**Subject Matter Knowledge Matrix**

**School Counselor, All**

Students in Massachusetts must meet rigorous academic standards. To do so, they must have access to educators with strong content knowledge and pedagogical skills, the building blocks of effective instructional practice.

In support of this, the [Subject Matter Knowledge Guidelines](https://www.doe.mass.edu/edprep/domains/instruction/smk-guidelines.docx) set forth the content knowledge expectations for educator licensure in Massachusetts. Through these expectations, the Massachusetts Department of Elementary and Secondary Education (DESE) seeks to ensure that educators entering the workforce have sufficient content knowledge in their licensure area to support students in mastering academic standards.

Educators must move beyond basic or functional knowledge to a level of fluency or expertise with the academic standards such that they can teach and support students in mastering the content. The figure below shows a steady progression, not in the amount of information one knows, but in the depth and ability to use that information for a specific purpose. The boxes below the continuum outline some assessments used to determine varying levels of content knowledge. The depth at which the knowledge and application of content knowledge must be demonstrated is dependent on the stage of development for an individual educator (i.e. Basic, Functional, Fluent, or Expert) and/or license type (Provisional, Initial, or Professional).



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| **Instructions*:***Please list the numbers/abbreviations/titles of the **sponsoring organization’s required courses where each indicator is targeted, explicit, and coherently addressed**. Course identifiers should match the numbers/abbreviations/titles of submitted syllabi to support DESE’s review. Indicators should not be spread across too many courses.    Initial licensure program candidates must reach the fluent level to be endorsed. They must be able to apply content in a range of contexts and vertically connect content to build students’ knowledge. Sponsoring Organizations must have at least one course at the fluent level for each practice.  Then, **briefly describe where in the syllabus the content is covered** (i.e., unit name, week number, objective number). |

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| **Subject Matter Knowledge**  **School Counselor, All** | **Fluent**  *Initial*  *Licensure* |
| *Example Row* | *EDU 101 – Weeks 5-7* |
| 1. Awareness of the Massachusetts Curriculum Frameworks and their use in advising and supporting students. |  |
| 1. Skills in utilizing and disseminating results from academic, career, and college assessments for advising and supporting students. |  |
| 1. Knowledge of the psychology of learning (cognitive, social, physical, mental illness, and emotional development). |  |
| 1. Understand the diagnosis and treatment of learning and behavior disorders. |  |
| 1. Knowledge of strategies used for the prevention and treatment of addiction, maltreatment and neglect, and violence. |  |
| 1. Knowledge of philosophy, principles and empirically supported practices in school counseling. |  |
| 1. Knowledge and application of ethical practices, regulations and laws (federal, state, and school). |  |
| 1. Skills in career and college counseling, including the knowledge of associated resources. |  |
| 1. Knowledge of research in counseling (statistics, research design, data collection and program evaluation). |  |
| 1. Skills in group counseling. |  |
| 1. Ability to consult and collaborate with parents, teachers, administrators, and the community. |  |
| 1. Application of principles of therapeutic relationships |  |
| 1. Skills in multicultural counseling, identity development, social justice, and advocacy, including the understanding of the historical and social role of schools and schooling in perpetuating causal inequities due to individual and systemic racism. |  |
| 1. Skills in engaging families and students to provide feedback on their experience and to continue to recognize, challenge, and promote anti-racism in the school experience. |  |