personal limitations and the duty to refer
3. Possesses a working knowledge of the current American School Counselor Association (ASCA) Ethical Standards for School Counselors
  - a. applies the ASCA Ethical Standards for School Counselors (e.g., parents' rights and responsibilities, dual relationships, parent/guardians and confidentiality) to daily practice

4. Is familiar with the American Counseling Association (ACA<sup>2</sup>) Code of Ethics
  - a. recognizes the sections of the ACA Code of Ethics that relate to the professional school counselor
5. Understands the need for ongoing professional development designed for professional school counselors
  - a. recognizes the current delivery modes (e.g., professional conferences, webinars) for professional development
  - b. recognizes professional development activities designed for professional school counselors that are role-appropriate and licensure-specific
6. Knows and utilizes ways to remain mentally healthy, stay motivated, and avoid burnout
  - a. identifies symptoms of stress
  - b. identifies healthy coping strategies
  - c. identifies the consequences of neglecting mental health maintenance and motivation

**D. Legal Issues**

1. Knows how changes in major public policy and laws affect student rights and professional school counselor responsibilities
  - a. applies current local, state, and federal laws as they affect professional school counselor activities
2. Understands the role of the professional school counselor in relation to the Americans with Disabilities Act (ADA, P.L. 101-336, 1990) in advocating for the legal rights of students with disabilities
  - a. describes a Section 504 plan as it might impact the professional school counselor
  - b. recognizes a student's need for and the potential benefits of a Section 504 plan
3. Understands the role of the professional school counselor in relation to the Individuals with Disabilities Education Improvement Act (IDEA, P.L. 108-446, 2004) in advocating for students' legal rights
  - a. defines an Individualized Education Plan (IEP) and how it might impact the professional school counselor
  - b. recognizes a student's need for and the potential benefits of an IEP

<sup>2</sup> ACA is a registered trademark of the American Counseling Association.

4. Understands the Buckley Amendment and the Family Educational Rights and Privacy Act of 1974 (FERPA, P.L. 93-380) and its impact on student and parent rights
  - a. applies FERPA requirements to professional school counselors' responsibilities
  - b. identifies appropriate information to include in student records (e.g., cumulative folder, student information system)
5. Is familiar with the appropriate constitutional rights as they apply to educational settings for students and parents (e.g., freedom of speech, citizenship)
  - a. recognizes students' rights and limits to their rights (e.g., freedom of speech, right to privacy, equal protection) as they relate to the educational setting
6. Knows the relevance of Title IX of the Education Amendments of 1972 (P.L. 92-318) to education and school activities
  - a. describes Title IX as it relates to student rights
7. Is familiar with Title II of the Education Amendments of 1976 (P.L. 94-482) and the Carl D. Perkins Career and Technical Education Act (P.L. 109-270), and their relevance to equal opportunities in career counseling
  - a. recognizes the impact of Title II and the Perkins Act on equal opportunities in career counseling
8. Understands the detection of and mandated reporting requirements for child abuse and neglect
  - a. identifies various types of abuse (e.g., sexual, physical, emotional)
  - b. recognizes the signs of suspected child abuse and neglect
  - c. describes situations in which reporting to appropriate social service agencies and/or law enforcement is mandated
9. Understands the concept of duty to warn and the difference between privileged communication and confidentiality
  - a. describes situations in which a professional school counselor has a duty to warn (e.g., threatened harm to self or others)
  - b. recognizes privileged communication always belongs to the student or client
  - c. recognizes confidentiality has limits and may or may not be a legal issue

## II. Delivery of Service

### A. Guidance and Counseling

1. Is familiar with basic methods of analyzing student behavior
  - a. identifies procedures used to collect data to assess student behavior (e.g., behavior checklists, anecdotal reports)
2. Knows how to appropriately use a variety of technological resources to deliver school guidance and counseling services
  - a. recognizes the importance of technology in the delivery of services in a comprehensive school counseling program
  - b. identifies benefits of technological resources (e.g., career interest inventories, college and scholarship search services)
3. Understands the purposes and theories of individual counseling and applies them appropriately
  - a. describes basic counseling theories (e.g., brief solution-focused, behavioral, cognitive)
  - b. applies counseling theories to case scenarios
4. Understands the purposes and theories of group counseling and applies them appropriately
  - a. describes basic group counseling theories (e.g., reality, cognitive-behavioral)
  - b. describes group counseling processes and procedures (e.g., stages, group types, selection, facilitation)
  - c. recognizes ethical issues as related to group counseling (e.g., confidentiality, biases)
  - d. applies group counseling theories to case scenarios
5. Knows the purpose and can apply techniques of educational planning (e.g., grade-level transition, academic-intervention plans)
  - a. applies age-appropriate strategies for educational planning (e.g., course selection, transitioning, kindergarten readiness)
  - b. applies appropriate counseling skills to develop academic intervention plans
6. Understands the purposes and theories and can apply processes of career development and planning for students at each age level
  - a. describes basic career development theories (e.g., trait factor, developmental, psychological)

- b. applies career development theories to case scenarios
  - c. recognizes how to assist students making post-secondary and career plans at every stage of development
7. Is familiar with the purposes and theories and can apply techniques of large-group guidance (e.g., grade-level student meetings, group academic advising, school-wide assemblies)
- a. describes how to facilitate grade-level student meetings
  - b. describes the process of group academic advising
  - c. describes how to conduct school-wide assemblies
8. Understands the purpose and instructional theories and can apply techniques of classroom guidance and strategies of classroom management
- a. recognizes the need for and benefits of classroom guidance
  - b. applies instructional and behavior management strategies to classroom situations
9. Understands the purposes and theories and can apply techniques of crisis intervention (e.g., school-level crises, individual crises)
- a. recognizes the importance of having procedures for multi-level school crises (school violence, natural disaster)
  - b. recognizes the importance of having procedures for individual crises
10. Knows the purpose and can apply techniques of peer mediation and conflict resolution
- a. describes the purpose and applies techniques of peer mediation
  - b. applies strategies of conflict resolution to case scenarios (e.g., relational aggression, in-school fighting, teacher-student conflicts)
11. Understands methods for preventing and addressing common student concerns (e.g., stress, drug use, bullying)
- a. applies research and strategies to prevent or intervene in common student/teacher issues (e.g., alcohol/drug use, stress, bullying)
12. Understands and can respond to the needs of students with various levels of ability (e.g., physical, emotional, cognitive)
- a. identifies the needs of students at various ability levels (e.g., physical, emotional, cognitive)
  - b. describes and applies strategies to respond to various needs
13. Knows and responds to the needs of students from various backgrounds (e.g., socioeconomic, cultural, linguistic)
- a. describes the potential impact of socioeconomic, cultural, and linguistic differences on academic and social outcomes
  - b. applies interventions to meet the needs of a variety of students
14. Knows the needs of and responds to students with diverse issues (e.g., sexual orientation, family situations, alcoholism/drug use)
- a. describes the potential impact of diversity issues (e.g., sexual orientation, family situations, drug and alcohol abuse effects) on academic and social outcomes
  - b. applies interventions to meet the needs of a variety of students

**B. Consultation and Collaboration**

1. Knows the role of the professional school counselor in the support of the development and implementation of student service plans (e.g., Individualized Education Program (IEP) meetings, Section 504 plans)
- a. describes the role of the professional school counselor in the development, implementation, and support of student service plans (e.g., Individualized Education Program (IEP) meetings, Section 504 plans)
2. Understands the basic characteristics of consultation
3. Is familiar with the purposes, theories, and techniques of consultation models as they apply to professional school counseling
- a. identifies the purpose and basic characteristics of consultation
  - b. recognizes the major methods of consultation as used in common school situations (e.g., parent conferences, teacher consultations)

4. Is familiar with the differing needs of teachers, other professionals, administrators, parents, and community contacts for consultation and collaboration
  - a. recognizes the appropriate professional needs of stakeholders (e.g., classroom management, student support, programming)
5. Understands the characteristics of effective collaborative relationships
  - a. describes the characteristics of effective collaborative relationships (e.g., the four is of collaborative relationships)
  - b. applies the appropriate techniques of effective collaborative relationships (e.g., solution-focused, leaderless collaboration)
6. Is familiar with common pedagogical techniques used in the classroom to provide consultation services as they apply to academic support
  - a. identifies common pedagogical techniques used in the classroom to consult with teachers (e.g., lesson planning, behavior management, differentiated instruction)
7. Knows interventions and accommodations available to students with various needs
  - a. describes interventions and accommodations (preferential seating, extended time) available to students
  - b. recognizes the needs of and support available to students with varying mental and physical disorders (e.g., eating disorders, hearing impaired, learning disorders)

### III. Management

1. Is familiar with how to use technology to manage and evaluate professional school counseling programs
  - a. identifies ways to use technology to manage and evaluate school counseling programs (e.g., spreadsheets, student information systems, electronic surveys)
2. Knows the professional school counseling program as an integral part of the total educational process
  - a. describes how the school counseling program is an integral part of the total educational process (e.g., leadership roles, curriculum, committees)

### IV. Accountability

3. Understands how to design, develop, and implement a comprehensive professional school counseling program
    - a. describes how to use data to design and implement school counseling services
    - b. Is familiar with the design, staffing, and maintenance of programs for support of students at risk
    - c. recognizes the design, staffing, and maintenance of services for at-risk students (e.g., mentoring, parent education, community resources)
  4. Knows how to manage various types of referrals
    - a. differentiates between internal and external referrals (e.g., school nurse, social service agencies, pro bono services)
    - b. recognizes the importance of developing procedures for management of various types of referrals
1. Knows the need for accountability in a professional school counseling program
    - a. defines accountability as it relates to a school counseling program
    - b. describes how to use counseling program data and research to advocate for school counseling programs
  2. Knows the goals and methods of evaluating achievement, program effectiveness, and student outcomes
    - a. describes various methods of measuring accountability and effectiveness of the school counseling program (e.g., assessment results, surveys, research)
    - b. describes various methods of measuring student outcomes (e.g., graduation rates, attendance records, disciplinary records)
  3. Knows how to apply data analysis results for program improvement (e.g., needs assessment, program evaluation)
    - a. analyzes data and determines program improvements as necessary



4. Knows methods of gathering background data to assist in selecting appropriate assessments (e.g., interviewing, records review)
  - a. identifies methods of gathering background data (e.g., records review, observation, student work samples) to assist in selecting appropriate assessments
5. Is familiar with the various types of assessments (criterion-referenced, aptitude, achievement)
  - a. describes the differences among the various types of assessments (e.g., criterion-referenced, aptitude, achievement)
6. Understands the appropriate use and limitations of standardized testing
  - a. describes the appropriate use and limitations of standardized testing
7. Knows basic principles and interpretation of measurement (e.g., trends, stanine, percentile rank)
  - a. defines basic principles of interpreting measurement (e.g., trends, stanine, percentile rank)
8. Knows the concepts of validity and reliability as applied to assessment
  - a. defines and differentiates the concepts of validity and reliability as applied to assessment
9. Understands requirements for administration and interpretation of individual and group assessments
  - a. describes the requirements for administration of individual and group standardized assessments
  - b. describes the requirements for interpretation of individual and group standardized assessments
10. Knows how to interpret and appropriately use the results of personality, emotional, social, and behavioral assessments
  - a. describes how to interpret and appropriately use the results of personality, emotional, social, and behavioral assessments
11. Knows how to interpret and appropriately use the results of intelligence assessments
  - a. describes how to interpret and appropriately use the results of intelligence assessments
12. Knows how to interpret and appropriately use the results of achievement tests and measures of learning (e.g., standardized assessment, portfolio, formative/summative)
  - a. defines and differentiates among achievement tests and measures of learning (e.g., standardized assessments, portfolios, formative/summative assessments)
  - b. describes how to interpret and appropriately use the results of achievement tests and measures of learning
13. Knows the characteristics of and how to appropriately administer and interpret career assessments (e.g., interest inventories, aptitude/skills tests)
  - a. defines and differentiates among career assessments (e.g., interest inventories, aptitude/skills tests, work values)
  - b. describes how to administer, interpret, and appropriately use the results of career assessments
14. Knows how cultural, linguistic, and disability issues relate to student test performance, test accommodations, and test interpretation
  - a. recognizes student differences (e.g., cultural, linguistic, and disability issues) and their effects on student test performance and results
  - b. recognizes student differences when interpreting test results
  - c. identifies appropriate accommodations to address student differences

## 5. Determine Your Strategy for Success

*Set clear goals and deadlines so your test preparation is focused and efficient*

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

### 1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking in "4. Learn About Your Test" on page 11 section, which outlines the content categories that the test measures and what percentage of the test covers each topic.

Visit [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep) for information on other *Praxis* tests.

### 2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

### 3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study guides are available for purchase for many *Praxis* tests at [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep). Each guide provides a combination of test preparation and practice, including sample questions and answers with explanations.

### 4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time at [www.ets.org/praxis/register/centers\\_dates](http://www.ets.org/praxis/register/centers_dates).
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

### 5) Practice explaining the key concepts.

*Praxis* tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

### 6) Understand how questions will be scored.

Scoring information can be found in "3. Understand Your Scores" on page 9.

### 7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 23 to organize your efforts.

And most important—get started!

## Would a Study Group Work for You?

### Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 21 can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 12 to select topics, and then select practice questions, beginning on page 27.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take the practice test together.** The idea of the practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Score one another's answer sheets. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

## 6. Develop Your Study Plan

### *Develop a personalized study plan and schedule*

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Praxis I® Pre-Professional Skills Test: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the “Learn about Your Test” and “Topics Covered” information beginning on page 11 to help complete it.

#### Use this worksheet to:

- 1. Define Content Areas:** List the most important content areas for your test as defined in the Topics Covered section.
- 2. Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
- 3. Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
- 4. Study:** Create and commit to a schedule that provides for regular study periods.

**Praxis Test Name:** Praxis I Pre-Professional Skills Test: Reading  
**Praxis Test Code(s):** 0710  
**Test Date:** 11/15/12

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
<b>Literal Comprehension</b>						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading selection	2	Middle school English text book	College library, middle school teacher	9/15/12	9/15/12
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	2	Middle school English text book	College library, middle school teacher	9/17/12	9/17/12
Organization	Identify how reading selection is organized in terms of cause/effect and compare/contrast	3	Middle and high school English text book	College library, middle and high school teachers	9/20/12	9/21/12
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	9/25/12	9/26/12
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	9/25/12	9/27/12

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
<b>Critical and Inferential Comprehension</b>						
Evaluation	Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Inferential Reasoning	Draw inferences/implications from directly stated content of reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	1	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/15/12	10/17/12
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/22/12	10/24/12
Generalization	Draw conclusions from materials presented in reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/24/12	10/24/12
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/27/12	10/27/12

## My Study Plan

### Use this worksheet to:

- 1. Define Content Areas:** List the most important content areas for your test as defined in the Learn about Your Test and Topics Covered sections.
- 2. Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
- 3. Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
- 4. Study:** Create and commit to a schedule that provides for regular study periods.

**Praxis Test Name:** \_\_\_\_\_

**Praxis Test Code:** \_\_\_\_\_

**Test Date:** \_\_\_\_\_

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed

(continued on next page)





## 7. Review Smart Tips for Success

### *Follow test-taking tips developed by experts*

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the *Praxis* test and make the best use of your time.

#### **Should I Guess?**

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

#### **Can I answer the questions in any order?**

Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. On computer-delivered tests, you can use the "Skip" function to skip a question and come back to it later. There is no right or wrong way. Use the approach that works best for you.

#### **Are there trick questions on the test?**

No. There are no hidden meanings or trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

#### **Are there answer patterns on the test?**

No. You might have heard this myth: the answers on multiple-choice tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

#### **Can I write in the test booklet or, for a computer-delivered test, on the scratch paper I am given?**

Yes. You can work out problems right on the pages of the booklet or scratch paper, make notes to yourself, mark questions you want to review later or write anything at all. Your test booklet or scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to mark your answers on the answer sheet or enter them on the computer.

### **Smart Tips for Taking the Test**

1. **For a paper-delivered test, put your answers in the right bubbles.** It seems obvious, but be sure that you fill in the answer bubble that corresponds to the question you are answering. A significant number of test takers fill in a bubble without checking to see that the number matches the question they are answering.
2. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you

can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.

- 3. Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. Keep the watch as simple as possible—alarms and other functions may distract others or may violate test security. If the test center supervisor suspects there could be an issue with your watch, they will ask you to remove it, so simpler is better! You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.
- 4. Read all of the possible answers before selecting one.** Then reread the question to be sure the answer you have selected really answers the question. Remember, a question that contains a phrase such as "Which of the following does NOT ..." is asking for the one answer that is NOT a correct statement or conclusion.
- 5. Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
- 6. Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*<sup>®</sup> or other similar-looking (but in fact very different) tests. It doesn't matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use *The Praxis Series* tests at [http://www.ets.org/s/praxis/pdf/passing\\_scores.pdf](http://www.ets.org/s/praxis/pdf/passing_scores.pdf) or on the Web site of the state for which you are seeking certification/licensure.
- 7. Use your energy to take the test, not to get angry at it.** Getting angry at the test only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

## 8. Practice with Sample Test Questions

*Answer practice questions and find explanations for correct answers*

### Sample Test Questions

*The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.*

- A school counseling program is to be established in a new public school that has just opened in an expanding school district. The first step in developing the program is to

  - survey the guidance and counseling needs of the student body
  - devise behavioral objectives for classroom management
  - decide on minimum competency levels for student progression to higher grade levels
  - gather appropriate counseling and guidance materials, such as tests and occupational information
- Which of the following components is the LEAST important in a comprehensive professional school counseling program?

  - Student outcomes and competencies
  - Direct delivery of counseling on a demand basis
  - Placement, follow-up, and follow-through activities
  - Accurate counts of the frequency of student-initiated contact with the school's counselors
- In consulting with a teacher about disciplinary problems in the teacher's classroom, a high school counselor demonstrates keen interest in the teacher's various concerns by listening and empathizing with her. By doing this the counselor is assuming the role of

  - a supervisor
  - an evaluator
  - a collaborator
  - a helper
- A student and her family lost all their possessions in a recent tornado. The student reports difficulty sleeping, recurrent nightmares, and loss of appetite. The student is most likely suffering from

  - schizophrenia
  - obsessive-compulsive disorder
  - oppositional defiant disorder
  - posttraumatic stress disorder
- The best way for a counselor to address the problem of a student who is monopolizing group counseling time is to

  - tell the student that group participation will be terminated if the behavior does not change
  - have the group examine the student's behavior in a productive and nonthreatening manner
  - ask the student politely to allow the other group members to speak more frequently
  - discuss the student's monopolizing behavior with the student outside of group time

6. All of the following are fundamental guidelines included in the Individuals with Disabilities Education Improvement Act (IDEA 2004) EXCEPT
- (A) children with disabilities must be given the opportunity to receive a free, appropriate education
  - (B) assessments must include the use of multiple evaluative procedures
  - (C) parental consent is required before any assessment activities can take place
  - (D) institutions are financially responsible for all testing that occurs
7. A local school district decides to implement an anti-bullying program. At the beginning of the school year, the district holds an assembly to talk about the new policies in place to prevent bullying from occurring on campus. The assembly represents which of the following types of intervention?
- (A) Primary
  - (B) Secondary
  - (C) Tertiary
  - (D) Behavioral
8. When working with students who have disabilities, a professional school counselor should communicate with outside doctors and therapists to enhance school-based services. By doing so, the counselor is taking on the role of
- (A) investigator
  - (B) collaborator
  - (C) enabler
  - (D) coordinator
9. Ms. Reger has 10 students from the same class referred to her anger-management group. She decides to use the opportunity to evaluate the effects of her favorite small-group anger-management program. She plans to use all 10 students in her experiment. Given the information provided, her sampling method is best described as
- (A) cluster
  - (B) convenience
  - (C) quota
  - (D) simple random
10. Which of the following is NOT considered an example of a responsive service?
- (A) Student referrals
  - (B) Classroom guidance
  - (C) Remediation planning
  - (D) Crisis counseling
11. Ashley, a high school sophomore, tells the school counselor that she is depressed about her recent breakup with her boyfriend. During the conversation, Ashley says she wishes she “could go to sleep and never wake up.” In this situation, the counselor should
- (A) immediately call the local mental health facility for a psychiatric evaluation
  - (B) assess whether Ashley is suicidal and intervene if she is
  - (C) recognize that Ashley’s statement is only a cry for help and should not be taken seriously
  - (D) see if there is any chance of reconciliation for Ashley and her boyfriend
12. Behavioral consultation is an example of which of the following consultation models?
- (A) Triadic-dependent
  - (B) Triadic-independent
  - (C) Collaborative-dependent
  - (D) Collaborative-interdependent

13. Which of the following is NOT a distinguishing feature of a collaborative style of interaction?
- (A) It is voluntary
  - (B) It involves one party as an expert and the other party as a learner
  - (C) It includes sharing resources
  - (D) It is based on mutual goals
14. An elementary teacher shares a concern about one of the students in her class. She states that the student, normally a bright and active participant in class, has become more and more withdrawn over the past few weeks. After meeting with the student, the counselor suspects the student is being sexually abused by her mother's new boyfriend. In this situation, a school counselor's first responsibility is to contact
- (A) the student's mother
  - (B) the school principal
  - (C) a local counseling center to make a referral
  - (D) the state child protective services
15. According to Carl Rogers, a congruent counselor is one
- (A) whose actions are not at odds with his or her feelings and thoughts
  - (B) whose expression reflects what the client is presenting
  - (C) whose choice of techniques and interventions remains constant throughout the counseling relationship
  - (D) who gets a client to do what the counselor thinks he or she should be doing
16. A high school counselor meets with a student who is having difficulty deciding what college to attend in the fall. The counselor discloses his own personal reflections on decisions he made relating to college choice and describes regrets. The counselor's comments are
- (A) appropriate because they help the student understand that he is not alone in his dilemma about choosing a college
  - (B) appropriate because they allow the student to feel close to his high school counselor
  - (C) inappropriate because the counselor does not understand contemporary issues related to choosing a college
  - (D) inappropriate because they focus more on the counselor's experience than on the student's current dilemma
17. Which of the following is a disadvantage of asking clients open-ended questions during counseling?
- (A) Clients will not be able to express their true feelings
  - (B) The therapeutic process may get off track if a client is verbose
  - (C) Clients will not feel comfortable during therapy
  - (D) Counselors will not be able to gather information on several issues
18. All of the following are important purposes of evaluation in a school counseling program EXCEPT
- (A) generating valid measures of how well the school counselor meets program goals and objectives
  - (B) helping other stakeholders clearly understand the unique role of the school counselor in the school
  - (C) gathering data for research that will advance the school counseling profession
  - (D) planning and developing accountability procedures even though the program cannot be changed at this time

19. Which of the following is the best example of a mentoring program?
- (A) A professional school counselor and a special education teacher cooperate in developing a plan to integrate students with disabilities into extracurricular activities.
  - (B) A professional school counselor arranges a large-group assembly in which community members share their work experiences with students.
  - (C) Students receive tutoring from and participate in recreational activities with adults from the community during free periods or after school.
  - (D) Students spend part of the day in a resource room getting individualized attention from a special education teacher.
20. Which of the following is a responsibility of a Guidance Advisory Committee (GAC)?
- (A) Reviewing counseling program data and activity outcomes to make recommendations to the counselor
  - (B) Evaluating the counselor's professional activities
  - (C) Reporting recommendations about the counseling plans to administrators
  - (D) Sharing the work of the committee with the local media
21. A counselor encounters inappropriate behavior by a student group member. The counselor should do which of the following to discourage the behavior?
- (A) Nod or smile at the student
  - (B) Address the student warmly
  - (C) Shift posture to lean toward the student
  - (D) Avoid responding or close the eyes
22. All of the following are acceptable uses of the Wechsler Intelligence Scale for Children®—Fourth Edition (WISC®-IV) EXCEPT
- (A) seeing how students' abilities compare with those of the general population
  - (B) identifying learning disabilities
  - (C) identifying gifted children
  - (D) determining whether students need to be retained at grade level
23. Which of the following is a management activity?
- (A) Delivering guidance programs
  - (B) Individual planning
  - (C) Offering responsive services
  - (D) Providing system support
24. When selecting an appropriate assessment, a counselor will most need key information about which of the following?
- (A) The purpose of the assessment
  - (B) The cost of the assessment
  - (C) The length of time needed to administer the assessment
  - (D) The type of scaling used to report the results

## Answers to Sample Questions

1. The best answer is (A). Survey approaches used to determine counseling needs in the school are valuable for the completeness of the data collected and the coverage provided. Surveys are probably the most frequently used appraisal method in the school. Survey approaches tend to emphasize the availability of activities, staff, facilities, and programs.
2. The best answer is (D). Major features of comprehensive professional school counseling programs include a focus on student outcomes or competencies. Student achievement of these outcomes is the responsibility of the program. Guidance activities designed to assist students in achieving these competencies are organized accordingly. In addition, comprehensive programs provide for placement, follow-up, and follow-through activities to assist students in their next steps. Direct delivery of counseling and other guidance activities on a demand basis are included because there may be a need for direct immediate services to students while they are still in the school building.
3. The best answer is (D). In the school, counselors are those specialists who are expected to assist in the management of social-emotional dimensions of problem situations. They help clients manage problems. Good helpers listen intelligently to clients and respond within the client's frame of reference.
4. The best answer is (D). The student was exposed to a traumatic event and exhibits sleep disturbance, distressing dreams, and diminished interest in a significant activity (eating). These are all symptoms of posttraumatic stress disorder but not of the other disorders listed.
5. The best answer is (B). The best way for the student and his or her peers to learn from the experience of the inappropriate interaction is for them to examine the behavior and its implications in a nonthreatening manner. The other choices either do not take advantage of the group setting to help all students involved or are offensive and nonproductive to the treatment of the student who is monopolizing group time.
6. The best answer is (D). Under IDEA, academic institutions are financially responsible only for testing that they request. Parent requests are evaluated on a case-by-case basis and, typically, the financing is the parents' responsibility.

7. The best answer is (A). This is a primary intervention because it occurs at the beginning of the school year and is designed to stop a problem before it even begins. Secondary and tertiary prevention occur after a problem has already developed.
8. The best answer is (B). Other professionals, school-based or not, can provide valuable tools and even key phrases that can help to develop treatment goals and plans to help students with disabilities succeed socially and emotionally.
9. The best answer is (B). Convenience sampling is when a sample is chosen based on availability or convenience. The students in this study were already referred, so they were an easy group to use.
10. The best answer is (B). Of the options presented, only (B) represents an activity that is proactive and focused on prevention. The other activities are in response to an event and are thus reactive and focused on intervention or remediation.
11. The correct answer is (B). The student's comment clearly indicates some suicidal ideation, but she needs to be assessed further to determine the level of suicide risk and the appropriate intervention. (A) is premature without a suicide risk assessment and (C) and (D) inappropriately ignore the risk of suicide entirely.
12. The correct answer is (A). In the behavioral consultation approach, the school counselor actively obtains and evaluates student data, which is used to advise other staff members (such as teachers) how best to help the student. This approach is a triadic consultation (among counselor, teacher, and student), and it is considered dependent because the consultee (teacher) relies on the school counselor to collect and interpret the behavioral data.
13. The correct answer is (B). Collaborative models are mutual, shared, and reciprocal. (A), (C), and (D) all reflect those elements, while (B) does not, so (B) is the correct answer.
14. The correct answer is (D). Sexual abuse of a minor is by law a reportable event, so the first response is to notify the state child protective services, which will take further appropriate action.



15. The correct answer is (A). Carl Rogers defined “congruence” as an ability to be authentic and genuine when working with a client. When a counselor’s thoughts, feelings, and behaviors are not at odds with each other, the counselor is better able to be with the client more fully, so (A) is the correct answer.

16. The correct answer is (D). Unless the counselor can identify a direct therapeutic connection between his own experiences and the client’s current situation, self-disclosure focuses the session on the counselor and is, therefore, not appropriate, so (D) is the correct answer.

17. The correct answer is (B). An open-ended question allows the client to choose how to respond. This freedom may be positive if it allows the client to move on to topics that are a concern, but it may also allow the client to move away from the present focus of therapy, so (B) is the correct response.

18. The best answer is (D). Evaluation in a school counseling program serves the purposes of generating valid measures of how a program meets goals and objectives, helping others understand the role of the counselor, and gathering data for research purposes. It is not used to plan and develop procedures when the program is unable to change.

19. The best answer is (C). Mentor programs commonly include tutoring and recreational activities provided by adults in the community. The other choices are examples of consultation, collaboration, and teaching.

20. The best answer is (A). A Guidance Advisory Committee (GAC) is commonly charged with the task of reviewing program data and making recommendations based on their evaluations. GACs typically do not evaluate counselors’ professional activities, report directly to administrators, or disclose counseling work to the media.

21. The best answer is (D). Avoiding a response or closing the eyes is a good way to extinguish or discourage inappropriate behavior in a group. The other options all positively reinforce the inappropriate behavior, making it more likely to occur.

22. The best answer is (D). Acceptable uses of the Wechsler Intelligence Scale for Children®–Fourth Edition (WISC®-IV) include comparing students’ scores with those of the general population and identifying learning disabilities and giftedness. Grade retention decisions should be based on academic achievement, not intelligence test scores.

23. The best answer is (D). According to the American School Counselor Association’s ASCA National Model®, providing system support is an administration and management activity, whereas delivering guidance programs, individual planning, and offering responsive services are not.

24. The best answer is (A). The most important criterion for selecting an appropriate assessment tool is the purpose of the assessment. The professional school counselor needs to determine what information is needed from the assessment and how that information will be used. The cost of the administration, the length of time required, and the type of scaling used in reporting are issues that may be considered, but the decision should not be based on any of these without full consideration of the purpose.



## 9. Check on Testing Accommodations

*See if you qualify for accommodations that may make it easier to take the Praxis test*

### What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit [www.ets.org/praxis/register/accommodations/plne](http://www.ets.org/praxis/register/accommodations/plne).

### What if I cannot take the paper-based test on Saturday?

Monday is the alternate paper-delivered test day for test takers who can't test on Saturday due to:

- religious convictions
- duties as a member of the United States armed forces

Online registration is not available for Monday test takers. You must complete a registration form and provide a photocopy of your military orders or a letter from your cleric. You'll find details at [www.ets.org/praxis/register/accommodations/monday\\_testing](http://www.ets.org/praxis/register/accommodations/monday_testing).

### What if I have a disability or other health-related need?

The following accommodations are available for *Praxis* test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book (14 pt.)
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit [www.ets.org/praxis/register/disabilities](http://www.ets.org/praxis/register/disabilities).

**Note:** Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at <http://www.ets.org/praxis/register/disabilities>.

You can find additional information on available resources for test takers with disabilities or health-related needs at [www.ets.org/disabilities](http://www.ets.org/disabilities).

# 10. Do Your Best on Test Day

*Get ready for test day so you will be calm and confident*

You followed your study plan. You are prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test and bring food with you to eat during break to keep your energy level up
- bring an acceptable and valid photo identification with you
- bring a supply of well-sharpened No. 2 pencils (at least 3) and a blue or black pen for the essay or constructed-response tests
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the necessary amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

## What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- scrap paper
- any electronic, photographic, recording, or listening devices

**Note:** All cell phones, smart phones (e.g., BlackBerry® devices, iPhones®, etc.), PDAs, and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen USING such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit [www.ets.org/praxis/test\\_day/bring](http://www.ets.org/praxis/test_day/bring).

## Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these items?
- If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!

# Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

## What do the *Praxis* tests measure?

The *Praxis* tests measure the specific pedagogical skills and knowledge that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success. The assessments are designed to be comprehensive and inclusive, but are limited to what can be covered in a finite number of questions and question types.

## What are the *Praxis I* tests?

The *Praxis I* tests measure basic skills in reading, writing, and mathematics. All these tests include multiple-choice questions and the Writing test also includes an essay question. *Praxis I* tests are designed to evaluate whether you have the academic skills needed to prepare for a career in education.

## What are the *Praxis II* tests?

*Praxis II* Subject Assessments measure knowledge of specific subjects that K–12 educators teach, as well as general and subject-specific teaching skills and knowledge. Ranging from Agriculture to World Languages, there are more than 130 *Praxis II* tests, which contain multiple-choice or constructed-response questions, or a combination of both.

## What is the difference between *Praxis* multiple-choice and constructed-response tests?

Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area. Content-specific *Praxis II* pedagogy tests, most of which are constructed-response, measure your understanding of how to teach certain fundamental concepts in a subject area.

The tests do not measure your actual teaching ability, however. Teaching combines many complex skills that are typically measured in other ways, including classroom observation, videotaped practice, or portfolios not included in the *Praxis* test.

## Who takes the tests and why?

Some colleges and universities use the *Praxis I* tests to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require *Praxis I* scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis II* tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require *Praxis II* tests for professional licensing.

## Do all states require these tests?

The *Praxis Series* tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

### What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a licensure exam takes planning, discipline, and sustained effort.

### Why does my state require *The Praxis Series* tests?

Your state chose *The Praxis Series* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

### How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of *The Praxis Series* test development process. First, ETS asked them which knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the multiple-choice and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and ETS Standards for Quality and Fairness.\*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

\*ETS Standards for Quality and Fairness (2003, Princeton, NJ) are consistent with the “Standards for Educational and Psychological Testing,” industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (1999, Washington, DC).

### How are the tests updated to ensure the content remains current?

*Praxis* tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review existing test specifications and to evaluate test forms for alignment with the specifications.

### How long will it take to receive my scores?

Scores for computer-delivered tests are available faster than scores for paper-delivered tests. Scores for most computer-delivered multiple-choice tests are reported on the screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren't available immediately after the test because of the scoring process involved. Official scores for computer-delivered tests are reported to you and your designated score recipients approximately two to three weeks after the test date. Scores for paper-delivered tests will be available within four weeks after the test date. See the test dates and deadlines calendar at [www.ets.org/praxis/register/centers\\_dates](http://www.ets.org/praxis/register/centers_dates) for exact score reporting dates.

### Can I access my scores on the Web?

All test takers can access their test scores via their *Praxis* account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log in to your *Praxis* account at [www.ets.org/praxis](http://www.ets.org/praxis) and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

**Note:** You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

Your teaching career is worth preparing for, so start today!  
Let the *Praxis*™ *Study Companion* guide you.



To search for the *Praxis* test prep resources  
that meet your specific needs, visit:

[www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep)

To purchase official test prep made by the creators  
of the *Praxis* tests, visit the ETS Store:

[www.ets.org/praxis/store](http://www.ets.org/praxis/store)

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