

Table of Contents

Suggestions for the Day of the Exam	5
Multiple Choice Test Taking Strategies	6
Strategies for the Oklahoma Examinations for Oklahoma Educators	8
Constructed-Response Assignment	12
The Oklahoma Examinations for Oklahoma Educators: General Information	13
Learner-Centered Proficiencies	14
Appropriate Test Responses	15
Cognitive Milestones	17
Characteristics of a Counselor	19
The Challenges Facing Counselors.....	21
Field 39 Subareas and Competencies	22
Discussion of Subareas and Competencies.....	28
Competency 1 - Human development from early childhood to young adulthood	28
Piaget’s Stages of Cognitive Development.....	28
Bloom’s Taxonomy of Levels of Thinking	30
Howard Gardner’s Multiple Intelligences Capacities Summary	31
Cooperative Learning.....	32
Thinking and Learning Styles.....	33
Maslow’s Hierarchy of Needs	33
Erik Erikson’s Stages of Psychosocial Development	34
Competency 2 – Student diversity and its significance in varied educational contexts.....	35
Characteristics and educational needs of students with special needs.....	35
Parental Involvement	38
Competency 3 – Principles of learning and motivation.....	39
Intrinsic motivation.....	39
Extrinsic motivation.....	39
Competency 4 – Promoting students’ cognitive skills development.....	40
Hilda Taba.....	40
Questioning Strategies	42
Competency 5 – Promoting students’ social and personal development	44
Metacognitive strategies	44
Managing personal interactions and conflicts.....	45
Competency 6 – Formal assessment and its uses in education	46
Formal assessments.....	46
Relationship between formal assessment and instruction.....	47
Competency 7 – Informal assessment and its uses in education.....	48
Identification of informal assessment instruments	48
Interpretation of tests	48
Competency 8 – Principles and procedures for administering and interpreting educational assessments.....	48
Diverse populations	48
Competency 9 – Using assessment information to plan instruction and promote educational improvement.....	49
Knowledge of ongoing assessment and feedback.....	49

Concepts and characteristics of curriculum development theories.....	50
Techniques for communicating assessment information and data to parents/guardians ..	51
Competency 10 – Principles and procedures for individual counseling	51
Principles and procedures for individual counseling	51
Principles and techniques associated with specified counseling approaches	52
Competency 11 – Principles and procedures for group counseling	55
Small group counseling opportunities	55
Criteria for selecting members for group counseling	55
Principles and procedures for establishing and maintaining peer-counseling	56
Competency 12 – Principles and procedures for group guidance	56
Goals, functions, and coordination procedures for group guidance	56
Competency 13 – Referral and intervention procedures	57
Crisis interventions in various group and individual contexts.....	58
Competency 14 – Needs of students with special concerns	59
Characteristics, needs, and concerns of at-risk students.....	59
Appropriate counselor strategies.....	60
Competency 15 – Significance of cultural diversity for counseling and guidance	61
Relationship between culture, values and students.....	61
Strategies to meet the needs of students / families from carried cultural backgrounds ...	62
Competency 16 – Educational planning and placement decisions in relation to career goals	63
Procedures for selecting student courses and curricula	63
Competency 17 – Career development theories, approaches, and programs	64
Theories of career development and occupational choice	64
Goals and objectives of career development programs	65
Competency 18 – Procedures for career assessment and career-related decisions	66
Knowledge of career assessment methods.....	66
Sources of job market information	66
Competency 19 – Postsecondary educational planning.....	68
Strategies for helping students cope	68
Applying to college.....	69
Competency 20 – Goals and structure of a comprehensive, developmental school guidance and counseling program and procedures for establishing a program that meets students’ needs.....	70
Developing a guidance curriculum	70
Competency 21 – Evaluating a guidance and counseling program.....	71
A scope of practice.....	71
Evaluation criteria.....	72
Competency 22 – Roles and responsibilities of school counselor involving students, families, and school personnel	73
Professional standards.....	73
Competency 23 – Procedures for consultation, collaboration, and coordination	74
Principles and procedures	74
Competency 24 – Establishing and maintaining effective communication	75
Assisting parents / guardians	75
Competency 25 – Legal and ethical issues	76

Rules and procedures related to special education76
Ethical standards and guidelines77

Practice Questions.....79
Answers to Practice Questions.....88
Essay Question.....90
Discussion Questions91
General Definitions of Educational Terms92
References.....101