



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

51 Guidance Counselor



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

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

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

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

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

Test Objectives

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

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

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

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

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Human Development and Learning	21%
Assessment and Evaluation	15%
Counseling and Group Guidance	25%
Educational and Career Planning	18%
Guidance Programs and Professional Knowledge	21%

HUMAN DEVELOPMENT AND LEARNING

Understand human development from early childhood to adulthood.

Includes stages and characteristics of physical and motor, social and emotional, and language and cognitive development from early childhood to young adulthood; developmental theories, their characteristics, and their limitations; and developmental issues of particular importance during the various stages of human growth and development.

Understand ways in which developmental stages and external factors affect educational counseling and assessment.

Includes ways in which development during early childhood, middle childhood, and adolescence may affect educational counseling and assessment strategies and techniques; the influence of gender, family, peers, community, and racial, ethnic, cultural, linguistic, and socioeconomic background on personal growth, development, learning, behavior, and educational achievement; and the application of developmental theories to various educational or counseling situations.

Understand characteristics of students with special educational needs.

Includes characteristics of students with special educational needs (e.g., learning disabilities, emotional impairments, mental impairments, physical impairments); learning characteristics and educational needs of students with various impairments; and implications of impairments and disabilities on human development, learning, behavior, educational achievement, and career planning.

Understand principles of learning and motivation.

Includes learning theories, behavioral and cognitive concepts of learning (e.g., reinforcement, transfer of learning, retention), the relationship between motivation and learning, factors that affect student motivation and attitudes toward school, and the application of learning concepts and motivational principles in various educational situations.

Understand principles of and methods for promoting cognitive development.

Includes principles of and methods for helping students develop goal-setting, problem-solving, and decision-making skills; techniques and activities for helping students acquire, apply, and adapt efficient learning strategies; and techniques for encouraging students to assess their own needs, interests, and talents and direct their own learning behaviors in response to various demands and tasks.

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

Includes principles of and strategies for managing personal interactions and conflicts, establishing and maintaining positive peer relationships, and perceiving expectations in various social situations; methods for promoting workplace skills (e.g., basic academic skills, personal management skills, teamwork skills); ways to help students develop emotional well-being and positive self-concept; and techniques for helping students develop stress management skills and coping mechanisms.

ASSESSMENT AND EVALUATION

Understand principles and characteristics of quantitative educational measurement, evaluation, and assessment methods.

Includes major terms and concepts associated with quantitative educational measurement and evaluation; types, characteristics, and methods of quantitative assessment techniques and procedures, their uses, and their limitations; criteria and procedures for the selection of quantitative assessment methods; the relationship of quantitative assessment to instruction; and principles of nondiscriminatory assessment design, construction, and administration.

Understand principles and characteristics of qualitative educational measurement, evaluation, and assessment methods.

Includes major terms and concepts associated with qualitative educational measurement and evaluation; types, characteristics, and methods of qualitative assessment techniques and procedures, their uses, and their limitations; criteria and procedures for the selection of qualitative assessment methods; characteristics and uses of anecdotal records, cumulative student records, case studies, portfolios, and other comprehensive evaluations; the relationship of qualitative assessment to instruction; and principles of nondiscriminatory assessment design, construction, and administration.

Understand how to manage, administer, and interpret a variety of educational assessment programs and instruments.

Includes appropriate assessment procedures for a variety of situations, including those involving students with specific educational needs (e.g., special education, gifted, limited English proficient); the management of computer-based testing programs; test-scoring procedures; and the interpretation of assessment results.

Understand how to use assessment and evaluation information and data to plan educational programs and school improvement.

Includes the use of assessment and evaluation information and data to identify individual student strengths and needs and to determine appropriate placements; procedures and criteria for evaluating student progress; procedures for providing ongoing evaluation and feedback; the role of assessment data and information in instructional planning, program evaluation, and school improvement; and techniques for communicating and disseminating assessment information and data to parents, guardians, staff, and the community.

COUNSELING AND GROUP GUIDANCE**Understand principles and techniques of individual counseling.**

Includes developmental and preventive counseling; principles and goals of individual counseling; the application of principles and techniques of various counseling approaches to individual counseling situations; and procedures and techniques for establishing effective counseling relationships with students, determining goals, solving problems, and communicating effectively in individual counseling situations.

Apply knowledge of group counseling principles and procedures.

Includes functions, techniques, goals, and coordination of group counseling at the elementary, middle, and secondary levels; ethical considerations and issues in group counseling situations; criteria and procedures for selecting members for group counseling; stages and characteristics of group development in group counseling; factors that affect group dynamics (e.g., leadership styles and functions, group size and structure); strategies for alleviating problems related to group dynamics; and principles and procedures for establishing and maintaining peer counseling programs.

Apply knowledge of group guidance principles and procedures.

Includes functions, goals, and coordination of group guidance at the elementary, middle, and secondary levels; types of group guidance presentation modes (e.g., assembly, small group, classroom) and appropriate procedures and activities for various modes; procedures for planning group guidance sessions (e.g., selecting topics, determining group size and composition, scheduling); and procedures for implementing group guidance sessions (e.g., selecting presentation materials, providing follow-up activities, handling disruptive behaviors).

Understand referral procedures.

Includes conditions and procedures for referring students to other school or community resources; and the role of the counselor, administrator, student, and family in a school-initiated referral.

Understand intervention procedures.

Includes appropriate crisis interventions for various group and individual situations; and the role of the counselor, administrator, student, and family in a school-initiated intervention.

Understand the needs of students with special concerns (e.g., at-risk students, students with personal or family problems).

Includes characteristics, needs, and concerns among at-risk students and students with personal or family problems (e.g., substance abuse, pregnancy, serious chronic illness, depression, truancy, suicide, neglect, physical abuse, sexual abuse, sexual harassment); counseling strategies and techniques for students with special concerns; and notification of appropriate resources for these students.

Understand issues related to the needs of students from all cultural backgrounds.

Includes the provision of equitable counseling and guidance services for all students; the relationship between culture and personal and group values; the impact of cultural diversity on student learning, behavior, and placement decisions; and strategies for adapting guidance and counseling styles to the needs of students and families from a variety of cultural backgrounds.

EDUCATIONAL AND CAREER PLANNING

Apply procedures for determining educational placement in relation to career goals.

Includes procedures and concerns related to students' classroom placements and academic schedules; procedures for selecting student courses and curricula in various situations, including situations involving students with special educational needs; and the interpretation of various types of information (e.g., personal, achievement, psychological) to identify possible curriculum choices as they relate to career interests.

Apply knowledge of approaches for and theories of career development and occupational choice.

Includes theories of career development and occupational choice (e.g., developmental, need satisfaction, personality, socioeconomic, trait factor), their applications to various educational situations, characteristics and procedures associated with career counseling approaches, and advantages and limitations of given career counseling approaches.

Understand career development and information programs.

Includes goals and objectives of career development programs at the elementary, middle school, and secondary levels; procedures for establishing and directing career education courses and information programs; techniques for helping students develop job-finding skills (e.g., résumé writing, interviewing techniques); sources of educational and occupational information; and the use of community resources to help students and graduates find jobs.

Understand career assessment and career decision-making procedures.

Includes techniques for helping students understand their abilities, interests, and personality characteristics in relation to career options; types, functions, and characteristics of career assessment methods (e.g., interest inventories, nonstandardized techniques); the interpretation of career assessment results; procedures for career-related decision making; criteria for comparing career opportunities and making career decisions in various situations; and appropriate sources of educational, occupational, and current job market information.

Understand postsecondary educational planning.

Includes strategies for helping students research and choose postsecondary programs, prepare for entrance exams, and fulfill admission requirements; sources of information and procedures for seeking financial aid, loans, scholarships, and grants; and sources of information and techniques for applying to colleges and universities and to trade, technical, and apprenticeship programs.

GUIDANCE PROGRAMS AND PROFESSIONAL KNOWLEDGE**Apply procedures for determining and reporting comprehensive guidance and counseling program needs, priorities, and objectives.**

Includes types and characteristics of needs assessments (e.g., questionnaires, test results, surveys, interviews), appropriate methods of presenting data (e.g., graphs, tables), requirements and procedures for making recommendations based on needs assessment results, determining appropriate priorities based on given assessment data or student needs, and formulating objectives and selecting activities in relation to assessment data or student needs and priorities.

Apply knowledge of professional responsibilities, standards, and issues related to school counselors.

Includes roles and functions of the school counselor in various educational settings; responsibilities of the counselor in relation to students, the school, and school personnel; the application of professional standards and ethical guidelines; trends, issues, and potential conflicts related to the practice of school guidance and counseling; effects of school, state, and federal regulations on guidance and counseling policies and procedures; and sources of information to promote the professional development of school counselors.

Understand the structure and functions of the Michigan Comprehensive Guidance and Counseling Program.

Includes goals and objectives of school guidance and counseling programs; procedures and requirements for organizing and managing the guidance curriculum, individual planning, responsive services, and systems support; establishing and maintaining good public relations; establishing school guidance and counseling policies (e.g., appointment scheduling, use of records); goals, criteria, and procedures for evaluating school guidance and counseling programs; and the interpretation of results of a school guidance and counseling program evaluation.

Apply consultation, collaboration, and coordination procedures.

Includes principles and procedures for consulting and collaborating with teachers, social workers, school psychologists, special education personnel, administrators, other school personnel, and parents and guardians to build and maintain a strong support system for students; and appropriate procedures for initiating schoolwide programs, participating on decision-making teams, and coordinating materials or services for students in various situations.

Understand principles and procedures for establishing and maintaining effective school-home relationships.

Includes methods for communicating effectively with the families of students; awareness of and sensitivity to diversity in culture and family structure among students' families; appropriate ways of helping parents and guardians understand the skills students need to succeed in academic, career, and technical areas; and appropriate ways to convey information about a student's educational program and progress.

Apply knowledge of legal and ethical issues related to the rights and responsibilities of students, parents and guardians, and school personnel.

Includes the legal rights of students and parents and guardians regarding assessment and student records; legal and ethical guidelines related to confidentiality; rules and regulations related to the education of students with special educational needs; school policies and legal guidelines and regulations regarding neglect, physical abuse, sexual abuse, and sexual harassment; and ethical standards and guidelines related to the counseling of students and parents and guardians.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. According to Erikson's theory of psychosocial development, the primary developmental task of middle childhood involves resolving conflicts related to which of the following aspects of identity?
 - A. autonomy versus doubt
 - B. initiative versus guilt
 - C. industry versus inferiority
 - D. identity versus role confusion
2. A school counselor plans to conduct a group guidance session on gangs and gang avoidance with a class of sixth graders. Early in the session, the discussion unexpectedly turns to another issue: how to resolve an ongoing conflict between two groups of students in the class. The counselor decides to focus on the classroom conflict issue as part of the discussion of gangs. Which of the following best explains a key benefit of the counselor's decision?
 - A. Students' self-esteem and sense of worth is likely to be enhanced when they view themselves as being free to determine the direction of their own learning.
 - B. The counselor's action allowed the class to address content that is more developmentally appropriate for students in this age group.
 - C. Student learning is likely to be maximized when students have a chance to pursue topics that are perceived as being immediately relevant to their lives.
 - D. The counselor's action modeled for students the value of individual flexibility in responding to changing situations and needs.

3. Ramon is a second grader who receives a grade-equivalent score of 4.5 on a mathematics achievement test. Which of the following is the best interpretation of Ramon's test result?
- A. Ramon knows mathematics about as well as a typical fourth grader at the end of the fifth month of school.
 - B. Ramon's performance on the test is about the same as that expected of an average fourth grader midway through the school year.
 - C. Ramon's current mathematics instruction should focus on content typically taught to fourth graders during the fifth month of school.
 - D. Ramon has mastered about half the mathematics content typically included in the fourth grade curriculum.
4. A school counselor has selected several students for a group counseling session, and all the selected students have agreed to participate in the session. Which of the following should be the counselor's first step at the group's initial session?
- A. guiding group members to establish peer agreement about issues of group confidentiality
 - B. discussing the counselor's goals and expected outcomes for the group
 - C. establishing rules of order and etiquette to be used during the group sessions
 - D. explaining the sequence and purposes of activities the counselor has chosen for the group

5. At the request of the principal, a middle school counselor is establishing a social skills group to resolve an ongoing dispute between two groups of seventh grade students that have caused classroom and other disruptions for several months. Which of the following is the first step the counselor should take in establishing this social skills group?
- A. Advise the students' parents or guardians that their children have been assigned to this group at the request of the principal.
 - B. Inform the students that as a result of their continuing conflicts, they will be required to participate in this group.
 - C. Contact each student's parent or guardian to discuss the purpose of the group and request permission for the student to attend.
 - D. Ask each student to sign a release form indicating her understanding of the group's purpose and willingness to participate.
6. Bob, a school counselor in a culturally diverse high school, makes an effort to increase his sensitivity to and awareness of traditional family relationships and interactions in students' home cultures. This practice is likely to be most useful in helping the counselor:
- A. recognize when the families of culturally different students may be in need of counseling or other services.
 - B. focus on the fundamental similarities that exist among groups and individuals from all cultures.
 - C. guide students into making appropriate and culturally acceptable educational and career decisions.
 - D. adjust counseling strategies in ways that are responsive to each student's experiences.

7. Alicia, a secondary school student in a college preparatory program, has many interests but is unsure about which interest to pursue as a career. Using a trait-factor approach, a school counselor's first step would be to:
- A. provide Alicia with detailed information about occupations in her areas of interest.
 - B. advise Alicia to complete a liberal arts degree before choosing a career.
 - C. administer tests to provide Alicia with a profile of her interests, aptitudes, and personality.
 - D. encourage Alicia to pursue a career in her area of greatest achievement.
8. A high school junior with an above-average academic record talks to his school counselor about his disappointing PSAT scores. He attributes his low scores in part to test anxiety and in part to having forgotten some content in subjects not recently studied. The counselor can best respond to this student's concerns by advising him to:
- A. keep in mind that the PSAT is only intended as practice for the SAT.
 - B. immerse himself in review and practice test-taking activities for at least a week before the SAT is administered.
 - C. enroll in an SAT preparation course.
 - D. keep in mind that college entrance exam scores are only one of many criteria used by colleges to judge applicants.

9. Professional standards of conduct require school counselors to adhere to which of the following ethical guidelines when counseling students?
- A. Refrain from consciously encouraging a student to accept values, decisions, or beliefs that represent only the counselor's personal orientation.
 - B. Share with a student's parents or guardians thoughts or concerns expressed during counseling that are in conflict with the family's basic values or belief system.
 - C. Avoid pursuing discussions with students that appear likely to lead to their questioning of widely accepted community values or beliefs.
 - D. Take all reasonable steps to encourage students' acceptance of the values and belief systems of their parents or guardians.
10. A school counselor recently began weekly sessions with a fifth grade girl at the recommendation of her teacher and with the consent of her parents. The counselor is surprised to learn from the student that she has been seeing a psychiatrist for an anxiety disorder. In this situation, the counselor's first step should be to:
- A. encourage the student to view both counseling professionals as partners working to help her feel better.
 - B. terminate the weekly sessions at school because the student's work with the psychiatrist had been started first.
 - C. ask the parents' permission to contact the psychiatrist and continue counseling in school only if the parents and psychiatrist approve.
 - D. advise the student's parents that their child should choose only one counseling professional to see to avoid confusion and conflict.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Understand human development from early childhood to adulthood.
2.	C	Understand principles of and methods for promoting cognitive development.
3.	B	Understand how to manage, administer, and interpret a variety of educational assessment programs and instruments.
4.	A	Apply knowledge of group counseling principles and procedures.
5.	C	Understand intervention procedures.
6.	D	Understand issues related to the needs of students from all cultural backgrounds.
7.	C	Apply knowledge of approaches for and theories of career development and occupational choice.
8.	D	Understand postsecondary educational planning.
9.	A	Apply knowledge of professional responsibilities, standards, and issues related to school counselors.
10.	C	Apply consultation, collaboration, and coordination procedures.