This study guide is intended for use by individuals preparing to take the Georgia Teacher Certification Test (TCT) for school counselors. The content objectives, or competencies, to be demonstrated are: (1) general knowledge of growth and development of the child; (2) knowledge of theories of personality and learning; (3) knowledge of major concepts of theories of individual and group counseling and the tenets of the most widely used counseling techniques; (4) knowledge of regulatory legislation and ethical standards of school counseling; (5) knowledge of theories of career development, strategies of value clarification, the world of work, and uses of leisure; (6) knowledge of the general principles and methods of research, tests, and measurements; and (7) knowledge of sociological class structure and its impact on students, school curriculum, leadership patterns, and principles of sound physical and mental health. Selected references are cited for supplementary reading in each of these competencies. (JD)
National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

Performance-Based Certification
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The Georgia Department of Education wishes to express its appreciation to the group of Georgia educators listed below who volunteered their time and expertise to develop this Study Guide.

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June, 1983
Introduction

Background

In 1982, the Georgia Department of Education (GDE) requested assistance from counselor educators and practicing school counselors to develop this guide. The study guide would contain a list of references keyed to the content objectives (competencies) of the Georgia Teacher Certification Test (TCT) for School Counselors. Since this criterion-referenced test must be passed by persons seeking school counselor certification, several counselor educators in conjunction with GDE personnel volunteered their time.

Purpose of the Study Guide

This guide is intended for use by those individuals who have completed their coursework in school counseling. It is designed to provide assistance in the review of pertinent content in preparation for taking the TCT for certification. There is no assurance that the suggested readings will correspond to individual test items. However, the committee believes that the readings do provide comprehensive coverage of the content objectives (competencies).

Overview of the TCT in School Counseling

The TCT was developed by the National Evaluation Systems, Inc. and Georgia counselor educators/practicing school counselors for the Georgia Department of Education. The test is divided into four broad subareas. Not all of the subareas have the same number of questions; however, each of them has at least 21 questions. The subareas have been listed below by their relative weights on this test. For example, Subarea I and II have the most questions, while Subarea III has the least questions.

Subarea I : Theories and Principles
Subarea II : Career Development
Subarea IV : Research, Test and Measurement
Subarea III : General Education

The content objectives under each of these subareas above were reviewed by certified and practicing school counselors, college and university personnel, and state department of education personnel in Georgia. Only those objectives considered to be job related were selected.

1 For the purposes of this study guide, the term competency is used interchangeably with content objective.

2 These subareas have equal numbers of questions.
Examinees should also be aware of the following information about the
TCT:

1) All items are multiple choice.

2) There is no penalty for guessing.

3) Three and one-half hours have been allocated for taking the test; however, examinees needing more time can request an additional hour at the end of the test session.

4) In order to pass the TCT, one does not have to pass each subarea. Your total score is determined by the number of correct answers.

Use of the Study Guide

In order to help examinees prepare for what they will encounter on the test, the authors of this study guide have organized it by listing the competencies for each subarea, then listing the sources for the subarea followed by the number and letter code for that particular objective. Some of the sources cover topics common to three, four or more competencies while other sources are only related to one competency. Other references, not listed in the study guide, but pertinent to the content objectives, may also be used.

Before selecting specific references to review, the committee suggests that you review all the content objectives for the four subareas. As you study each content objective, assess your present knowledge and feelings of competence. Then make a list of the content objectives where your knowledge is weakest. Select references keyed to those content objectives to review first.

Please remember that all of the readings recorded for an objective do not need to be studied. If you have access to several references, selection will probably be determined by your personal preference.

After you have reviewed the knowledge in your weakest areas, the committee suggests that you concentrate your efforts on the subareas which have more items on the test (Subareas I and II).

Best wishes for a successful performance on the examination. We hope that the reference list will be of value in your preparation.

Additional Test-Taking Assistance

Examinees wanting specific help with test-taking skills should ask for assistance from their college/university counseling center and/or refer to one or more of the references listed below:

Study Guide for TCT in School Counseling

Georgia Teacher Certification Testing Program

Field 024: School Counselor

I. THEORIES AND PRINCIPLES.

Competency: The counselor will have a general knowledge of the growth and development of the child from birth to middle childhood.

11A understand the principles of biological inheritance
11B know the physical development of the child
11C understand the family and social influence upon the child's personality
11D understand the development of trust in the child
11E understand the development of caring in the child
11F understand the development of conscience and guilt in the child

References:

Smart, M. & Smart, R. Children: development and relationships. New York: Macmillan, 1967. 11C
Competency: The counselor will understand the growth and development of the school-age child.

12A. Understand the developmental task sequences and their coping behaviors at the elementary or secondary level.

12B. Understand the physical processes of the student's growth and development.

12C. Understand the intellectual growth and development of the student.

12D. Understand the student's peer group culture.

12E. Understand the social influences upon the student (family, school, community).

12F. Understand the emotional growth and development of the student.

12G. Understand the moral-legal aspect of the student's growth and development.

12H. Understand the factors of motivation in the student.

12I. Understand the effects of the student's sexuality and sex role identification upon his/her personality growth development.

References:


Mouly, G. J. *Psychology for teaching.* Boston: Allyn & Bacon, 1982


**Competency:** The counselor will have a knowledge of theories of personality and learning.

13A ...know the general structure of the most widely used theories

13B ...know the importance of human sexuality and its affects upon personality development

13C ...know the developmental theory of attitudes, beliefs, and values of personality and their relationship to the world of work

13D ...know theories of motivation as related to personality growth

13E ...know the principles of behavior management which include: operant conditioning, classical conditioning, and social modeling

**References**


Competency: The counselor will know the major concepts of the theories of individual counseling.

14A able to identify the philosophical base for the most widely used counseling theories

14B able to define the major constructs which are utilized in client-centered counseling

14C able to define the major constructs which are utilized in behavioral counseling

References


**Competency:** The counselor will know the tenets and cognitive aspects of the most widely used individual counseling models and/or techniques.

15A... know the client-centered model

15B... know interpersonal relations and communication models

**References**


Competency: The counselor will know theories of group counseling and group dynamics.

16A...will know the dynamics and methods of counseling a group
16B...will know the stages of group development
16C...will know the general guidelines for counselor selection and group composition
16D...will know the values and uniqueness of group counseling
16E...will know the limitations and disadvantages of group counseling
16F...will know the legal and ethical standards associated with group counseling
16G...will know methods for involving alienated or isolated students in a counseling group
16H...will know external, internal, and resultant forces of group dynamics

References


Competency: The counselor will know the regulatory legislation and ethical standards of school counseling.

17A ...The counselor will know the regulatory legislation (state and federal) which govern school counselors

17B ...The counselor will know the ethical standards of school counseling

References


Boyd, R.; Tennyson, W., & Erickson, D. Counselors and client confidentiality. Counselor education and supervision, 1973, 12, 278-288. 17B

Georgia Department of Education. Standards for Georgia public schools 1982 (current and proposed). Atlanta: 1982. 17A


II. CAREER DEVELOPMENT

Competency: The counselor will know theories of career development.

21A know and be able to identify the major constructs of career development theorists

21B know the major phases of career development

21C able to identify the career management tasks by developmental level as described in the Minnesota Career Development Curriculum (CDC) of Tennyson

References

Belkin, G. S. Practical counseling in the schools. Dubuque, IA: William C. Brown Co. Pub., 1975. 21A


Competency: The counselor will know an accepted decision-making process and strategies of value clarification.

22A able to identify processes which will lead a student from the identification of a problem to its solution

22B know the characteristics of a value

22C know strategies of values clarification
References


Competency: The counselor will know the value of leisure.

23A able to identify various types of leisure activities and indicate their relationship to work and education

23B able to identify resources for leisure activities

References


Competency: The counselor will have a knowledge of the world of work.

24A ... know various occupations; classification systems, identify sources of occupational information, and know criteria for evaluating occupational information.

24B ... know the various educational and training routes necessary for job-entry.

24C ... know the personal, educational, and job characteristics which are inherent in various occupations.

24D ... know a vocabulary of career terms.

References


III. RESEARCH, TEST AND MEASUREMENT

Competency: The counselor will know the general principles and methods of assessment.

31A ...know the general purposes of various instruments and will be able to identify instruments appropriate to meet the needs of clients.

31B ...demonstrate knowledge of appraisal procedures that will effectively identify exceptional students.

References


Competency: The counselor will know survey methods.

32A ...able to state important differences in the purpose and function of tests and testing as in: counseling, diagnosis, and curriculum use.

32B ...able to demonstrate an understanding of research designs appropriate for evaluating counseling process techniques and outcomes.

32C ...able to identify the major reference sources for reviewing new and established psychometric instruments.

References


Competency: The counselor will have a working knowledge of statistics for interpreting and using data.

33A ...know and understand the most widely used descriptive statistics and measurement terms

33B ...demonstrate his/her ability to synthesize and integrate testing and nontesting data concerning the client

33C ...demonstrate knowledge of his/her ability to refer and use other professionals when appropriate for additional appraisal

References


Tuckman, B. W. *Conducting educational research* (2nd ed.). New York: Harcourt, Brace, Jovanovich, 1978. 33A

IV. GENERAL EDUCATION

Competency: The counselor will have a knowledge of sociological class structure and its impact on students.

41A ... able to identify the factors which account for social classification and stereotyping within various social classes

41B ... knowledge of the value system which typifies the various social classes

41C ... knowledge of historically important events of various racial and ethnic groups

References


Kahn, M. L. Class and conformity: a study in values. Homewood, IL: Dorsey, 1969. 41B


Competency: The counselor will have knowledge of school curriculum.

42A ... able to identify various groups who influence curriculum

42B ... know various organizational strategies

42C ... know various instructional strategies

42D ... know the basic content of curriculum

References


Competency: The counselor will have knowledge of co-curricular activities.

References


Competency: The counselor will know leadership patterns.

References


**Competency:** The counselor will know the principles of sound physical and mental health.

45A ...know the effects of insufficient sleep and rest upon the body

45B ...know the effects of an inadequate diet upon the body

45C ...know the physical effects of the abuse of alcohol, tobacco, and drugs

45D ...know the concept of psychological sexuality

45E ...know the major characteristics of a healthy personality

**References**


Competency: The counselor will know appropriate referral resources.

References
