



# GACE® School Counseling Assessment Test II (104) Curriculum Crosswalk

## Required Coursework Numbers

<b>Subarea I. Delivery of Service (80%)</b>															
<i>Objective 1: Understands fundamental theories and principles of guidance and counseling</i>															
A. Knows how to appropriately use a variety of technological resources and research to deliver a data-driven school counseling program															
B. Understands the purposes and theories of individual counseling and applies them appropriately in a multicultural society															
C. Understands the purposes and theories of group counseling and applies them appropriately in a multicultural society															
D. Knows the purpose and can apply techniques of educational advisement and planning; e.g., grade-level transition, academic-intervention plans															
E. Understands the purposes and theories and can apply processes of career development and planning for students at each age level															
F. 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															
G. Understands the purpose and instructional theories and can apply techniques of classroom guidance and strategies of classroom management															

## Required Coursework Numbers

H. Promotes students' understanding of the benefits of educational achievement																	
I. Promotes students' awareness of the relationship between work and learning for both college and career readiness																	
J. Understands the purposes and theories and can apply techniques of crisis intervention; e.g., school-level crises, individual crises																	
K. Knows the purpose and can apply techniques of peer mediation and conflict resolution																	
L. Understands methods for preventing and addressing common student concerns; e.g., stress, drug use, bullying																	
M. Understands and can respond to the needs of students with various levels of ability; e.g., physical, emotional, cognitive																	
N. Knows and responds to the needs of students from various backgrounds; e.g., socioeconomic, cultural, linguistic																	
O. Knows the needs of and responds to students with diverse issues; e.g., sexual orientation, family situations, alcoholism/drug use																	
P. Promotes character development, employability skills, and positive decision-making skills in students																	
Q. Participates in system support activities such as conducting in-service training for other stakeholders																	

## Required Coursework Numbers

<i>Objective 2: Understands the role and importance of consultation and collaboration</i>																			
A. Knows the role of the school counselor in supporting the development and implementation of student service plans; e.g., Individualized Education Program (IEP) meetings, Section 504 plans, transition planning, response to intervention																			
B. Describes and differentiates the characteristics of consultation, collaboration, and conflict resolution																			
C. Is familiar with the purposes, theories, and techniques of consultation models as they apply to school guidance and counseling																			
D. Is familiar with the differing needs of teachers, other education professionals, administrators, parents, and community agencies and organizations for consultation and collaboration																			
E. Understands and applies the characteristics of effective collaborative relationships																			
F. Is familiar with common pedagogical techniques used in the classroom to provide consultation services as they apply to academic support																			
G. Collaborates with stakeholders to create environments that promote equity and success for all students																			
<b>Subarea II. Accountability (20%)</b>																			
<i>Objective 1: Understands fundamentals of program evaluation and data-driven accountability</i>																			
A. Knows the goals and methods of evaluating achievement, program effectiveness, student outcomes, and systemic change																			

### Required Coursework Numbers

B. Knows how to apply data analysis results to identify strengths and areas for program improvement; e.g., needs assessment, program evaluation															
C. Knows methods of gathering background data (e.g., observation, interviews, records review) to assist in selecting appropriate interventions															
D. Is familiar with various types of assessments and their uses; e.g., criterion-referenced, aptitude, achievement, formative															
E. Knows how to interpret and appropriately use the results of intelligence, achievement, career, and behavioral assessments															