

Florida Teacher Certification Examinations
Test Information Guide
for
Guidance and Counseling PK–12



FLORIDA DEPARTMENT OF EDUCATION

www.fdoe.org

Third Edition

Developed, produced, and printed under the authority of the
Florida Department of Education

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Test and Test Information Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Guidance and Counseling PK–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included school counselors, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected school counselors, a large-scale survey of school counselors, pilot tests, and their own professional judgment.

Role of the Test Information Guide

The purpose of this test information guide is to help candidates taking the subject area test in Guidance and Counseling PK–12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university school counselor preparation program or persons making a career change to school counseling. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified educators prepare for recertification or multiple certification.

This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college coursework in the subject area. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



Preparation for the Test

The following outline may help you prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test information guide.**

Section 1 discusses the development of the test and test information guide.

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

Section 4 presents information about the content and structure of the test.

Section 5 lists question formats and includes sample test questions.

Section 6 provides an annotated bibliography of general references you may find useful in your review.

Section 7 identifies a source of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies and concentrate on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

Final preparation

- **Review test-taking advice.**

Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.



Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in "Identification Policy"
 - Watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
 - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.



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Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Guidance and Counseling PK–12 examination. These competencies and skills represent the knowledge that teams of school counselors, subject area specialists, and district-level educators have determined to be important for beginning school counselors. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover the specific competency on the exam.

Competencies are broad areas of content knowledge.

Skills identify specific behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table.

*Approximate percentage of total test questions
(test blueprint)*

<i>Competency</i>	Competency/Skill	Approx. %
	1 Knowledge of counseling	25%
	1 Demonstrate knowledge of major counseling theories.	
	2 Recognize the relationships of cultural identity, personality, learning, and human development theories to counseling theories.	
	3 Apply relevant counseling theories and techniques appropriate to specific situations and populations.	
	4 Recognize criteria for selecting appropriate modes of counseling interventions in individual, small group, and large group settings.	
	5 Demonstrate knowledge of interpersonal processes in small and large group settings.	
	6 Demonstrate knowledge of techniques and leadership skills for facilitating small and large groups.	
	7 Demonstrate knowledge of appropriate listening and responding skills with all stakeholders.	
	8 Identify appropriate evidence-based counseling approaches for specific populations.	
<i>Skills (1–9)</i>	9 Demonstrate knowledge of human development and behavior to promote positive change.	

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill	Approx. %
<p>1 Knowledge of counseling</p> <p>1 Demonstrate knowledge of major counseling theories.</p> <p>2 Recognize the relationships of cultural identity, personality, learning, and human development theories to counseling theories.</p> <p>3 Apply relevant counseling theories and techniques appropriate to specific situations and populations.</p> <p>4 Recognize criteria for selecting appropriate modes of counseling interventions in individual, small group, and large group settings.</p> <p>5 Demonstrate knowledge of interpersonal processes in small and large group settings.</p> <p>6 Demonstrate knowledge of techniques and leadership skills for facilitating small and large groups.</p> <p>7 Demonstrate knowledge of appropriate listening and responding skills with all stakeholders.</p> <p>8 Identify appropriate evidence-based counseling approaches for specific populations.</p> <p>9 Demonstrate knowledge of human development and behavior to promote positive change.</p>	<p>25%</p>
<p>2 Knowledge of activities and programs for addressing current</p> <p>1 Demonstrate knowledge of evidence-based strategies that promote academic, career, and personal-social development, and community involvement.</p> <p>2 Demonstrate knowledge of crisis counseling and crisis management plans (e.g., responses to death, natural disasters, acts of violence, medical emergencies).</p> <p>3 Identify materials and resources for implementing guidance curricula (e.g., character education, conflict resolution, bullying prevention, mediation training).</p> <p>4 Identify high-risk and addictive behaviors and appropriate intervention strategies.</p> <p>5 Demonstrate knowledge of school counseling programs for classrooms and large groups (e.g., drug education, personal safety, career education).</p> <p>6 Demonstrate knowledge of peer helper programs.</p>	<p>14%</p>

Competency/Skill	Approx. %
<p>7 Demonstrate knowledge of the components of <i>ASCA National Model: A Framework for School Counseling Programs</i> and <i>Florida's School Counseling and Guidance Framework: A Comprehensive Student Development Program Model</i> (e.g., foundation, management, delivery, accountability, systemic change, collaboration, advocacy, leadership).</p>	
<p>3 Knowledge of student assessment</p>	<p>8%</p>
<p>1 Demonstrate knowledge of basic measurement concepts (e.g., validity, norming, reliability, error of measurement, standardization).</p> <p>2 Identify factors that may influence student performance and affect test results.</p> <p>3 Demonstrate knowledge of the major functions, strengths, and limitations of various standardized and nonstandardized assessments.</p> <p>4 Interpret the results of formal and informal assessments.</p> <p>5 Identify appropriate methods of communicating synthesized data from a variety of sources (e.g., response to intervention, Florida's Academic Counseling and Tracking for Students [FACTS]) for a comprehensive assessment of a student.</p> <p>6 Apply the results of formal and informal assessments from a variety of sources to improve student educational outcomes.</p>	
<p>4 Knowledge of career development and postsecondary opportunities</p>	<p>9%</p>
<p>1 Demonstrate knowledge of major career development theories.</p> <p>2 Identify school counseling activities related to careers.</p> <p>3 Identify decision-making approaches for students in various stages of career development.</p> <p>4 Demonstrate knowledge of resources, including assessments, used in career development.</p> <p>5 Interpret student assessment data relevant to career development.</p> <p>6 Identify appropriate activities for promoting student employability and lifelong learning.</p> <p>7 Demonstrate knowledge of resources that provide specific information about educational and technical career opportunities.</p> <p>8 Identify ways to assist students in selecting secondary and postsecondary opportunities.</p>	

Competency/Skill	Approx. %
9 Demonstrate knowledge of sources of financial assistance for funding educational opportunities.	
5 Knowledge of consultation, collaboration, and coordination	9%
1 Identify components essential to a consultation model. 2 Demonstrate knowledge of strategies for collaborating with stakeholders to facilitate student success. 3 Demonstrate knowledge of collaborative decision making and the use of appropriate data and resources to assist individuals and groups and enhance the school environment. 4 Identify appropriate procedures and follow-up strategies for student transitions. 5 Select effective procedures for communicating information to stakeholders (e.g., graphing response to intervention, Web site, e-mail, workshop, newsletter). 6 Identify appropriate approaches and resources for making in-school and out-of-school referrals. 7 Identify effective methods for communicating the benefits of a comprehensive school counseling program to all stakeholders. 8 Demonstrate knowledge of multicultural, ethical, and professional competencies in planning, organizing, implementing, evaluating, and enhancing the comprehensive school counseling program.	
6 Knowledge of professional, ethical, and legal considerations	8%
1 Demonstrate knowledge of legal and ethical standards relevant to the counseling process and practices. 2 Demonstrate knowledge of the professional and ethical standards of the American Counseling Association and the American School Counselor Association. 3 Demonstrate knowledge of the legal rights of students and parents or guardians with regard to student records (e.g., Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, Individuals with Disabilities Education Improvement Act). 4 Demonstrate knowledge of legislation concerning students with special needs. 5 Demonstrate knowledge of the counselor's role as an advocate and leader to promote and support student success in the school and community.	

Competency/Skill	Approx. %
7 Knowledge of academic advisement	6%
<ol style="list-style-type: none"> 1 Identify effective strategies for promoting student awareness of graduation requirements, the college admission process, scholarships, and other postsecondary opportunities. 2 Interpret academic assessment data for appropriate educational placement and progression for all student populations. 3 Identify approaches for assisting students with course selection to prepare for secondary and postsecondary educational or employment opportunities. 4 Identify systemic interventions that foster equity and access to close achievement, opportunity, and informational gaps. 	
8 Knowledge of research, program evaluation, and follow-up	6%
<ol style="list-style-type: none"> 1 Demonstrate knowledge of accountability and research methodology. 2 Apply the results of assessment, research, and evaluation to determine program goals and objectives. 3 Demonstrate knowledge of needs assessment techniques. 4 Demonstrate knowledge of the purposes, types, and basic steps of program evaluation and relevant follow-up activities. 5 Demonstrate knowledge of progress monitoring and outcomes reporting to all stakeholders (e.g., graphing student performance, response to intervention, program outcomes). 	
9 Knowledge of appropriate technology	5%
<ol style="list-style-type: none"> 1 Demonstrate knowledge of the use of technology in accessing, managing, storing, reporting, and transmitting student information. 2 Demonstrate knowledge of the appropriate use of technology to plan, organize, implement, evaluate, and enhance the comprehensive school counseling program. 3 Demonstrate knowledge of the benefits and limitations of various technological applications. 	
10 Knowledge of social and cultural diversity	10%
<ol style="list-style-type: none"> 1 Demonstrate knowledge of multicultural and pluralistic societal changes and trends when developing and coordinating the school counseling program. 2 Demonstrate knowledge of the characteristics, needs, and issues of diverse populations. 3 Demonstrate knowledge of facilitating the counseling process for diverse students and families. 	

Competency/Skill		Approx. %
4	Demonstrate knowledge of the counselor's responsibility to address his or her own biases.	
5	Identify inclusive strategies that eliminate biases, prejudices, and discriminatory contexts within the school and community.	

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Test Format and Sample Questions

The Guidance and Counseling PK–12 subject area test consists of approximately 120 multiple-choice questions. You will have two and one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and refers you to a sample question of each type.

Type of Question	Sample Question
Direct question Choose the response option that best answers the question.	Question 1, page 15
Sentence completion Select the response option that best completes the sentence.	Question 2, page 15
Scenario Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Question 3, page 15

Sample Questions

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

An answer key follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

DIRECTIONS: Read each question and select the best response.

1. Which theorist emphasized the concept of unconditional positive regard?
 - A. Albert Ellis
 - B. Sigmund Freud
 - C. William Glasser
 - D. Carl Rogers

2. Behavioral counseling is based on the theory that human development is primarily a function of an individual's
 - A. progression through a series of stages.
 - B. growing mastery over unconscious drives.
 - C. interaction with the environment.
 - D. internalized sense of self-worth.

3. Four elementary school students have been meeting regularly with a school counselor. The counselor uses an activities-based approach to foster the students' development of social skills. Which of the following actions by the counselor would most likely have a disruptive effect on current group processes?
 - A. meeting on a different day of the week
 - B. adding a new member to the sessions
 - C. increasing the length of the meetings
 - D. rearranging the furniture in the room

4. A school counselor in a prekindergarten program will be working with a 4-year-old child whose parent recently died. For a child at this developmental level, the counselor's best approach would be to use
 - A. group counseling techniques to reestablish a sense of connection.
 - B. psychodynamic techniques to elicit personal insight.
 - C. creative arts techniques to facilitate emotional expression.
 - D. behavioral techniques to reinforce self-control.

5. During an observation of an elementary school student, a school counselor records a high rate of off-task behavior that is interfering with the student's completion of classwork and causing a classroom distraction. To increase on-task behavior, the school counselor should initially recommend that the teacher
 - A. assign the student to an isolated area to gain control of behavior.
 - B. take steps to correct the student's behavior as soon as it is observed.
 - C. deprive the student of desired activities until behavior improves.
 - D. analyze antecedents and consequences of the student's behavior.

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6. A 7th-grade student who is failing three subjects makes an appointment to see the school counselor. After discussing the student's academic history, the best initial action for the school counselor to take would be to
- A. advise the parents or guardians to contact a private tutor and schedule follow-up conferences with the student.
 - B. assist the student in developing a time management and study schedule and set up weekly progress checks.
 - C. reschedule the student in less demanding classes and notify teachers of the changes.
 - D. initiate procedures to refer the student for a comprehensive multidisciplinary evaluation.
7. Which of the following pairs of symptoms is associated with steroid abuse?
- A. euphoria and incessant talking
 - B. mood swings and heightened aggressiveness
 - C. paranoia and decreased appetite
 - D. sleepy appearance and reduced motivation
8. Which of the following roles would be appropriate for a peer helper in a high school peer helper program?
- A. increasing students' awareness of available resources
 - B. organizing students' files in the school counselor's office
 - C. facilitating a group meeting for students independently
 - D. making decisions for students who are not sure what to do
9. What are the three domains addressed in *The ASCA National Model: A Framework for School Counseling Programs*?
- A. small-group, large-group, and classroom guidance
 - B. leadership, advocacy, and collaboration
 - C. career, academic, and personal-social development
 - D. foundations, management, and accountability
10. A school counselor tells the parents of a 5th grader that their child's test scores reflect the child's performance relative to that of other 5th graders across the United States. This type of score is referred to as a
- A. norm-referenced score.
 - B. raw score.
 - C. criterion-referenced score.
 - D. standard score.

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11. When choosing career development materials for use at the middle school level, a school counselor should focus on materials that facilitate students'
- A. selection of specific career options.
 - B. acquisition of particular career skills.
 - C. exploration of career clusters.
 - D. formulation of career goals.
12. A 12th-grade student is taking a college preparatory curriculum and currently has a 3.4 GPA. The student is interested in biology and writing, wants to attend an in-state college, and will need financial assistance. In identifying which colleges to apply to, the most appropriate first step for the student to take would be to
- A. research in-state colleges using the counseling program's online resources.
 - B. inspect the catalogs of in-state colleges in the school's library media center.
 - C. visit each of the in-state colleges that offer programs in the relevant subjects.
 - D. talk to in-state college representatives at the next college orientation program.
13. A middle school counselor decides to consult with the parents and guardians of a group of adolescents identified as at-risk based on their behavior. Which of the following should be the school counselor's primary goal for these interactions?
- A. telling the parents and guardians that their children should improve their behavior or administrative action will be taken
 - B. informing the parents and guardians that their children could be retained at grade level if their behavior does not change
 - C. encouraging the parents and guardians to be part of an ongoing support system for changing their children's behavior
 - D. discussing with the parents and guardians psychological factors that may explain their children's disruptive behavior
14. A high school counselor is working with a group of students who are uncertain about what to do after graduation. The most effective first step for the school counselor to take in promoting a successful postsecondary transition is to have these students
- A. complete an interest inventory.
 - B. review college-related information.
 - C. practice résumé writing.
 - D. role-play job interviews.

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15. An elementary school counselor meets weekly with a small group of students to teach social skills. After several weeks, the counselor notices that one especially quiet student is trying to hide unexplained bruises. The counselor suspects that the child is being physically mistreated. In this situation, the counselor is required to follow which of these procedures?
- A. conducting multiple interviews with the child over several days
 - B. reporting the observations to the child abuse hotline immediately
 - C. talking privately with the child to inquire about details of the abuse
 - D. requesting that a school administrator contact the child's parents
16. A lawyer who is working with a student's parent requests assessment information that is kept in the student's cumulative folder. The lawyer, who does not have parental permission for the access, comes to a school counselor's office and demands to see the assessment information. The school counselor cannot reach the student's parent. The school counselor's legal responsibility in this situation is to
- A. deny access until the school receives a signed release form.
 - B. allow access in the presence of a school administrator.
 - C. allow access to a summary of the results by a school psychologist.
 - D. deny access until permission can be obtained by telephone.
17. In regard to the official school records of children under 18 years of age, federal law guarantees parents or guardians the legal right to
- A. inspect everything that has been placed in their children's records.
 - B. remove anything from their children's records that they believe to be inaccurate.
 - C. receive free copies of everything included in their children's records.
 - D. block the insertion of anything into their children's records with which they disagree.
18. A student in ESE recently behaved in a way that warrants suspension from school. According to federal law regarding students with disabilities, if the suspension would last longer than 10 days, the school must convene what type of meeting?
- A. full reevaluation
 - B. impartial due process hearing
 - C. change of placement
 - D. manifestation determination

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19. A school counselor is reviewing participation rates in AP courses by gender and finds that females are heavily represented in English and social studies courses but poorly represented in mathematics and science courses. The most appropriate action for the counselor to take would be
- A. equalizing the enrollment of boys and girls in each AP class.
 - B. examining the AP referral process currently used in the school.
 - C. reporting potential discrimination in the AP program to district leaders.
 - D. sharing data with the PTA about potential issues with AP procedures.
20. Which of the following organizations provides students with a free Web site to help plan and track their school progress?
- A. National Center on Secondary Education and Transition
 - B. Florida Center for Advising and Academic Support
 - C. National Secondary Transition Technical Assistance Center
 - D. Florida Division of Vocational Rehabilitation Services
21. A student with a specific learning disability is meeting with a school counselor to select courses for the 11th-grade year. The student wishes to graduate with a standard diploma. The student has an overall GPA of 3.4 and has already earned 14 credits during high school. In grade 10, the student passed the statewide reading assessment but failed the statewide mathematics assessment with accommodations. Teachers describe the student as hardworking and focused.
- Which of the following recommendations would be most appropriate for the school counselor to make to the student regarding courses for the upcoming school year?
- A. attending an adult basic education mathematics course
 - B. enrolling in an available course in business mathematics
 - C. taking an intensive remediation course in mathematics
 - D. substituting other required courses for mathematics courses

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22. Upon completing the 10th grade, a student expresses a desire to study engineering in college. A review of the student's educational record, including classes in Algebra I, geometry, biology, and chemistry, reveals an overall academic GPA of 3.68. Which of the following would be the best approach for a school counselor to use in assisting this student?
- A. suggesting that the student enroll in an engineering course at a local community college
 - B. providing the student with information on course requirements for the engineering field
 - C. administering an approved interest inventory and interpreting the student's results in relation to the engineering field
 - D. arranging conferences for the student with high school mathematics and science teachers who have experience in engineering
23. Staff at a school distribute a questionnaire to the families of all students at the end of the school year. In evaluating the school's counseling program, it would be most important for program staff to identify the percentage of families who indicate that the
- A. school's dress code policy is effective.
 - B. administration answers questions in a timely manner.
 - C. school needs to enforce disciplinary consequences more consistently.
 - D. social and academic advisement needs of their children are being met.
24. A middle school counselor has been asked to conduct a follow-up study to determine the effectiveness of the school's career information program. Which of the following steps should the counselor take first?
- A. collecting relevant data from stakeholders
 - B. providing the principal with a list of activities implemented
 - C. speaking to a variety of employers in the area
 - D. sending an informational letter home to parents and guardians
25. An elementary school counselor is completing an 8-week, unstructured small group counseling program for students who are experiencing emotional hardships. Which of the following would be the most appropriate procedure for the school counselor to use next?
- A. documenting each student's participation in a formal report for school records
 - B. implementing a plan to monitor the students' progress for positive outcomes
 - C. assigning the students to independently complete activities for building self-esteem
 - D. referring each student for a follow-up evaluation with the school psychologist

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26. A middle school counselor wishes to use technology to assist in placing students in their requested elective classes. Which of the following types of software would be most appropriate?
- A. word processing
 - B. database
 - C. graphic design
 - D. presentation
27. A school counselor writes all case notes on a school computer. Ethical and technological standards require the counselor to
- A. establish a time line for purging student files.
 - B. print out student files and delete the electronic files.
 - C. update student files at least every other year.
 - D. send student records to the cumulative file.
28. To create culturally sensitive school counseling programs, which of the following factors should a school counselor consider first?
- A. schedules of students with varied language backgrounds
 - B. needs of diverse populations
 - C. types of services provided by community organizations
 - D. local multicultural activities
29. A school counselor is working individually with several students from single-parent homes. It would likely be most important to the students for the school counselor to
- A. ask about difficulties regarding their family structure.
 - B. demonstrate respect for their family structure.
 - C. emphasize the importance of their family structure.
 - D. disregard the diversity of their family structure.
30. A school counselor who will be working with a culturally diverse group of students would like to ensure an ability to accurately understand and effectively respond to the students. Which of the following would be the most helpful first step for the counselor to take to achieve this goal?
- A. asking the students to complete a survey about their cultural norms
 - B. examining personal attitudes for possible cultural bias toward the students
 - C. initiating a discussion with the students about cultural differences
 - D. visiting the students at home to learn more about their cultural experiences

Answer Key

Question Number	Correct Response	Competency
1.	D	1
2.	C	1
3.	B	1
4.	C	1
5.	D	1
6.	B	2
7.	B	2
8.	A	2
9.	C	2
10.	A	3
11.	C	4
12.	A	4
13.	C	5
14.	A	5
15.	B	5
16.	A	6
17.	A	6
18.	D	6
19.	B	6
20.	B	7
21.	C	7
22.	B	7
23.	D	8
24.	A	8
25.	B	8
26.	B	9
27.	A	9
28.	B	10
29.	B	10
30.	B	10



Annotated Bibliography

The annotated bibliography that follows includes basic references that you may find useful in preparing for the exam. Each resource is keyed to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts as reflected in the competencies and skills. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. American Counseling Association (2005). *ACA code of ethics*. Alexandria, VA: Author.
Contains standards of practice for counselors in all settings. Addresses confidentiality, working with families and other professionals, assessment, technology, research, and training. Useful for review of competency 6.
2. American School Counselor Association (2004). *Ethical standards for school counselors*. Retrieved September 4, 2009, from <http://www.schoolcounselor.org/files/ethical%20standards.pdf>
Presents setting-specific standards and ethical guidelines for school counselors. Useful for review of competency 6.
3. Arredondo, P., Toporek, M. S., Brown, S., Jones, J., Locke, D. C., Sanchez, J., et al. (1996). *Operationalization of the multicultural counseling competencies*. Alexandria, VA: Association for Multicultural Counseling and Development.
Addresses awareness of expectations and skills for multicultural issues. Useful for review of competencies 2, 6, and 10.
4. Baker, S. B., & Gerler, E. R., Jr. (2008). *School counseling for the 21st century* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
An overview of the profession with helpful appendices. Useful for review of competencies 1, 2, 3, 4, 5, 6, and 8.

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5. Bender, W. N., & Shores, C. (2007). *Response to intervention: A practical guide for every teacher*. Thousand Oaks, CA: Corwin Press.

A history and overview of response to intervention. Provides examples and strategies for meetings. Useful for review of competencies 2, 3, 4, and 5.
 6. Bowers, J., & Hatch, T. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA : American School Counselor Association.

Identifies best practices and expectations in all areas of counseling. Addresses philosophical and theoretical foundations. Useful for review of competencies 1, 2, 3, 4, 5, 6, 8, 9, and 10.
 7. Brigman, G., & Goodman, B. E. (2008). *Group counseling for school counselors: A practical guide* (3rd ed.). Portland, ME: Walch Education.

Provides step-by-step directions for conducting effective group counseling. Addresses cultural and personal diversity and conflict management. Useful for review of competencies 1, 2, and 10.
 8. Center for Effective Collaboration and Practice (1998). *Addressing student problem behavior: An IEP team's introduction to functional behavioral assessment and behavior intervention plans*. Retrieved October 13, 2009, from <http://cecp.air.org/fba/problembehavior/funcanal.pdf>

Describes the use of functional behavioral analysis for identifying problem behaviors and implementing interventions using the response to intervention model. Useful for review of competencies 2, 3, 5, and 8.
 9. Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Links empirical research to best practices for specific school counseling domains. Useful for review of competencies 3, 5, and 8.
 10. Drummond, R. J., & Jones, K. D. (2010). *Assessment procedures for counselors and helping professionals* (7th ed.). Boston, MA: Pearson Merrill Prentice Hall.

An introduction to assessment that explains statistical concepts, including reliability and validity. Discusses types of assessment instruments and how to understand and communicate results. Useful for review of competencies 3 and 5.

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11. Florida Department of Education. (n.d.) *Family educational rights and privacy act*. Retrieved September 3, 2009, from <http://www.fldoe.org/ese/pdf/ferpa.pdf>

A detailed briefing paper on the federal legislation governing privacy rights of students. Useful for review of competencies 5 and 6.
 12. Florida Department of Education. (2008). *FASTER user manual*. Retrieved September 3, 2009, from <http://www.fldoe.org/FASTER/manl0809/index.htm>

Contains procedures for navigating the Florida Automated System for Transferring Educational Records. Useful for review of competencies 4, 5, 6, 7, and 9.
 13. Florida Department of Education (2008). *Florida counseling for future education handbook*. Retrieved September 3, 2009, from <http://files.facts.usf.edu/pdfDocuments/manuals/Handbook%200809.pdf>

Provides information and resources for academic advisement, use of technology, career counseling, and future planning. Useful for review of competencies 4, 7, and 9.
 14. Florida Department of Education (2008). *Statewide response to instruction/intervention (Rtl) implementation plan*. Retrieved September 3, 2009, from <http://www.florida-rti.org/Rtl.pdf>

Offers specific information on expectations and responsibilities for response to intervention. Useful for review of competencies 3, 6, and 8.
 15. Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counseling and guidance* (7th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

An overview of the counseling profession from theoretical, historical, and practical perspectives. Covers individual, group, and career development theories and research. Useful for review of competencies 1, 4, 6, 7, 9, and 10.
 16. Halbur, D. A., & Halbur, K. V. (2006). *Developing your theoretical orientation in counseling and psychotherapy*. Boston, MA: Pearson Allyn & Bacon.

Discusses various theoretical orientations used by counselors and psychotherapists. Useful for review of competency 1.

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17. Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

Covers specific approaches to targeting racism, sexism, classism, and other impediments to achievement. Describes methods of advocacy for equitable school environments. Useful for review of competency 10.
 18. Kampwirth, T. J. (2006). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Presents consultation as a collaborative problem-solving process designed to help students who are having trouble adjusting to school or exhibiting learning problems. Useful for review of competencies 2, 5, and 6.
 19. Myrick, R. D. (2003). *Developmental guidance and counseling: A practical approach* (4th ed.). Minneapolis, MN: Educational Media Corporation.

A comprehensive text by a prominent professor and researcher in the field. Addresses major concepts in organizing and delivering counseling services: consultation, collaboration, and accountability; counselors as facilitators; and individual, small group, and large group counseling. Useful for review of competencies 1, 2, 5, 6, 8, and 10.
 20. Overton, T. (2009). *Assessing learners with special needs: An applied approach* (6th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Contains comprehensive information for school counselors about reporting and interpreting assessment terminology. Covers norm-referenced, criterion-referenced, academic achievement, and intellectual tests. Useful for review of competencies 3 and 6.
 21. Sabella, R. (2003). *SchoolCounselor.com 2.0: A friendly and practical guide to the World Wide Web*. Minneapolis, MN: Educational Media Corporation.

Provides skills and strategies to select Web-based resources and appropriate technologies for school counselor tasks. Useful for review of competency 9.

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22. Schmidt, J. J. (2008). *Counseling in schools: Comprehensive programs of responsive services for all students* (5th ed.). Boston, MA: Pearson Allyn & Bacon.
- Addresses current school counseling practices, including individual and group practices, consultation and collaboration, ethical and legal issues, and serving a diverse community. Useful for review of competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.
23. Sharf, R. S. (2010). *Applying career development theory to counseling* (5th ed.). Belmont, CA: Brooks/Cole Cengage Learning.
- Explains major career counseling theories in depth and links them to developmentally appropriate or setting-related counselor tasks. Addresses culture as an important factor in career development. Useful for review of competencies 2, 4, 7, and 10.
24. Sklare, G. B. (2005). *Brief counseling that works: A solution-focused approach for school counselors and administrators* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- A practical guide for school counselors that explains step by step how to implement solution-focused therapy. Useful for review of competencies 1, 4, and 5.
25. Stone, C. B. (2005). *School counseling principles: Ethics and law* (2nd ed.). Alexandria, VA: American School Counselor Association.
- A case-based and practical approach to standards and good practices for school counselors. Useful for review of competency 6.
26. Stone, C. B., & Dahir, C. A. (2006). *The transformed school counselor*. Boston, MA: Lahaska Press.
- A comprehensive overview of counseling theory and practice in schools. Discusses national standards, school improvement, advocacy, ethics, and accountability. Useful for review of competencies 1, 2, 4, 5, 6, 7, 8, 9, and 10.

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27. Thompson, C. L., & Henderson, D. A. (2007). *Counseling children* (7th ed.). Belmont, CA: Brooks/Cole Cengage Learning.

A comprehensive text for counseling theories, personality development, and application of techniques. Useful for review of competencies 1 and 2.

28. Wittmer, J., & Clark, M. (2007). *Managing your school counseling program: K–12 developmental strategies* (3rd ed.). Minneapolis, MN: Educational Media Corporation.

Combines a general overview with detailed information on specific problems and programs such as peer helpers, character education, and classroom guidance. Useful for review of competencies 1, 2, 5, 6, and 10.



Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>



The Florida Department of Education and its test contractors currently employ strategies to protect the environment in the production and destruction of FTCE/FELE materials. The Department encourages schools and districts to recycle non-secure FTCE/FELE products after use.