



# Application Handbook

*June 2026*

The [ASCA Standards](#) for the ASCA Recognition for School Counselor Preparation Programs were approved by the [Council for the Accreditation of Educator Preparation](#) in 2019 and by the [Association for Advancing Quality in Educator Preparation](#) in 2022.

To apply for ASCA-Recognized School Counselor Preparation Program, university education schools/departments must be accredited by one of the following:

1. The Council for the Accreditation of Educator Preparation ([CAEP](#))
2. The Association for Advancing Quality in Educator Preparation ([AAQEP](#))
3. A [regional education accrediting organization](#) of university education departments/schools.

## **Application Process**

Programs must complete the program review process, providing evidence that they meet each of the ASCA standards. Program reports are completed in the [ASCA Recognition portal here](#). [Click here to view a PDF of the program report and instructions](#). At present, there are no fees for ASCA National Recognition for School Counselor Preparation Programs.

College/university school counselor preparation programs are invited to seek national recognition of their school counselor preparation program if the university is accredited by a recognized accreditor of colleges of education, including the Council for the Accreditation of Educator Preparation (CAEP), the Association for Advancing Quality in Educator Preparation (AAQEP), or another nationally recognized accreditor. Programs are encouraged to apply in conjunction with their accreditation schedule. For example, CAEP asks programs completing SPA reports (the terminology used for the ASCA Program) to indicate their intent to CAEP three years prior to their accreditation site visit. AAQEP is more flexible, but bear in mind that ASCA recognition decisions last for 7 years and expire or must be renewed at the time of the university's reaccreditation. Before assembling data and beginning the program report, please carefully review the [ASCA Standards rubric and assessment guidelines found here](#).

ASCA accepts program reports two times per year:

- Spring, March 15
- Fall, September 15

*This includes Revised and Response to Conditions Reports.*

Programs provide a minimum of six (6) and a maximum of eight (8) key assessments to provide evidence that ASCA standards are met. In their entirety, the assessments and data required for submission should demonstrate the candidates have mastered the ASCA standards.

## Preparing Your Report

To submit a program report for review, visit the [ASCA Recognition portal](#). [Click here to view a PDF of the program report and instructions](#). At present, there are no fees for ASCA National Recognition for School Counselor Preparation Programs.

Program preparers must complete and include the following sections of the report.

- Cover Page Information (choose whether the report is an Initial Report, Response to Further Development Required and Response to National Recognition with Conditions, and complete basic information about the university and its school counseling program)
- Section I: Content (includes a description of field experiences, program of study, three years of candidate completion data and faculty information)
- Section II: List of Assessments ([table](#) that describes the 6-8 assessments being submitted as evidence for meeting standards)
- Section III: Relationship of Assessments to Standards ([table](#) and narrative that identifies which assessments are being provided to show evidence of specific standard components)
- Section IV: Evidence for Meeting Standards (description of each assessment, including how each assessment specifically aligns with the standard components its cited for, analysis of data findings, interpretation of how data provides evidence for meeting the standard, and assessment archive/sample). Note that six assessments are required, but two additional assessments may be included if needed to show evidence.
- Section V: Use of Assessment Results to Improve Program (describe how assessment evidence has been used to improve candidate performance and strengthen the program)

For Further Development Required and Response to Conditions reports, programs are only required to respond to content requested by reviewers.

## Report Review and Decisions

Teams of three ASCA-trained volunteers review reports using the established rubrics. Each review team includes three school counseling faculty who have been trained on the ASCA Standards for National Recognition. One person is designated as lead reviewer.

Reviewers determine whether programs have met the standard and its components based on the "preponderance of evidence for the standard." To achieve ASCA Recognition, all standards must be met with 50% of the components met under the standard and the other components at least partially met. (In other words, if a standard includes four components, two must be met completely and the other two at least partially.) No specific components under the standards are required to be fully met, but all components must have some evidence provided.

There are three possible outcomes for programs after the review(s).

1. Full recognition for up to 7 years.
2. Further development needed. If the program doesn't meet all standards, it has two more opportunities, up to two years, to respond to the issues and seek full recognition.
3. Not recognized (after No. 2 is exhausted). If the issues are still not addressed and rectified, then recognition is not granted and the institution would have to reapply before their next accreditation site visit.

## Program Report Samples

Following are sample assessments to guide programs as they prepare this portion of the report. State and university names are redacted throughout.

### ➔ Assessment No. 1: State Content Assessment for Counselors

**a) Describe the assessment and its use in the program:** All candidates enrolled in the School Counseling (SC) graduate program at State University who seek certification as a school counselor (K-12) from the Department of Elementary and Secondary Education complete the State Content Assessment for Counselors. School counseling candidates typically sit for the State Content Assessment for Counselors during the final semester of their graduate program and while enrolled in their final practicum/internship. The assessment tests knowledge and the application of knowledge acquired from the required program of study. The school counseling graduate program utilizes score data to monitor candidate competence and for program evaluation. Prerequisites for a recommendation from the university certification officer to the state for certification as a school counselor includes completion of all graduate school requirements, all program requirements, and a passing score (220 or above) on the State Content Assessment for Counselors.

**b) Describe how this assessment specifically aligns with the standards it is cited for in Section III. Cite ASCA standards by number (e.g., 1.2, 3.3, 6.1, etc.) and standard wording:** The State Content Assessment for Counselors is a 100-question test that aligns with the ASCA National Model. The State Department of Elementary and Secondary Education designated the standard alignment cited in the table from a content alignment study for this licensure test. The test defines three content domains central to the work of school counselors. These domains are Candidate Development, Learning, and Guidance; Comprehensive School Counseling; and Professional Knowledge and Practice.

The State Content Assessment for Counselors Components Alignment to ASCA Standards for School Counselor Preparation Programs (Based on a content alignment study prepared by the State Department of Elementary and Secondary Education).	
State Content Assessment Domain	ASCA Standard
Candidate Development, Learning, and Guidance	Standards: 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.3, 4.4, 5.2
Comprehensive School Counseling	Standards: 2.2, 2.3, 3.2, 3.3, 4.1, 4.3, 5.1, 5.2, 5.3.
Professional Knowledge and Practice	Standards: 1.1, 4.1, 4.2, 4.3, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3

**c) Provide a brief analysis of the data findings:** Across nine years of data (2015-2023), the annual average score (100-300) of completers for the test ranged from 232-258. Annually, the mean of candidate scores is above the required benchmark score of 220 set by the State Department of Elementary and Secondary Education. Most candidates (90%) passed the exam on their first attempt. Annual average domain subtest scores (0-4) for completers ranged from 2.67 to 3.60 across all domains: Candidate Development, Learning, and Guidance average scores ranged 2.67 to 3.09; Comprehensive School Counseling average scaled scores ranged 2.71 to 3.33; and Professional Knowledge and Practice average scores ranged 3 to 3.60. The *State Content Assessment #056 2015-2023 Program Test and Domain Subtest Summary Data* table offers a comprehensive view of annual data.

**d) Provide an interpretation of how the data provides evidence for meeting standards. Cite ASCA standards by number (e.g., 1.2, 3.3, 6.1, etc.) and standard wording:** Over the nine-year period, annual average scores on the

State Content Assessment are consistently above the minimum passing benchmark score (220) required by the State Department of Elementary and Secondary Education for certification in school counseling, with scores 10% above the benchmark (242) in six of the nine years. Even as the program experienced some anomalies in the data in 2021, as candidates and faculty recovered from the COVID19 disruptions to data and to program processes, the 2021 average scores remained above the minimum passing benchmark score. This steady performance shows a consistent effort to maintain a program that prepares candidates for meeting licensure/certification criteria and provides evidence that candidates meet the ASCA standards for School Counselor Preparation Programs designated to align with this assessment. There is evidence that program completers have the foundational knowledge for effective practice as school counseling professionals. Specifically, test data shows stable performance above the benchmark in overall test scores and stable performance across all three subtest domains.

The Candidate Development, Learning, and Guidance domain (30% of test) assesses candidate knowledge related to human growth and development, the learning process and factors that impact learning, theories and practices in education and school counseling, and the importance of developing/implementing school counseling curriculum and prevention programming that promotes the mental health and well-being of all candidates. Based on a content alignment study between the State Test and the ASCA Standards for School Counselor Preparation Programs, prepared by the State Department of Elementary and Secondary Education, this domain measures and supports attainment of competencies stated in Standards: 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.3, 4.4, and 5.2.

Comprehensive School Counseling (approximately 40% of test) assesses understanding and application of the components of comprehensive, standards-based, and outcome-focused school counseling programs, as well as how to implement, manage, and evaluate school counseling programs; understanding of individual counseling, group work, and classroom lessons, as well as how to implement and assess the effectiveness of school counseling interventions/strategies; understanding of responsive services and crisis counseling and how to plan, implement, manage, and evaluate responsive services and crisis counseling, and understanding of developmentally appropriate college- and career- readiness counseling, as well as how to manage and evaluate postsecondary educational counseling. Based on a content alignment study between the State Test and the ASCA Standards for School Counselor Preparation Programs prepared by the State Department of Elementary and Secondary Education, this domain measures and supports attainment of competencies stated in Standards: 2.2, 2.3, 3.2, 3.3, 4.1, 4.3, 5.1, 5.2, and 5.3.

Professional Knowledge and Practice (approximately 30% of test) assesses understanding the role of the school counselor as a change agent, leader, and advocate and how to communicate and collaborate with stakeholders to promote educational equity and success for all candidates; understanding of strategies for developing and maintaining productive relationships with candidates and their families, colleagues and other professionals, and community agencies and service providers; and understanding professional, legal, and ethical requirements and issues in school counseling and how to apply professional, legal, and ethical standards. Based on a content alignment study between the State Test and the ASCA Standards for School Counselor Preparation Programs prepared by the State Department of Elementary and Secondary Education, this domain measures and supports attainment of competencies stated in Standards: 1.1, 4.1, 4.2, 4.3, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, and 7.3.

**e) Upload the 1. assessment tool or description of the assignment, 2. the scoring guide/rubric, and 3. candidate data derived from the assessment.**

**A. State Content Assessment for Counselors Description**

The State Content Assessment for Counselors #056 is a 100-question test that aligns with the ASCA National Model for School Counseling Programs. The test defines three content domains central to the work of

school counselors. These domains are Candidate Development, Learning, and Guidance; Comprehensive School Counseling; and Professional Knowledge and Practice. The Candidate Development, Learning, and Guidance domain comprises 30% of the test items, the Comprehensive School Counseling domain comprises 40% of the test items, and the Professional Knowledge and Practice domain comprises 30% of the test items.

**B. State Content Assessment for Counselors Scoring Guide/Rubric**

A scoring guide or rubric for this test is not available. The State Content Assessment for Counselors is criterion referenced and objective based. It is designed to identify candidates who have the level of knowledge and skills to perform satisfactorily as school counselors. The State Department of Elementary and Secondary Education set a qualifying score of 220 for candidates seeking school counselor certification in the State. More information about the assessment can be found here: link redacted.

**C. Candidate Data Derived from the State Content Assessment for Counselors**

From 2015 through 2023, 96 program completers attempted the State Content Assessment, an assessment required for State school counselor certification. A majority of candidates (96%) passed the assessment, and most candidates (90%) passed the assessment on their first attempt. The data is presented in three tables: a summary of the number of attempts by University candidates to pass this assessment, a summary of annual mean scores on the assessment, and scores by individual attempt.

**State Content Assessment for Counselors  
Summary of Attempts by number of candidates**

Number of Attempts	Candidate Count
Passed Attempt One	86
Passed Attempt Two	4
Passed Attempt Three	2
Failed One Attempt (did not retake)	2
Failed Two Attempts (did not retake)	1
Failed Four Attempts (did not retake)	1
<b>*86 of 96 (90%) candidates passed on first attempt</b>	
<b>*92 of 96 (96%) candidates passed on three or less attempts</b>	

**State Content Counselors 2015-2023 and Domain Summary Data**

**Assessment for Program Test Subtest Annual**

Year (n)	Mean of Test Scaled Score (100-300) by Attempts	Pass Rate by Attempts	Mean of Scaled Score (0-4) by Domain Subtests by Attempts		
			Candidate development, learning, guidance	Comprehensive School Counseling	Professional Knowledge and Practice
2015 (9)	243.00	100 %	2.67	3.33	3
2016 (9)	243.44	100%	2.89	2.89	3.44
2017 (15)	245.00	93%	2.80	3.07	3.60
2018 (15)	234.73	80%	2.67	2.93	3
2019 (18)	238.16	83%	2.67	2.83	3.22
2020 (3)	251.00	100%	3.67	3	3.33
2021 (21)	231.76	67%	2.71	2.71	3
2022 (11)	241.64	82%	3.09	2.82	3.36
2023 (6)	257.83	100%	*	*	*
2015-2023	240.05	85%	2.79	2.91	3.21
<b>*Benchmark/passing score = 220 on a scale of 100-300</b>					
<b>*242 = 10% above the benchmark score</b>					

**State Content Assessment for Counselors  
2015-2023 Program Test and Domain Subtest Data by Attempt**

Year (Attempts)	Attempt	Scaled Score	Pass/Fail	Scaled Score (0-4) by Domain Subtests		
				Candidate development, learning, guidance	Comprehensive School Counseling	Professional Knowledge and Practice
2015 (9)	1	253	P	3	3	4
	2	237	P	3	3	3
	3	247	P	3	4	2
	4	247	P	2	3	4
	5	223	P	2	3	2
	6	253	P	3	4	3
	7	250	P	3	3	3
	8	247	P	2	4	3
	9	230	P	3	3	3
2016 (9)	10	251	P	3	3	4
	11	248	P	3	3	3
	12	227	P	2	2	4
	13	265	P	3	4	4
	14	237	P	3	3	3
	15	220	P	2	3	2
	16	272	P	4	4	4
	17	220	P	3	1	3
	18	251	P	3	3	4
2017 (15)	19	251	P	3	3	4
	20	262	P	3	4	4
	21	244	P	3	3	4
	22	230	P	2	3	3
	23	251	P	3	3	3
	24	255	P	3	3	4
	25	265	P	4	3	4
	26	227	P	2	2	4
	27	220	P	2	3	2
	28	269	P	4	4	4
	29	262	P	3	4	4
	30	258	P	3	4	4
	31	237	P	2	3	4
Attempt 1 & 2 Same candidate	*32	217	F	3	2	3
	*33	227	P	2	2	3
2018 (15)	34	230	P	2	3	3
	35	237	P	3	3	3
	36	273	P	3	4	4
	37	267	P	4	3	4
	38	253	P	3	4	3
	39	227	P	3	3	2
	40	237	P	3	3	3
	41	227	P	3	2	3

Attempt 1 & 2 Same candidate	*42	207	F	1	2	3
	*43	233	P	3	3	3
	44	253	P	4	3	4
	45	250	P	3	4	3
Single attempt	*46	200	F	1	3	1
Attempt 1 & 2 Same candidate	*47	200	F	2	1	3
	*48	227	P	2	3	3
2019 (18)	49	253	P	3	3	3
	50	240	P	3	3	3
Attempt 1 & 2 Same candidate	*51	187	F	2	1	2
	*52	193	F	1	2	2
	53	262	P	3	4	4
	54	270	P	3	4	4
	55	237	P	2	3	3
	56	250	P	3	3	4
	57	270	P	4	3	4
	58	270	P	4	3	4
	59	250	P	3	3	3
	60	227	P	2	2	4
	61	233	P	3	2	4
Single attempt	*62	213	F	1	3	3
	63	227	P	2	3	3
	64	227	P	3	3	2
	65	240	P	3	3	3
	66	237	P	3	3	3
*2020 (3)	67	246	P	4	3	3
	68	242	P	3	3	3
	69	265	P	4	3	4
2021 (21) (3 <sup>rd</sup> attempt for case *51/52)	*70	226	P	2	3	3
	71	255	P	4	3	4
	72	265	P	4	4	3
	73	233	P	3	2	4
Attempt 1, 2, 3 Same candidate	*74	214	F	2	2	3
	*75	207	F	3	1	3
	*76	241	P	2	3	4
Attempt 1, 2, 3, 4 Same candidate	*77	210	F	2	2	3
	*78	204	F	3	2	2
	*79	213	F	2	3	2
	*80	206	F	2	3	1
	81	236	P	3	3	3
	82	220	P	3	2	3
	83	255	P	3	3	4
	84	236	P	3	2	3
	85	239	P	2	3	3
	*86	217	F	2	3	2

Attempt 1&2 Same candidate	*87	226	P	3	3	2
	88	251	P	3	3	4
	89	251	P	3	3	3
	90	262	P	3	4	4
2022 (11)	91	255	P	4	3	4
	92	226	P	3	3	2
	93	246	P	3	3	4
	94	278	P	4	3	4
	95	262	P	4	3	3
	96	249	P	4	2	3
	97	255	P	3	4	3
	98	242	P	3	3	4
	99	255	P	3	3	4
Attempt 1&2 Same candidate	*100	189	F	1	2	3
	*101	201	F	2	2	3
2023 (6)	102	254	P	*	*	*
	103	244	P	*	*	*
	104	257	P	*	*	*
	105	284	P	*	*	*
	106	257	P	*	*	*
	107	251	P	*	*	*
*Exams were waived by the State Department of Elementary and Secondary Education for candidates that completed programs in 2020						
*Subscale scores for the 2023 assessment were not available as this report was being prepared.						

## ➔ Assessment No. 2: Grades/GPA Data

**a) Describe the assessment and its use in the program:** The degree requirements of the University M.A. School Counseling program require successful completion of 38-44 credit hours with a minimum 3.0 GPA to graduate from the program. Candidates who are teacher-certified in the state are exempt from taking two courses, hence the 38 credit hours instead of 44. The program requires candidates to maintain a minimum grade point average (GPA) for both each course (formative) and across all courses (summative) throughout the program to measure candidates' knowledge, skill, competency attainment, matriculation into the program, and degree candidacy.

All candidates take the 15 required courses in the school counseling curriculum, which includes six credit hours of school-based internship. No elective courses are offered for the school counseling concentration.

The cumulative GPA for each candidate for the following 15 courses determines a candidate's qualification for graduation:

- SDS 6010 Intro to School Counseling (3)
- SDS 6068 Develop Aspects of Learn & Beh (2)
- SDS 6200 Appraisal in School Counseling (2)
- SDS 6338 Sch Couns College/Career Dev (3)
- SDS 6406 School Coun Theory/Techniques (3)
- SDS 6415 School Counseling Techniques (2)
- SDS 6418 Sch Couns Ldrship Acct & Supv (2)
- SDS 6425 Sch Couns Special Populations (3)
- SDS 6515 Grp Wrk for School Counselors (3)
- SDS 6600 Consult & Collab Prob Solving (3)
- SDS 6635 Sch Couns Research & Prog Eval (3)
- SDS 6705 School Couns Leg/Ethical Iss (3)

All internships are assessed on a Satisfactory or Unsatisfactory basis. To satisfactorily satisfy internship requirements, students must generally perform according to minimal hour requirements, engage in all supervision, and provide 5-7 sample recordings of expected skill sets for each level of internship.

- SDS 6830 School Counseling Internship I (2)
- SDS 6830 School Counseling Internship II (2)
- SDS 6830 School Counseling Internship III (2)

## School Counseling Course Sequences

Fall 2024	Spring 2025	Summer 2025	Fall 2025	Spring 2026
SDS 6010: Intro to School Counseling – 3	SDS 6406: School Coun Theory & Techniques - 3	SDS 6425: Sch Couns Special Populations - 3	SDS 6515: Grp Wrk for School Counselors - 3	SDS 6418: Sch Couns Ldrship Acct & Supv – 2
SDS 6705: School Couns Leg/Ethical Issues - 3	SDS 6068: Develop Aspects of Learn & Beh -2	SDS 6200: Appraisal in School Counseling - 2	SDS 6635: Sch Couns Research & Prog Eval - 3	SDS 6600: Consult & Collabor Prob Solving -3
SDS 6415: School Counseling Techniques – 2	SDS 6830: Schl Counseling- Internship I (200 hours) -2	SDS 6338: Sch Couns College/ Career Dev - 3	SDS 6830: Schl Counsl-Intern- Supervision II (200 hours)- 2	SDS 6830: Schl Counsel-Final Internship III (200 hours) -2
<b>8</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>7</b>

The program, as described thus far, reflects a newly updated and available program that was made available to students in the Fall of 2022. A major update included moving from CACREP accreditation to the ASCA standards. Before then, candidates took similar and additional courses, as shown below. The GPA requirements have been the same throughout:

Counseling Core – 27 credits			
Courses	Credits	Semester <sup>1</sup>	Comments
MHS 6340: Career Development	3	Summer	
MHS 6400: Counseling Theory for School Counselors	3	Spring	
MHS 6401: Counseling Techniques	3	Summer	
MHS 6200: Appraisal Procedures	3	Fall	
MHS 6420: Counseling Special Populations	3	Summer	
MHS 6481: Human Development for School Counselors	3	Spring	
MHS 6530: Group Work for School Professionals	3	Fall	
MHS 6700: Legal & Ethical Issues	3	Fall	
MHS 6710: Research & Program Evaluation	3	Fall	
School Counseling Specialization Courses – 13 credits			
MHS 6010: Introduction to School Counseling	3	Fall	
MHS 6338: College & Career Readiness	1	Summer	
MHS 6423: Counseling Children & Adolescents	3	Spring	
MHS 6418: Leadership, Accountability & Supervision	3	Spring	
MHS 6601: Consultation & Collaborative Problem Solving	3	Spring	
Practicum and Internships – 9 credits			
MHS 6800: Practicum in Counseling	3	Fall	100 clock hours
SDS 6830: School Counseling Internship 1*	2	Spring	600 clock hours total
SDS 6830: School Counseling Internship 2*	2	Fall	
SDS 6830: School Counseling Internship 3*	2	Spring	
* Six (6) total credits of SDS 6830 are required; these may be accrued over multiple semesters, while taking one (1) credit for each 100 clock hours of internship to be completed in the semester.			
FDOE Course Requirements – 0-6 credits (for non-certified or certificate eligible teachers)			
EDG 6356: Instructional Models and Strategies	3		
RED 5147L: Developmental Reading <sup>2</sup>	3		

A candidate must receive no less than a B- in a course, or the course must be retaken. All candidates must complete all courses for the degree with a grade point average of at least 3.0 within seven years of enrollment. All students, except on rare occasions, complete the program within the designated duration (formerly three years; now two years). In addition, all candidates must satisfactorily complete and pass all internships, the State Teacher Certification Exam (the Professional Education Test and Subject Area Exam in School Counseling PK-12), and additional courses required of those who do not hold an active and valid State teaching certificate (e.g., TESOL, reading). All requirements must be completed before the M.A. in school counseling degree is conferred.

The program’s grading schema is as follows:

Letter	Course Grade	University GPA Equivalent
A	93-100	4
A-	90 - 92	3.7
B+	87 - 89	3.3
B	83 - 86	3
B-	80 - 82	2.7
C+	77 - 79	2.4
C	73 - 76	2
C-	70 - 72	1.7
D+	67 - 69	1.3
D	63 - 66	1
D-	60 - 62	0.7
F	0-60	0

**b) Describe how this assessment specifically aligns with the standards it is cited for in Section III. Cite ASCA standards by number (e.g., 1.2, 3.3, 6.1, etc.) and standard wording:** The purpose of the cumulative minimum 3.0 Grade Point Average (GPA) is for program faculty to assess school counseling candidates’ knowledge of the subject matter and skills and professional competencies deemed critical for success as a school counselor. GPA reflects candidates’ abilities to learn, retain, and apply knowledge and skills gained across the curriculum. The various courses align with four sets of standards: (a) the State Department of Education, (b) the ASCA mindsets and behaviors for school counselors, (c) the ASCA standards for school counselor preparation, and (d) other competencies included in the ASCA model. The following includes courses, the ASCA standards met for each, and a brief explanation for each. Note that all school counseling course descriptions and objectives are nearly identical to the ASCA Aligned Curriculum document:

Course	ASCA Standard	Brief Description of How the Course Meets Cited Standards
SDS 6010 Intro to School Counseling	1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.	-- Included in the midterm exam as multiple-choice items. -- Candidates interpret key events, influences, organizational structures, and economic and social dynamics that impacted P-12 education; -- Candidates determine the impact of cultural, political and social influences on educational practices

Course	ASCA Standard	Brief Description of How the Course Meets Cited Standards
SDS 6010 Intro to School Counseling	1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.	<ul style="list-style-type: none"> <li>-- Included in the midterm exam in the form of an essay.</li> <li>-- Candidates evaluate historical events that influenced the development of the school counseling profession</li> <li>-- Candidates compare and contrast the benefits of a comprehensive school counseling program for students and other stakeholders using empirical evidence</li> </ul>
SDS 6068 Develop Aspects of Learn & Beh	1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.	<ul style="list-style-type: none"> <li>--Quizzes; Child Observation Assignment (must identify and apply theories to observations);</li> <li>-- Annotated Bibliography Assignments; Candidates compare and contrast theoretical models, which further understanding of learning differences and societal inequities</li> <li>-- Research Poster Presentation</li> </ul>
SDS 6068 Develop Aspects of Learn & Beh	2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.	<ul style="list-style-type: none"> <li>--Quizzes;</li> <li>-- Play Activity Assignment;</li> <li>-- TED Talk Assignment;</li> <li>-- Annotated Bibliography Assignments;</li> <li>-- Research Poster Presentation</li> </ul>
SDS 6515 Grp Wrk for School Counselors	2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.	<ul style="list-style-type: none"> <li>--Quizzes;</li> <li>-- Group Observation Experience;</li> <li>-- Game Design Project;</li> <li>-- Small Group or Classroom Counseling Curriculum Assignment.</li> </ul>
SDS 6406 School Coun Theory/Techniques	2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.	<ul style="list-style-type: none"> <li>-- Assignment: Three different recordings of mock person-centered solution-focused brief counseling (SFBC), Choice Theory, and REBT meetings.</li> <li>-- Candidates demonstrate a variety of strengths-based strategies.</li> <li>-- Candidates demonstrate multiple strategies that promote and ensure equity and inclusion for all students.</li> <li>-- Midterm exam items on SFBC</li> </ul>
SDS 6415 School Counseling Techniques	2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.	<ul style="list-style-type: none"> <li>-- Five (5) recordings demonstrating scaffolded techniques, including facilitative responding, challenging, goal setting, and solution-focused scaling.</li> <li>-- Candidates demonstrate a variety of strengths-based strategies</li> <li>-- Candidates demonstrate multiple strategies that promote and ensure equity and inclusion for all students</li> </ul>
SDS 6406 School Coun Theory/ Techniques	2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral	<ul style="list-style-type: none"> <li>-- Midterm and final exam multiple choice items, including REBT/CBT, SFBC, Choice/RT, PC, Adlerian, and behavior modification.</li> <li>-- Reflection of Personal Counseling Style/Philosophy paper.</li> <li>-- Candidates demonstrate knowledge of established and evidence-based counseling theories and techniques such as</li> </ul>

Course	ASCA Standard	Brief Description of How the Course Meets Cited Standards
	therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.	rational emotive behavior therapy, Adlerian, solution-focused brief counseling, and reality therapy and family systems.
SDS 6830 School Counseling Internship II	2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.	-- In Internship II, students move beyond person-centered and SFBC to begin demonstrating REBT, Choice, behavior modification, and Adlerian. -- Supervision discussions focus on how these various approaches work for different populations, situations, and tasks (e.g., meetings, counseling, advising, consulting)
SDS 6200 Appraisal in School Counseling	3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.	--Mock Student Appraisal Project -- Candidates collect data from a wide range of sources --Candidates analyze and use findings to identify student needs
SDS 6830 School Counseling Internship II	3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.	-- Candidates conduct their first real Closing the Gap project in Internship II. This project includes using multiple data points, collecting data (both existing and non-existent), delivering interventions that are comprehensive, collaborative, and evidence-based, analyzing results, and making future recommendations.
SDS 6338 Sch Couns College/Career Dev	3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.	-- Quizzes; -- Career Plan Project (four parts) – use career resources to support career planning for students. -- Candidates employ multiple individual counseling techniques/theories to promote academic achievement, college/career readiness, and social/emotional development for every student.
SDS 6515 Grp Wrk for School Counselors	3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.	--Quizzes; -- Group Observation Experience; -- Movie Discussion; -- Small Group Leadership Assignment; -- Classroom Counseling Lesson Leadership Assignment; -- Small Group or Classroom Counseling Curriculum Assignment (design a curriculum). -- Candidates begin doing groups; demonstrate three or more group counseling strategies necessary to promote the skills needed for student success
SDS 6830 School Counseling Internship III	3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.	-- Closing the Gap project. Candidates demonstrate the use of Microsoft Excel, Google Forms, email communications, their site's student information system, PowerPoint or similar, and video recording (for reporting). -- Candidates have demonstrated proficiency in using multiple digital platforms and formats to communicate to stakeholders, track student progress, analyze data, and analyze student outcomes. -- Candidates graph student outcome data -- Candidates model and engage in ethical digital leadership

Course	ASCA Standard	Brief Description of How the Course Meets Cited Standards
		-- Candidates provide evidence of the use of multiple assessments for evaluating student outcomes and interpreting the data.
SDS 6515 Grp Wrk for School Counselors	4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.	-- Quizzes; -- Small Group Leadership Assignment; -- Classroom Counseling Lesson Leadership Assignment; -- Small Group or Classroom Counseling Curriculum Assignment (design a curriculum). -- Candidates plan, organize and implement multiple instructional and counseling strategies, integrated within a comprehensive school counseling program
SDS 6830 School Counseling Internship II	4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.	-- Candidates are required to record and submit samples of individual counseling, small groups, and classroom lessons. -- Candidates do their first real CTG project. -- Candidates plan, organize and implement multiple instructional and counseling strategies, integrated within a comprehensive school counseling program.
SDS 6600 Consult & Collab Prob Solving	4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.	-- Assignment: Create two real demonstration recordings of consulting with a stakeholder (e.g., parent, guardian, or teacher). -- Develop and deliver a professional development presentation. -- Candidates provide evidence of proactive collaborations with community partners designed to support equitable learning environments. -- Candidates provide examples of counselor-led professional development opportunities for teachers, support personnel, and community partners (e.g., presentations, PowerPoints, agendas, etc.) and the expected outcomes from such efforts.
SDS 6830 School Counseling Internship III	4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.	-- Site supervisor evaluation: -- Candidates collaborate with their site supervisors, other site-based school counselors, and stakeholders to address issues and discuss them in supervision. -- Candidates provide examples of differentiated counseling opportunities and/or activities (e.g., case studies, project notes, etc.)
SDS 6600 Consult & Collab Prob Solving	4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.	-- Recording of a parent or teacher consultation; -- Discussion Board Assignments on Interventions/Resources; -- Panel Discussion assignment; -- Class presentation and discussion by students. -- Candidates post or have readily available community-level resource information. -- Candidates provide guidance on accessing appropriate school and community resources
SDS 6830 School Counseling Internship II	4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.	-- Candidates have a group discussion about community resources and are required to discuss this with their respective site supervisors. -- Candidates use appropriate and required referral processes and procedures for students needing additional support as part of a MTSS.

Course	ASCA Standard	Brief Description of How the Course Meets Cited Standards
SDS 6515 Grp Wrk for School Counselors	4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.	<ul style="list-style-type: none"> <li>-- Quizzes;</li> <li>-- Small Group Leadership Assignment;</li> <li>-- Classroom Counseling Lesson Leadership Assignment.</li> <li>-- Candidates apply multiple (three or more) differentiated instruction strategies when delivering classroom lessons such as flexible grouping, learning stations, task cards, use of technology, student choice, journaling, etc.</li> <li>-- Candidates prepare lesson plans that reflect an inclusive school culture including multiple intelligences, diverse language learners, and exceptional learners</li> </ul>
SDS 6830 School Counseling Internship II	4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.	<ul style="list-style-type: none"> <li>-- Candidate recording submissions must include at least one sample of classroom lessons. They must connect each lesson to ASCA student standards.</li> <li>-- Candidates prepare lesson plans that reflect an inclusive school culture including multiple intelligences, diverse language learners, and exceptional learners</li> </ul>
SDS 6830 School Counseling Internship III	5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.	<ul style="list-style-type: none"> <li>-- Candidates create action plans using the ASCA Model templates and connect them to ASCA Mindsets &amp; Behaviors</li> <li>-- Candidates develop S.M.A.R.T goals with identified benchmarks, results- focused, and aligned with action plan, student standards, and student outcome data</li> <li>-- Discuss program goals with their site supervisor.</li> <li>-- Candidates must have a meeting with the site school leadership to practice completing the administrator conference form.</li> </ul>
SDS 6635 Sch Couns Research & Prog Eval	5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.	<ul style="list-style-type: none"> <li>-- Assignment: <i>Mock</i> Closing the Gap project.</li> <li>-- Assignment: "Datability" project, which simulates accessing, analyzing, charting, and reporting data.</li> <li>-- Demonstration of using Google Forms.</li> <li>-- Candidates identify, align, and employ various strategies (four or more) for assessing the school counseling program (e.g., focus groups, surveys, outcome results, etc.)</li> <li>-- Candidates effectively communicate assessment measures for stakeholders demonstrating value-added of the school counseling program.</li> <li>-- Candidates identify, align, and employ various strategies (four or more) for assessing the school counseling program (e.g., focus groups, surveys, outcome results, etc.)</li> </ul>
SDS 6830 School Counseling Internship III	5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.	<ul style="list-style-type: none"> <li>-- Candidates use tools such as Google Forms and various needs assessments and collaborate with their site supervisors to discuss program development.</li> <li>-- Candidates effectively communicate assessment measures for stakeholders demonstrating value-added of the school counseling program.</li> </ul>
SDS 6338 Sch Couns College/Career Dev	5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.	<ul style="list-style-type: none"> <li>--Quizzes;</li> <li>-- Career Program Project - create a career program for a school.</li> <li>-- Candidates link gaps/needs to systemic programs and identify possible responses/actions to remove barriers for student success.</li> </ul>

Course	ASCA Standard	Brief Description of How the Course Meets Cited Standards
SDS 6418 Sch Couns Ldrship Acct & Supv	5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.	<ul style="list-style-type: none"> <li>-- Review of school wide data to do a Closing the Gap (CTG) Project. The CTG project requires the evaluation of intervention outcomes and the creation of a video report that highlights the nature of the achievement gap for one or more students, describes the chosen evidence-based intervention and its rationale, outlines data collection methods, presents results with graphs, and provides recommendations for future interventions, including potential expansion.</li> <li>-- Candidates link gaps/needs to systemic programs and identify possible responses/actions to remove barriers for student success</li> </ul>
SDS 6010 Intro to School Counseling	6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.	<ul style="list-style-type: none"> <li>-- Included in the midterm exam in the form of an essay.</li> <li>-- Final Exam: Candidates apply a tiered model of intervention</li> <li>-- Candidates recognize the limits of expertise</li> </ul>
SDS 6600 Consult & Collab Prob Solving	6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.	<ul style="list-style-type: none"> <li>-- Quizzes/Final Exam;</li> <li>-- Professional; Discussion Board Assignments on Interventions/ Resources;</li> <li>-- Development Presentation.</li> <li>-- Candidates recognize the limits of expertise</li> </ul>
SDS 6418 Sch Couns Ldrship Acct & Supv	6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.	<ul style="list-style-type: none"> <li>-- Assignment: Reflection paper about "Level 5" leadership development after required reading by Sinek, several PSC journal articles, and completing two online leadership inventories.</li> <li>-- Assignment: Provide peer supervision to beginning students in SDS 6415.</li> <li>-- RAMP Treasure Hunt Assignment: Candidates use leadership, advocacy, and collaboration to advance the standing of the school counseling program and profession</li> </ul>
SDS 6010 Intro to School Counseling	6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.	<ul style="list-style-type: none"> <li>-- Several required readings that focus on professional identity.</li> <li>-- <i>Job Shadowing and the Interview</i> assignment. Students interview two different school counselors at two different levels as well as job shadow both sites, respectively.</li> <li>-- <i>Two Reflection and Growth Journal</i> entries that focus on their emerging identity and fit for being a school counselor.</li> <li>-- Critical analysis of two PSC journal articles.</li> <li>-- Candidates take active steps to analyze gaps in knowledge and skills, and sets professional goals for improvement</li> </ul>
SDS 6418 Sch Couns Ldrship Acct & Supv	6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.	<ul style="list-style-type: none"> <li>-- Assignment: Professional Growth and Development requirement by attending 3 hours of relevant PD online or in person.</li> <li>-- Candidates take active steps to analyze gaps in knowledge and skills, and sets professional goals for improvement</li> <li>-- Candidates seek out and participate in workshops and training to support emerging identity as a school counselor</li> </ul>

Course	ASCA Standard	Brief Description of How the Course Meets Cited Standards
SDS 6705 School Couns Leg/Ethical Iss	7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.	<ul style="list-style-type: none"> <li>-- Case Study Assignments;</li> <li>-- Quizzes;</li> <li>-- Application of Relevant Literature (Annotated Bibliographies).</li> <li>-- Candidates engage in professional behavior in all aspects of their practice</li> <li>-- Candidates adhere to the principles in the ASCA Ethical Standards</li> <li>-- Candidates maintain professional boundaries, uphold privacy and confidentiality standards, and follow an ethical decision-making model.</li> <li>-- Candidates are active contributors to a safe, respectful, and equitable school environment.</li> <li>-- Candidates are committed to the ongoing development of culturally responsive behavior.</li> </ul>
SDS 6830 School Counseling Internship I-3	7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.	<ul style="list-style-type: none"> <li>-- Students' ethical behavior is monitored by both site and university supervisors.</li> <li>-- Ethical issues and state laws are discussed as case studies during supervision.</li> <li>-- Evaluated by site supervisors at the end of the semester.</li> <li>-- Candidates engage in professional behavior in all aspects of their practice</li> <li>-- Candidates adhere to the principles in the ASCA Ethical Standards.</li> <li>-- Candidates maintain professional boundaries, uphold privacy and confidentiality standards, and follow an ethical decision-making model</li> <li>-- Candidates are active contributors to a safe, respectful, and equitable school environment.</li> </ul>
SDS 6705 School Couns Leg/Ethical Iss	7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.	<ul style="list-style-type: none"> <li>--Case Study Assignments;</li> <li>-- Quizzes;</li> <li>-- Application of Relevant Literature (Annotated Bibliographies).</li> <li>-- Candidates apply laws, regulations, and policies that impact a school counselor's professional practice and guide the behavior of staff, students, and families.</li> <li>-- Candidates describe bodies that create and uphold laws and policies (e.g., government agencies, state boards of education, local school boards, etc.).</li> </ul>
SDS 6425 Sch Couns Special Populations	7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.	<ul style="list-style-type: none"> <li>--Weekly Journal Entries;</li> <li>-- Cultural Autobiography Assignment;</li> <li>-- Cultural Immersion Project (includes reflection);</li> <li>-- Schoolwide Diversity Initiative Project.</li> <li>-- Candidates articulate the limits of their professional knowledge and skills and seeks consultation and supervision to identify cultural blind spots and prevent ethical lapses</li> </ul>
SDS 6705 School Couns Leg/Ethical Iss	7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.	<ul style="list-style-type: none"> <li>--Case Study Assignments;</li> <li>-- Quizzes;</li> <li>-- Application of Relevant Literature (Annotated Bibliographies).</li> </ul>

Course	ASCA Standard	Brief Description of How the Course Meets Cited Standards
		-- Candidates articulate the limits of their professional knowledge and skills and seeks consultation and supervision to identify cultural blind spots and prevent ethical lapses -- Candidates use critical self-reflection to assess accomplishments and identify mistakes to improve their practice

**c) Provide a brief analysis of the data findings:** Descriptive statistics for all grade point average equivalents for all school counseling courses and for each student since Fall 2020. In other words, since Fall 2020, we analyzed 430 grades across 26 courses.

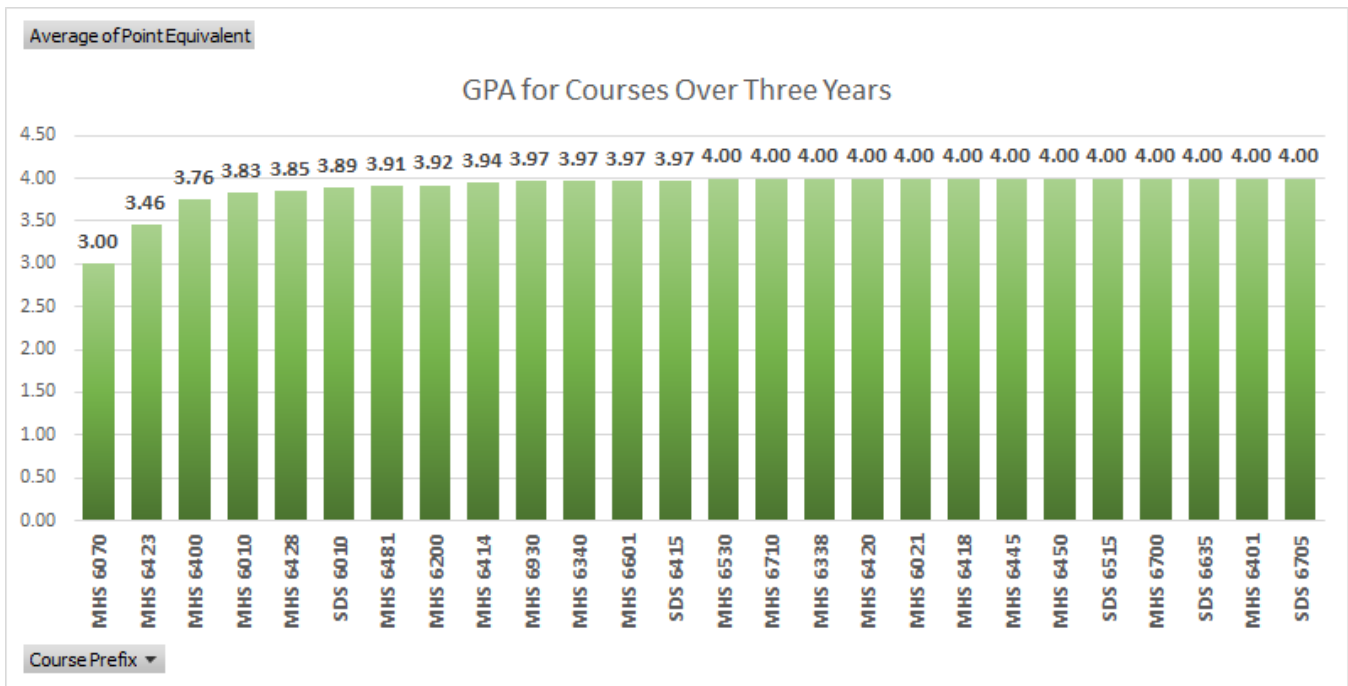
	Point Equivalent
<b>N Valid:</b>	430
<b>N Missing:</b>	0
<b>Mean:</b>	3.94
<b>Median:</b>	4.00
<b>Mode:</b>	4.00
<b>Std. Dev:</b>	.214
<b>Range:</b>	1.30
<b>Minimum Value:</b>	2.70*
<b>Maximum Value:</b>	4.00

\*The minimum GPA of 2.70 was included, although it only reflects one student who received a “B-” in the course. All other students across all 431 grades included in the data set earned a B (3.0) or higher.

The following are average GPAs for each course across all three years. The average for all courses in the dataset is **3.94**.

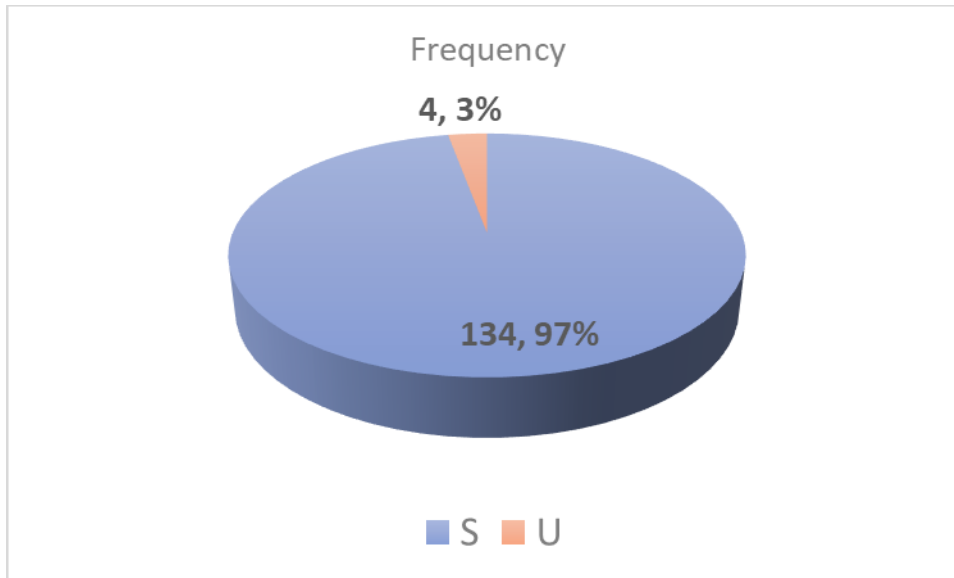
Course	AVE GPA
MHS 6070	3.00
MHS 6423	3.46
MHS 6400	3.76
MHS 6010	3.83
MHS 6428	3.85
SDS 6010	3.89
MHS 6481	3.91
MHS 6200	3.92
MHS 6414	3.94
MHS 6340	3.97
MHS 6601	3.97
MHS 6930	3.97
SDS 6415	3.97
MHS 6021	4.00
MHS 6338	4.00
MHS 6401	4.00
MHS 6418	4.00
MHS 6420	4.00
MHS 6445	4.00
MHS 6450	4.00

Course	AVE GPA
MHS 6530	4.00
MHS 6700	4.00
MHS 6710	4.00
SDS 6515	4.00
SDS 6635	4.00
SDS 6705	4.00



Internship grades are evaluated as either *Satisfactory* or *Unsatisfactory*. An *Unsatisfactory* grade means that the student must repeat the internship. All internships must be *Satisfactory* for a student to graduate. Since August 2020, the following describes internship grade outcomes:

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>S</b>	134	97.101	97.101	97.101
<b>U</b>	4	2.899	2.899	100.000



The next section includes course numbers, titles, and descriptions for the older (CACREP) and updated (ASCA) programs.

**Older Program Before 2022 – School Counseling Concentration**  
**Catalog Courses for Fall 2021**

<b>MHS 6010</b>	<b>Intro to School Counseling - 3 credits(s)</b>
	To provide students with an overview of the roles, responsibilities, functions, and characteristics of the school counselor within a comprehensive developmental guidance and counseling program.
<b>MHS 6073</b>	<b>Building Resiliency:Child/Adol - 3 credits(s)</b>
	This course will cover theory and techniques for counseling children and adolescents.
<b>Prerequisite(s)</b>	MHS 6481 for level Graduate with minimum grade of B or MHS 6482 for level Graduate with minimum grade of B
<b>MHS 6200</b>	<b>Appraisal Procedures - 3 credits(s)</b>
	A study of test and non-test techniques of appraisal with emphasis on the use of test data in counseling programs. Focus will be on integrating data from a variety of sources at individual, small group, and large group levels.
<b>MHS 6338</b>	<b>Coll/Career Readiness: K-12 - 1 credits(s)</b>
	A focus on the strategies and basis for College and Career Readiness skills among K-12 students.
<b>Prerequisite(s)</b>	MHS 6010 for level Graduate with minimum grade of B
<b>Corequisite(s)</b>	MHS 6340
<b>MHS 6340</b>	<b>Career Development - 3 credits(s)</b>
	Introduction to career development theory and practices including methods of identifying and delivering career information, counseling, and assessment for career development and decision- making, career programs and services in schools and community organizations, and technology as part of career development methods.
<b>MHS 6400</b>	<b>CounsTheory for School Couns - 3 credits(s)</b>

	Introduction to various counseling theories and techniques as applied to children in the school setting. Further, this course will allow students the opportunity to practice specific techniques in a controlled environment.
<b>MHS 6401</b>	<b>Advanced School Counsel Method - 2 OR 3 credits(s)</b>
	Students will advance their knowledge and skills to create, coordinate, maintain, and evaluate a balanced, comprehensive developmental school counseling program.
<b>MHS 6404</b>	<b>Intro to Couns Theory and Tech - 3 credits(s)</b>
	The study and practice of major theoretical positions in counseling and psychotherapy; implications for research and practice in contemporary social contexts.
<b>MHS 6414</b>	<b>Fostering Resil &amp; Stud Success - 3 credits(s)</b>
	This course will cover theory and techniques to help school counselors identify and address challenges to student success and strategies and interventions to build resilience among K-12 students.
<b>Prerequisite(s)</b>	<b>MHS 6400 for level Graduate with minimum grade of B</b>
<b>MHS 6418</b>	<b>Ldrship Acctability &amp; Supv: SC - 3 credits(s)</b>
	An advanced course in the design, delivery, assessment, and management of a highly effective school counseling program. Students will receive training in Collegial Coaching/clinical supervision used in the state's K-12 schools.
<b>MHS 6420</b>	<b>Counseling Spec Population Gps - 3 credits(s)</b>
	Application of counseling theory to work with clients from special population groups, e.g., students who are , exceptional, ethnic minorities, and at-risk. Each student will select a specific population group for supervised research.
<b>MHS 6481</b>	<b>Human Dev for School Counselor - 3 credits(s)</b>
	An examination of theories of human development from conception to the end of life, applying theoretical paradigms to actual children and families through observations, interviews and case studies, and exploring the issues of typical/atypical development, parenthood, and adaptive family life-styles within varying ecological contexts.
<b>MHS 6530</b>	<b>Grp Wrk for Sch Professionals - 3 credits(s)</b>
	An experimental study of group structure, group dynamics, methodology, and leadership models applicable to working with groups in school settings. Includes skill building through supervised practice.
<b>MHS 6601</b>	<b>Consult &amp; Collabor Prob Solve - 3 credits(s)</b>
	Consultation theory, models, and practice with an emphasis on collaborative problem solving particularly with educators, other professionals, families, community agency personnel, individually and in groups.
<b>MHS 6605</b>	<b>Spec Needs Couns &amp; Counsul - 3 credits(s)</b>
	Identifying and planning for the special needs of atypical children from age 3 - 18. Explores issues relevant to working with clients from special population groups within educational settings. Particular emphasis is given to children with special needs who may come from families and communities with distinct ethnic, racial or socioeconomic parameters which may prove challenging for schools and school counselors.
<b>MHS 6700</b>	<b>Legal &amp; Ethical Iss. in Coun. - 3 credits(s)</b>
	A study of legal, ethical and related professional issues affecting the role and responsibilities of counselors in schools, community agencies, and mental health facilities in social and cultural contexts.

<b>MHS 6710</b>	<b>Research and Prog Evaluation - 3 credits(s)</b>
	Reviews basic measurement concepts, construction of standardized testing materials, and fundamental descriptive statistics for applied research. A variety of research models will be presented, emphasizing action research and program evaluation in public school settings and community agencies.
<b>MHS 6720</b>	<b>Sem in Prof Dev &amp; Supervision - 1 credits(s)</b>
	Seminar experience to help transition from University to professional role including professional identity, self-supervision, and lifelong professional learning. Course will meet competencies for State Clinical Educator Training Program.
<b>MHS 6800</b>	<b>Practicum Skills and Field Exp - 3 credits(s)</b>
	Beginning with didactic instruction, modeling and practice, student will develop needed skills for supervised field practice of interview and helping skills in the second half of the term.
<b>MHS 6805</b>	<b>Adv Practicum in Counseling - 3 credits(s)</b>
	Advanced practice course in the application of specific counseling skills that require an integration of basic helping skills, counseling theory, and assessment of counselee needs.
<b>Prerequisite(s)</b>	MHS 6800
<b>MHS 6831</b>	<b>Schl Counseling-Internship I - 1 TO 2 credits(s)</b>
	Structured opportunities to observe and practice principles in the field as learned in primary classes.
<b>Prerequisite(s)</b>	MHS 6805 for level Graduate with minimum grade of S
<b>MHS 6832</b>	<b>Schl Counsl-Intern II - 2 OR 4 credits(s)</b>
	Structured opportunities to observe and practice principles in the field as learned in primary classes.
<b>Prerequisite(s)</b>	MHS 6831 for level Graduate with minimum grade of S (may be taken concurrently)

### Updated University School Counseling Program Starting in Fall 2022

<b>SDS 6010</b>	<b>Intro to School Counseling - 3 credits(s)</b>
	To provide students with an understanding of the history of school counseling and the structure and organization of both the American education system and the comprehensive school counseling program. An overview of the roles, responsibilities, functions, and characteristics of the school counselor in the context of a comprehensive school counseling program (i.e. ASCA national model).
<b>SDS 6068</b>	<b>Develop Aspects of Learn &amp; Beh - 2 credits(s)</b>
	An examination of cognitive, social/emotional, and physical aspects of child development, applying theoretical paradigms to children and families (e.g., observations, interviews and case studies), and exploring the issues of typical/atypical development, parenting/caregiving, and adaptive family life-styles within varying ecological contexts.
<b>SDS 6200</b>	<b>Appraisal in School Counseling - 2 credits(s)</b>
	A study of test and non-test techniques of appraisal (e.g., test, observation, and interview) with emphasis on the use of data throughout school counseling programs. Focus will be on integrating data from a variety of sources at individual, small group, and large group levels.
<b>SDS 6338</b>	<b>Sch Couns College/Career Dev - 3 credits(s)</b>
	Introduction to career development theory and practice for helping PK-12 students prepare for post-secondary success (e.g., college admissions, apprenticeship programs, business development, military,

	vocational trade). Overview of practices to promote college and career readiness, including methods of identifying and delivering career information, counseling, and assessment for career development and decision-making, career and college access programs and services in schools, and technology as part of career development methods.
<b>SDS 6406</b>	<b>School Coun Theory/Techniques - 3 credits(s)</b>
	In this course, students will examine various counseling theories and techniques that are commonly used by school counselors in school settings. Specific emphasis will be given to the application of counseling theory in developmentally appropriate ways across diverse backgrounds.
<b>SDS 6415</b>	<b>School Counseling Techniques - 2 credits(s)</b>
	This course includes an introduction to basic facilitative, counseling, and interviewing skills used by school counselors in working with youth. This course includes the integration of basic helping skills with theories of counseling commonly used in school settings.
<b>SDS 6418</b>	<b>Sch Couns Ldrship Acct &amp; Supv - 2 credits(s)</b>
	Topics include leadership, advocacy, and accountability across all aspects of a comprehensive school counseling program, in the district, and in the profession. Students will learn how to engage in quality school counseling supervision to enhance others' implementation of their school counseling programs.
<b>SDS 6425</b>	<b>Sch Couns Special Populations - 3 credits(s)</b>
	School counselors are ethically obligated to maintain the highest respect for student diversity, respecting students' and families' values, beliefs, abilities, sexual orientation, gender identification/expression and cultural background. School counselors exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture, or ethnicity. As leaders, advocates and systemic change agents, school counselors are in a position to collaborate with stakeholders to create a positive school and community climate that embraces diverse backgrounds and abilities, helping to promote students' academic, career and social/emotional success. This course helps students to foster increased awareness, understanding and appreciation of diversity in the school community. Understand how prejudice, privilege and various forms of oppression affect students and stakeholders.
<b>SDS 6515</b>	<b>Grp Wrk for School Counselors - 3 credits(s)</b>
	An experiential study of group structure (e.g., small groups, large groups, classroom lessons, or task groups), group process, methodology, and leadership models applicable to working with groups in school settings in the context of a MTSS. Includes skill building through supervised practice as it relates to in-person, hybrid, or virtual settings.
<b>Prerequisite(s)</b>	<b>SDS 6830 for level Graduate with minimum grade of S</b>
<b>SDS 6600</b>	<b>Consult &amp; Collab Prob Solving - 3 credits(s)</b>
	Consultation theory, models, and practice with an emphasis on collaborative problem solving particularly with educators, other professionals, families, community agency personnel, individually and in groups.
<b>SDS 6635</b>	<b>Sch Couns Research &amp; Prog Eval - 3 credits(s)</b>
	Critically examine published research, including the use of fundamental descriptive and inferential statistics, to inform practice and advocacy. A variety of research approaches and methods will be presented emphasizing applied research as it relates to school counselors' roles, practice, ratios, student outcomes, and school counseling program evaluation in school settings.
<b>SDS 6705</b>	<b>School Couns Leg/Ethical Iss - 3 credits(s)</b>
	A study of legal, ethical and related professional issues (e.g., policies) affecting the role and responsibilities of school counselors. Course content and learning experiences will support school counseling candidates' ability to demonstrate ethical and culturally responsive behavior, maintain the

	highest standards of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.
<b>SDS 6830</b>	<b>School Counseling Internship - 1 TO 6 credits(s)</b>
	An intensive field-based experience for candidates in the master's degree program in school counseling. School counseling knowledge and advanced competencies are integrated in a setting under professional supervision. Placements are in P-12 school settings, with field experiences required at two or more levels (elementary, middle, or high school). Application for the internship and approval for placement are required prior to registration. 600 hours in the setting are required for the counseling programs. Each credit equates to 100 clock hours of internship.
<b>Prerequisite(s)</b>	MHS 6800 for level Graduate with minimum grade of S

**d) Provide an interpretation of how the data provides evidence for meeting standards..**

- Grade Point Average is calculated using the Quality Points system described above. The University Academic Standing Policy requires students to achieve a minimum cumulative 3.0 GPA to satisfy graduation requirements.
- See the previously provided grading scale and GPA equivalents.
- See the previously provided assessment data.

**e) Upload the 1) assessment tool or description of the assignment, 2) the scoring guide/rubric, and 3) candidate data derived from the assessment: *Redacted from sample.***

## ➔ Assessment No. 3: Comprehensive School Counseling Program / RAMP Application Project

**a) Describe the assessment and its use in the program:** Candidates work with peers to develop a Comprehensive School Counseling Program (CSCP) / Recognized ASCA Model Program (RAMP) Application Project in *SCCO 685: Organization of a Guidance Program*. The goal of this assessment is to demonstrate that candidates have the knowledge, skills, and dispositions to implement a CSC program in order to advocate for equity and access for all students. The final project is a mock RAMP application with collaborative aspects combined with personal RAMP reflections with evidenced based citations.

**b) Describe how this assessment specifically aligns with the standards it is cited for in Section III. Cite ASCA standards by number (e.g., 1.2, 3.3, 6.1, etc.) and standard wording:** The purpose of the CSCP/RAMP project is for candidates to demonstrate their knowledge of creating and delivering a comprehensive, data-informed school counseling program aligned with the ASCA National Model framework through a mock RAMP application. It provides opportunities to develop and demonstrate candidates' knowledge and skills in designing, implementing, evaluating, and advocating for evidence-based, comprehensive school counseling programs.

In the CSCP/RAMP application project, candidates will create a vision and mission statement for their school counseling program (ASCA 6.2). They will utilize multiple sources of data to complete the ASCA school data summary (ASCA 5.1) to evaluate student outcomes and interpret the data to develop an ASCA annual student outcome goal plan addressing a systemic focus and alignment with ASCA Student Mindsets and Behaviors (ASCA 4.1; 4.4; 5.1; 5.2; 6.1; 6.2). Candidates will complete the classroom and group mindsets and behaviors action plan to solidify the topics that are addressed in direct services of large group, classroom, and group activities (ASCA 4.1; 4.4; 5.1; 5.2; 6.1; 6.2). A time calculator will be filled out for each group member based on their activities at their internship site (ASCA 6.2; 6.3) Annual calendar is completed by each group to create the schedule to deliver services for students (ASCA 4.1; 4.2; 4.4; 5.1; 5.2; 5.3; 6.1). Lesson plans were created with the ASCA template based on the annual student outcome goal plan addressing ASCA mindsets and behaviors, student learning objectives, data collection plan, and follow-up plans (ASCA 4.1; 4.4; 5.1; 5.2; 6.1). Data from the lesson plans are utilized for the class and groups results report that addresses the pre-/post test data results, the participation data, mindsets and behaviors data, and outcome data is analyzed for the reflection of the results (ASCA 4.1; 5.1; 5.2; 5.3; 6.3). Candidates complete the closing the gap action plan (ASCA 4.1; 5.1; 5.2; 5.3; 6.1; 6.3).

Comprehensive School Counseling Program (CSCP) / Recognized ASCA Model Program (RAMP) Application Project demonstrates students' competency in the following ASCA SPA Standards:

**Standard 4. Student Learning Outcomes.** Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

- **4.1** Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.
- **4.2** Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.
- **4.3** Describe how to access school and community resources to make appropriate referrals based on the needs of students.
- **4.4** Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

**Standard 5. Designing, Implementing, and Evaluating Comprehensive School Counseling Programs.**

Candidates use school data and school counseling program assessments to evaluate areas of strength and needed improvement for program activities and interventions.

- **5.1** Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.
- **5.2** Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.
- **5.3** Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

**Standard 6. Professional Practice.** Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

- **6.1** Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.
- **6.2** Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

**6.3** Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

**c) Provide a brief analysis of the data findings [two cycles of data (i.e., cohorts) are required:** Average ratings for each assessment category were calculated by assigning Distinguished ratings a score of 3, Proficient ratings a score of 2, Basic Ratings a score of 1 and Unsatisfactory ratings a score of 0. These ratings were then added and a mean rating for each group's overall score for the project was calculated. Finally, a mean score for each cohort was calculated.

Overall, proficiency was demonstrated on rubric assessments from the Comprehensive School Counseling Program (CSCP) / Recognized ASCA Model Program (RAMP) Application Project. These overall mean scores in the Proficient range provides evidence that the candidates' have the knowledge needed to effectively plan and implement a comprehensive, data-informed school counseling program aligned with the ASCA National Model framework through a mock RAMP application.

Data Table A summarizes the candidates' performance on each rubric criteria and provides evidence supporting that all students achieved proficiency on all of ASCA SPA standard sub-elements represented.

**d) Provide an interpretation of how the data provides evidence for meeting standards. Cite ASCA standards by number (e.g., 1.2, 3.3, 6.1, etc.) and standard wording:**

**Standard 4. Student Learning Outcomes.** Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

- **4.1** Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.

- **4.2** Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.
- **4.4** Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

*In the CSCP/RAMP application project, candidates created an Annual Student Outcome Goal (4.1; 4.4) and Annual Calendar (4.1; 4.2; 4.4) through the ASCA templates, candidates for both cohorts had a 3 in this area, showing distinguished in these areas. Candidates did individual lesson plans (4.1; 4.4) on the ASCA template where both cohorts showed (3) distinguished in this area. The classroom instructions results report (4.1) where the ASCA templates were utilized 2022 cohort demonstrated proficiency with a 3, and cohort 2023 showed proficiency with a 2.89. The closing-the-gap action plan/results report (4.1) where the ASCA templates were utilized 2022 cohort demonstrated proficiency with a 3 and cohort 2023 showed proficiency with a 2.67. Both groups showed proficiency in these areas.*

**Standard 5. Designing, Implementing, and Evaluating Comprehensive School Counseling Programs.**

Candidates use school data and school counseling program assessments to evaluate areas of strength and needed improvement for program activities and interventions.

- **5.1** Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.
- **5.2** Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.
- **5.3** Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

*The CSCP/RAMP application project, candidates showed proficiency of these standards throughout the project by analyzing multiple sources of data (5.2), evaluated student outcomes (5.2), and interpret data (5.1; 5.2) to create a comprehensive school counseling program (5.1) that addresses the needs of all students (5.3).*

**Standard 6. Professional Practice.** Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

- **6.1** Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.
- **6.2** Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.
- **6.3** Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

*The CSCP/RAMP application project candidates demonstrated proficiency through their mission and vision (6.2), their individual use of time calculator at their internship (6.1), and their individual reflections (6.3).*

**e) Upload the 1) assessment tool or description of the assignment, 2) the scoring guide/rubric, and 3) candidate data derived from the assessment.**

- 1. the assessment tool or description of the assignment;**

## *A Comprehensive School Counseling Program / RAMP Application Project*

### **Title Page and School Counseling Program Members**

#### **School Description**

- a. Name
- b. Location
- c. Student Body

#### **RAMP Application 2022-23 Outline**

**\*indicates there is a form in the folder that must be filled out.**

- 1. VISION AND MISSION STATEMENT** (must be created on your own) (ASCA 6.2)
  - School Counseling Vision Statement
  - School Counseling Mission Statement
- 2. ANNUAL STUDENT OUTCOME GOALS**
  - School Data Summary\*(ASCA 5.1)
  - Annual Student Outcome Goals
  - Annual Student Outcome Goal Plan\* (ASCA 4.1; 4.4; 5.1; 5.2; 6.1; 6.2).
    - 1 page narrative reflection by each group member answering: How the annual student outcome goal plan affect stakeholder perception of the school counseling program and school counselor role? (RAMP reflection)
- 3. CLASSROOM & GROUPS MINDSETS & BEHAVIORS ACTION PLAN**
  - Classroom and Group Mindsets & behaviors action plan\* (ASCA 4.1; 4.4; 5.1; 5.2; 6.1; 6.2).
- 4. ANNUAL ADMINISTRATIVE CONFERENCE** (not turned in just be aware, we will discuss in class) (ASCA 6.2; 6.3)
  - Annual Administrative Conference\* (just look this over it does not have to be turned in, class discussion)
  - **5-time calculators will be filled out from the internship site on previous or upcoming dates (not perfect, just filled out) - one day from each student\*** (ASCA 6.2; 6.3)
    - Reflection 1 – 2 paragraphs: Give two or more examples of what you learned from the use of time analysis.
    - Reflection 1 – 2 paragraphs: How the school counselor (you) could advocate for reaching/maintaining 80% of the time in the delivery of direct and indirect student services?
- 5. ADVISORY COUNCIL** (not turned in; just be aware, we will discuss in class) (ASCA 4.2; 4.3; 5.3; 6.2)
  - Advisory Council First Semester Agenda
  - Advisory Council First Semester Minutes
- 6. ANNUAL CALENDAR** (ASCA 4.1; 4.2; 4.4; 5.1; 5.2; 5.3; 6.1)
  - Annual Calendar\*
    - 1 page narrative broken down by group member on how this calendar ties to evidence-based data with citations.
- 7. LESSON PLANS** (ASCA 4.1; 4.4; 5.1; 5.2; 6.1)
  - 3 Lesson Plans – based on Annual Student Outcome Goal Plan
    - 1 lesson plan from each member of the group
- 8. CLASSROOM INSTRUCTIONS RESULTS REPORT** (use fictitious data from a lesson above) (ASCA 4.1; 5.1; 5.2; 5.3; 6.3)
  - ASCA Mindsets & Behaviors data results bar graph

- Outcome data results graph
  - **Class and Group Results Report\***
9. **SMALL-GROUP RESULTS REPORT** (use fictitious data from your action plan) (ASCA 4.1; 5.1; 5.2; 5.3; 6.3)
- ASCA Mindsets & Behaviors data results bar graph
  - Outcome data results graph
  - **Class and Group Results Report\***
10. **CLOSING-THE-GAP-ACTION PLAN/RESULTS REPORT** only bold turned in (ASCA 4.1; 5.1; 5.2; 5.3; 6.1; 6.3)
- ASCA Mindsets & Behaviors data results bar graph
  - Outcome data results graph
  - **Closing the Gap Action Plan (only fill out this portion) & Results Report\***
    - 1-page narrative attached on the systemic focus portion, including research and citations.

**References:** Please include references for the articles used for your research brief/rationales. No less than 5 references. You should include at least TWO materials in the evidence-informed library. Particularly, **all students are expected to review the literature by reading journal articles from referred journals** (e.g., *Professional School Counseling Journal*, *Journal of Counseling and Development*, *Journal of Counselor Leadership and Advocacy*, *Urban Education*, *Teachers College Record*, etc.) to identify strategies and interventions that contribute to **closing achievement gaps and increasing access and equity for all students, especially traditionally marginalized students**

**2. the scoring guide/rubric for the assessment;**  
**SCCO 685 Comprehensive School Counseling Program / RAMP Application Project Rubric**

Criteria	Distinguished (3)	Proficient (2)	Basic (1)	Unsatisfactory (0)
<p><b>Vision &amp; Mission Statement</b>            (RAMP Section 1)            (ASCA 6.2)</p> <p>Vision Statement            Describes the future world (5 – 15 yrs) where best possible outcomes are achieved.</p> <p>Mission Statement            SC program focus aligned with ASCA National Model, emphasizes equity, access, and long range success for every student</p>	Distinguished	Proficient	Basic	Unsatisfactory
<p><b>Annual Student Outcome Goals</b>            (RAMP Section 2)            School Data Summary (ASCA 5.1)            ASCA template completed            Identifies specific data points that led to the development of goals</p> <p>Annual Student Outcome Goal Plan (ASCA 4.1; 4.4; 5.1; 5.2; 6.1; 6.2)</p>	Distinguished	Proficient	Basic	Unsatisfactory

<p>ASCA template completed Addresses a need demonstrated in student achievement, attendance or discipline data, SMART goal format aligned with ASCA National Model &amp; ASCA Students Standards Mindsets &amp; Behaviors</p> <p>Individual Reflection</p>				
<p><b>Classroom &amp; Groups Mindsets &amp; Behaviors Action Plan</b> (RAMP Section 3) (ASCA 4.1; 4.4; 5.1; 5.2; 6.1; 6.2) ASCA template completed</p> <p>Specific classroom lessons identified (include grade level and lesson topic) for each grade in the school</p> <p>Small groups available for students with identified needs (include group topic)</p>	Distinguished	Proficient	Basic	Unsatisfactory
<p><b>Annual Administrative Conference</b> (RAMP Section 4) (ASCA 6.2; 6.3)</p> <p>Use of time calculator ASCA template completed</p> <p>Individual Reflection</p>	Distinguished	Proficient	Basic	Unsatisfactory
<p><b>Annual Calendar</b> (RAMP Section 6) (ASCA 4.1; 4.2; 4.4; 5.1; 5.2; 5.3; 6.1)</p> <p>Annual Calendar ASCA template completed</p> <p>Individual Reflection on annual calendar and how it aligns with evidence-based research with citations.</p>	Distinguished	Proficient	Basic	Unsatisfactory
<p><b>Lesson Plans</b> (RAMP Section 7) (ASCA 4.1; 4.4; 5.1; 5.2; 6.1)</p> <p>3 Lesson Plans - ASCA template Aligned with the Annual Student Outcome Goal Plan.</p>	Distinguished	Proficient	Basic	Unsatisfactory
<p><b>Classroom Instructions Results Report</b> (RAMP Section 8) (ASCA 4.1; 5.1; 5.2; 5.3; 6.3)</p> <p>Class and Group Results Report ASCA template completed</p>	Distinguished	Proficient	Basic	Unsatisfactory

<b>Closing-The-Gap Action Plan/Results Report</b> (RAMP Section 10) (ASCA 4.1; 5.1; 5.2; 5.3; 6.1; 6.3)  Closing the Gap Action Plan ASCA template completed  Individual Reflection with systemic focus portion, including research and citations.	Distinguished	Proficient	Basic	Unsatisfactory
Communicate effectively through the consistent use of APA guidelines for grammar, punctuation, and mechanics expected of a counseling professional.	Distinguished	Proficient	Basic	Unsatisfactory

**(3) candidate data derived from the assessment:**

<b>Data Table A</b> <b>Comprehensive School Counseling Program (CSCP) / Recognized ASCA Model Program (RAMP)</b>			
CSCP/RAMP	ASCA Standard	Graduating Cohort May 2022 N = 5	Graduating Cohort May 2023 N = 9
Vision & Mission Statement	ASCA 6.2	3	2.67
Annual Student Outcome Goals	ASCA 4.1; 4.4; 5.1; 5.2; 6.1; 6.2	3	3
Classroom & Groups Mindsets & Behaviors Action Plan	ASCA 4.1; 4.4; 5.1; 5.2; 6.1; 6.2	3	3
Annual Administrative Conference	ASCA 6.2; 6.3	3	3
Annual Calendar	ASCA 4.1; 4.2; 4.4; 5.1; 5.2; 5.3; 6.1	3	3
Lesson Plans	ASCA 4.1; 4.4; 5.1; 5.2; 6.1	3	3
Classroom Instructions Results Report	ASCA 4.1; 5.1; 5.2; 5.3; 6.3	3	2.89
Closing-The-Gap Action Plan/Results Report	ASCA 4.1; 5.1; 5.2; 5.3; 6.1; 6.3	3	2.67
	Overall Average Rating	3	2.91

## ➔ Assessment No. 4: School Counseling Internship Final Evaluations

a) **Describe the assessment and its use in the program:** The University School Counseling program includes 600 hours of internship experience divided into three semesters, each including 200 hours. Each internship is under the same course number and title, *SDS 6830: School Counseling Internship*. This report will include two different evaluations; one used when the program was CACREP accredited and the other after the program switched from CACREP to the ASCA standards in 2022. The teach-out plan will conclude in the Spring of 2025.

A second evaluation used at the end of each internship includes the *State Educator Accomplished Practice*, which the Department of Education requires. This evaluation was recently updated (2023) with only a minor change and has been otherwise consistent over the last few years.

**See the files attached:  
Site Supervisor's End of the Semester Evaluation of School Counselor CACREP (Reflecting  
CACREP Standards)  
Internship 1-3 Evaluations (Reflecting ASCA Standards)**

The *Site Supervisor's End of the Semester Evaluation of School Counselors* used in the former CACREP program is used to evaluate candidate performances in the school counseling field experience. The evaluation is based on actual work samples and regular audio/video recording reviews. The site supervisor completes the form at the semester's end. Finally, the university supervisor makes a final determination of whether the internship was satisfactory or unsatisfactory by evaluating whether the student fulfilled the following requirements:

- A minimum of 5 recordings that demonstrate appropriate competencies appropriate for the internship level.
- Satisfactory ratings by the site supervisors on each evaluation.
- Attendance and engagement in all supervision meetings.
- Successful faculty interviews with the site supervisor.
- A minimum number of hours as reflected by the internship hours report. Hours must include direct (a minimum of 40% of total hours), group experiences (a minimum of 40% of direct hours), and a minimum total of 600 hours by the end of the final semester.

The *SDS 6830 School Counseling Internship Hours Log* documents candidates' activities throughout the internship experience. The two internship evaluation forms per student provide a culmination of evidence allowing faculty internship supervisors to evaluate students' development and competence and understand students' learning from previous coursework and other external learning experiences. Each candidate's final evaluations are reviewed and endorsed by their SDS 6830 Professors, who function in the role of a university-based supervisor.

### **Description of the *State Educator Accomplished Practice "SEAPS"***

The SEAPS is the final evaluation form completed at the end of each internship experience as required by the Department of Education. The standards on this form are not intended to be all-inclusive but are major indicators in each category. This evaluation pertains to all relevant school counseling activities, especially classroom lessons and small group counseling.

The site supervisor rates the candidate on the following scale:

**U/Unsatisfactory** = requires assistance and guidance;

**S/Satisfactory** = exhibits proficient qualities;

**AA/Above Average** = exhibits above average qualities;

**O/Outstanding** = consistently exhibits outstanding qualities;

**N/A** = the evaluator has not had sufficient opportunity to observe to make a judgment in this category.

The site supervisor is also asked to include additional comments that verify how they observed each of the practices as part of their evaluation for each section and, at the end, comments concerning the intern's performance on any or all of the items listed.

A list of the SEAPS evaluation sections is as follows:

SECTION I: QUALITY OF INSTRUCTION

SECTION II: THE LEARNING ENVIRONMENT

SECTION III: 3. INSTRUCTIONAL DELIVERY AND FACILITATION

SECTION IV: 4. ASSESSMENT,

SECTION V: CONTINUOUS IMPROVEMENT, RESPONSIBILITY AND ETHICS

SECTION V: 2. PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT

**SEAPS Evaluation for Internships.pdf**

### **Description of the University School Counseling Program Internship Evaluation (CACREP)**

This evaluation is completed by each site supervisor at the end of the term. The assessment contains 36 items evaluating the counselor's general supervision skills, counseling process skills, and conceptualization process skills. There are 18 items addressing additional CACREP standards. The items are rated on a 6-point scale from Needs Improvement to Above Target. The key themes covered by the evaluation items include professional dispositions, counseling skills, case conceptualization, ethical practice, program development/evaluation, academic development, college/career readiness, advocacy, and use of data.

*Directions: Each professional providing supervision to Counselors-in-Training must complete evaluation forms at the end of the semester. Site Supervisors are expected to review their evaluations with students before submitting the evaluation form to the Faculty/University Supervisor via Tevera. It is strongly recommended that students use this same evaluation process to compare self-ratings and supervisors' ratings. Site Supervisors are also encouraged to write specific strengths and weaknesses in the space provided since this gives University Supervisors areas where they can intervene for improvement. All evaluations are completed in Tevera.*

**Site Supervisor's End of the Semester Evaluation of School Counselor  
CACREP.pdf**

### **Description of the University School Counseling Program Internship Evaluation (ASCA)**

The final site supervisor internship evaluation for each of the three levels of internships was updated in 2022 to reflect the ASCA standards. Information is collected via Qualtrics, which is known to keep data secure. The site supervisor rates the student as either Not Met, Somewhat Met, Met, or Not Observed for each item. Each internship evaluation assesses competencies highly consistent with the ASCA-aligned curriculum (see <https://www.schoolcounselor.org/getmedia/2f91d2dc-9e1d-45e1-9354-b4e400d6aa23/aligned-curriculum-standards.pdf>).

**Internship 1-3 Evaluations.pdf**

c) Describe how this assessment specifically aligns with the standards it is cited for in Section III. Cite ASCA standards by number (e.g., 1.2, 3.3, 6.1, etc.) and standard wording: Students must meet with the site supervisor and complete final evaluation forms at the end of their internships to provide evidence of mastery of the professional standards.

The evaluations align with ASCA Standards 2-7 as follows:

**SEAPS**

SEAPS by Section	ASCA Standard
<b>SECTION I: QUALITY OF INSTRUCTION</b>	<ul style="list-style-type: none"> <li>Standard 3. Instructional and School Counseling Interventions</li> <li>Standard 4. Student Learning Outcomes</li> <li>Standard 7. Ethical Practice</li> </ul>
<b>SECTION II: THE LEARNING ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>Standard 1. Foundational Knowledge</li> <li>Standard 2. Core Theories and Concepts</li> <li>Standard 3. Instructional and School Counseling Interventions</li> <li>Standard 4. Student Learning Outcomes</li> <li>Standard 6. Professional Practice</li> <li>Standard 7. Ethical Practice</li> </ul>
<b>SECTION III: 3. INSTRUCTIONAL DELIVERY AND FACILITATION</b>	<ul style="list-style-type: none"> <li>Standard 1. Foundational Knowledge</li> <li>Standard 2. Core Theories and Concepts</li> <li>Standard 3. Instructional and School Counseling Interventions</li> <li>Standard 4. Student Learning Outcomes</li> <li>Standard 6. Professional Practice</li> <li>Standard 7. Ethical Practice</li> </ul>
<b>SECTION IV: 4. ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Standard 3. Instructional and School Counseling Interventions</li> <li>Standard 5. Designing, Implementing, and Evaluating Comprehensive School Counseling</li> </ul>
<b>SECTION V: CONTINUOUS IMPROVEMENT, RESPONSIBILITY AND ETHICS</b>	<ul style="list-style-type: none"> <li>Standard 2. Core Theories and Concepts</li> <li>Standard 5. Designing, Implementing, and Evaluating Comprehensive School Counseling</li> <li>Standard 6. Professional Practice</li> <li>Standard 7. Ethical Practice</li> </ul>
<b>SECTION V: 2. PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT</b>	<ul style="list-style-type: none"> <li>Standard 7. Ethical Practice</li> </ul>

#	SEAPS by Item	ASCA Standards Met
1	A. Aligns classroom guidance with state-adopted standards at the appropriate level of rigor;	5.1
2	B. Sequences lessons and concepts to ensure coherence and required prior knowledge	5.1
3	C. Designs classroom guidance for students to achieve	4.1
4	D. Selects appropriate formative assessments to monitor	3.1; 5.2
5	E. Uses a variety of assessment data, to evaluate learning outcomes, improve learning outcomes;	5.2
6	F. Develops experiences that require demonstration of skills competencies.	4.1

#	SEAPS by Item	ASCA Standards Met
7	A. Organizes, allocates, and manages the resources of time, space, and attention;	2.1
8	B. Manages individual and class behaviors through a well-planned management system	2.1; 4.1; 4.4
9	C. Conveys high expectations to all students;	4.1; 6.1
10	D. Respects students' cultural and family background;	1.3; 7.2; 7.3
11	E. Models clear, acceptable oral and written communication skills	4.4; 7.1
12	F. Maintains a climate of openness, inquiry, fairness, and support	2.2; 5.2; 7.1; 7.3
13	G. Integrates current information and communication technologies	3.3
14	H. Adapts the learning environment to accommodate the differing needs and diversity of students	1.3; 4.2; 6.1; 7.2; 7.3
15	i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication	3.3
16	A. Deliver engaging and challenging lessons;	3.2; 4.1
17	B. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter	2.1
18	C. Identify gaps in students' subject matter knowledge;	4.1
19	D. Modify instruction to respond to preconceptions or misconceptions	2.3; 4.1
20	E. Relate and integrate the subject matter with other disciplines and life experiences;	2.1
21	F. Employ higher order questioning techniques;	2.3
22	G. Apply varied instructional strategies and resources to teach and counsel for student understanding; including appropriate technology,	1.2; 2.1; 2.2; 3.3
23	H. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1.2; 4.2; 7.2
24	I. Support, encourage, and provide immediate and specific feedback to students to promote students achievement and interpersonal growth;	2.2; 3.2; 7.1
25	J. Utilize student feedback to monitor instructional needs and to adjust instruction and counseling.	5.2
26	A. Analyzes and applies data from multiple assessments and measures to diagnose students' learning and interpersonal needs, informs instruction based on those needs, and drives the learning process;	3.1
27	B. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	2.1; 3.1; 5.1
28	C. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	1.3; 3.1; 3.2
29	D. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	2.3; 7.1
30	E. Shares the importance and outcomes of student assessment data with the student and the students' parent/caregiver(s);	3.3; 4.2
31	F. Applies technology to organize and integrate assessment information.	5.2

#	SEAPS by Item	ASCA Standards Met
32	A. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	6.3
33	B. Examines and uses data-informed research to improve instruction and student achievement;	5.1
34	C. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4.2; 6.2
35	D. Engages in targeted professional growth opportunities and reflective practices,	4.3; 6.3
36	E. Implements knowledge and skills learned in professional development in the teaching, learning, and counseling process.	4.3

### End of Semester Internship Evaluation (CACREP)

End of Semester (CACREP)	ASCA Standard
<b>General Supervision</b>	<ul style="list-style-type: none"> <li>Standard 6. Professional Practice</li> <li>Standard 7. Ethical Practice</li> </ul>
<b>Counseling Process</b>	<ul style="list-style-type: none"> <li>Standard 1. Foundational Knowledge</li> <li>Standard 2. Core Theories and Concepts</li> <li>Standard 3. Instructional and School Counseling Interventions</li> <li>Standard 7. Ethical Practice</li> </ul>
<b>Conceptualization Process</b>	<ul style="list-style-type: none"> <li>Standard 2. Core Theories and Concepts</li> <li>Standard 3. Instructional and School Counseling Interventions</li> <li>Standard 7. Ethical Practice</li> </ul>
<b>Evaluation of CACREP Standards</b>	<ul style="list-style-type: none"> <li>Standard 1. Foundational Knowledge</li> <li>Standard 2. Core Theories and Concepts</li> <li>Standard 3. Instructional and School Counseling Interventions</li> <li>Standard 4. Student Learning Outcomes</li> <li>Standard 5. Designing, Implementing, and Evaluating Comprehensive School Counseling Programs</li> <li>Standard 6. Professional Practice</li> <li>Standard 7. Ethical Practice</li> </ul>

### End of Semester Internship Evaluations (ASCA)

End of Semester (ASCA)	ASCA Standard
<b>Internship 1</b>	<ul style="list-style-type: none"> <li>Standard 1. Foundational Knowledge.</li> <li>Standard 2. Core Theories and Concepts</li> <li>Standard 5. Designing, Implementing, and Evaluating Comprehensive School Counseling Programs</li> <li>Standard 6. Professional Practice</li> <li>Standard 7. Ethical Practice</li> </ul>
<b>Internship 2</b>	<ul style="list-style-type: none"> <li>Standard 1. Foundational Knowledge</li> <li>Standard 2. Core Theories and Concepts</li> <li>Standard 3. Instructional and School Counseling Interventions</li> <li>Standard 4. Student Learning Outcomes</li> </ul>

	<ul style="list-style-type: none"> <li>• Standard 5. Designing, Implementing, and Evaluating Comprehensive School Counseling Programs</li> <li>• Standard 6. Professional Practice</li> <li>• Standard 7. Ethical Practice</li> </ul>
<b>Internship 3</b>	<ul style="list-style-type: none"> <li>• Standard 1. Foundational Knowledge</li> <li>• Standard 2. Core Theories and Concepts</li> <li>• Standard 3. Instructional and School Counseling Interventions</li> <li>• Standard 4. Student Learning Outcomes</li> <li>• Standard 5. Designing, Implementing, and Evaluating Comprehensive School Counseling Programs</li> <li>• Standard 6. Professional Practice</li> <li>• Standard 7. Ethical Practice</li> </ul>

**c) Provide a brief analysis of the data findings:**

- **U/Unsatisfactory** =requires assistance and guidance;
- **S/Satisfactory** = exhibits proficient qualities;
- **AA/Above Average** =exhibits above average qualities;
- **O/Outstanding** = consistently exhibits outstanding qualities;
- **N/A** = the evaluator has not had sufficient opportunity to observe to make a judgment in this category.  
Or, because the SEAPs is used across all three internships, N/A may also signify that the standards will be evaluated in a future, more advanced internship.

**SEAPs Data Analysis and Results 2020-2023**

<i>SEAPS 2020-2023 Results Report - Percentages</i>				
<i>A. Aligns classroom guidance with state-adopted standards at the appropriate level of rigor;</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
AA	22	34.921	34.921	34.921
NA	4	6.349	6.349	41.270
O	33	52.381	52.381	93.651
S	4	6.349	6.349	100.000
<i>B. Sequences lessons and concepts to ensure coherence and required prior knowledge</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
AA	16	25.397	25.397	25.397
NA	8	12.698	12.698	38.095
O	34	53.968	53.968	92.063
S	5	7.937	7.937	100.000
<i>C. Designs classroom guidance for students to achieve</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
AA	20	31.746	31.746	31.746

NA mastery;	6	9.524	9.524	41.270
O	34	53.968	53.968	95.238
S	3	4.762	4.762	100.000

***D. Selects appropriate formative assessments to monitor***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	19	30.159	30.159	30.159
NA learning;	14	22.222	22.222	52.381
O	27	42.857	42.857	95.238
S	3	4.762	4.762	100.000

***E. Uses a variety of assessment data, to evaluate learning outcomes, improve learning outcomes;***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	24	38.095	38.095	38.095
NA	6	9.524	9.524	47.619
O	31	49.206	49.206	96.825
S	2	3.175	3.175	100.000

***F. Develops experiences that require demonstration of skills competencies.***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	17	26.984	26.984	26.984
NA	1	1.587	1.587	28.571
O	39	61.905	61.905	90.476
S	6	9.524	9.524	100.000

***A. Organizes, allocates, and manages the resources of time, space, and attention;***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	14	22.222	22.222	22.222
O	46	73.016	73.016	95.238
S	2	3.175	3.175	98.413
U	1	1.587	1.587	100.000

***B. Manages individual and class behaviors through a well-planned management system***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	18	28.571	28.571	28.571
NA	3	4.762	4.762	33.333
O	39	61.905	61.905	95.238

S	3	4.762	4.762	100.000
<b>C. Conveys high expectations to all students;</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
AA	14	22.222	22.222	22.222
O	46	73.016	73.016	95.238
S	3	4.762	4.762	100.000
<b>D. Respects students' cultural and family background;</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
AA	8	12.698	12.698	12.698
O	53	84.127	84.127	96.825
S	2	3.175	3.175	100.000
<b>E. Models clear, acceptable oral and written communication skills</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
AA	15	23.810	23.810	23.810
O	47	74.603	74.603	98.413
S	1	1.587	1.587	100.000
<b>F. Maintains a climate of openness, inquiry, fairness, and support</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
AA	9	14.286	14.286	14.286
O	53	84.127	84.127	98.413
S	1	1.587	1.587	100.000
<b>G. Integrates current information and communication technologies</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
AA	20	31.746	31.746	31.746
NA	2	3.175	3.175	34.921
O	38	60.317	60.317	95.238
S	3	4.762	4.762	100.000
<b>H. Adapts the learning environment to accommodate the differing needs and diversity of students</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
AA	14	22.222	22.222	22.222
O	45	71.429	71.429	93.651
S	4	6.349	6.349	100.000

	Frequency	Percent	Valid Percent	Cumulative Percent
<b><i>i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication</i></b>				
AA	15	23.810	23.810	23.810
NA	4	6.349	6.349	30.159
O	40	63.492	63.492	93.651
S	4	6.349	6.349	100.000
<b><i>A. Deliver engaging and challenging lessons;</i></b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
AA	21	33.333	33.333	33.333
NA	5	7.937	7.937	41.270
O	36	57.143	57.143	98.413
S	1	1.587	1.587	100.000
<b><i>B. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter</i></b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
AA	15	23.810	23.810	23.810
NA	11	17.460	17.460	41.270
O	33	52.381	52.381	93.651
S	4	6.349	6.349	100.000
<b><i>C. Identify gaps in students' subject matter knowledge;</i></b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
AA	16	25.397	25.397	25.397
NA	9	14.286	14.286	39.683
O	33	52.381	52.381	92.063
S	5	7.937	7.937	100.000
<b><i>D. Modify instruction to respond to preconceptions or misconceptions</i></b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
AA	22	34.921	34.921	34.921
NA	6	9.524	9.524	44.444
O	31	49.206	49.206	93.651
S	4	6.349	6.349	100.000
<b><i>E. Relate and integrate the subject matter with other disciplines and life experiences;</i></b>				

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	15	23.810	23.810	23.810
NA	1	1.587	1.587	25.397
O	42	66.667	66.667	92.063
S	5	7.937	7.937	100.000

***F. Employ higher order questioning techniques;***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	24	38.095	38.095	38.095
NA	1	1.587	1.587	39.683
O	32	50.794	50.794	90.476
S	6	9.524	9.524	100.000

***G. Apply varied instructional strategies and resources to teach and counsel for student understanding; including appropriate technology,***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	20	31.746	31.746	31.746
NA	1	1.587	1.587	33.333
O	36	57.143	57.143	90.476
S	6	9.524	9.524	100.000

***H. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	18	28.571	28.571	28.571
NA	2	3.175	3.175	31.746
O	38	60.317	60.317	92.063
S	5	7.937	7.937	100.000

***I. Support, encourage, and provide immediate and specific feedback to students to promote students' achievement and interpersonal growth;***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	14	22.222	22.222	22.222
O	45	71.429	71.429	93.651
S	4	6.349	6.349	100.000

***J. Utilize student feedback to monitor instructional needs and to adjust instruction and counseling.***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	16	25.397	25.397	25.397

NA	2	3.175	3.175	28.571
O	41	65.079	65.079	93.651
S	4	6.349	6.349	100.000

**A. Analyzes and applies data from multiple assessments and measures to diagnose students' learning and interpersonal needs, informs instruction based on those needs, and drives the learning process;**

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	24	38.095	38.095	38.095
NA	6	9.524	9.524	47.619
O	28	44.444	44.444	92.063
S	5	7.937	7.937	100.000

**B. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;**

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	18	28.571	28.571	28.571
NA	19	30.159	30.159	58.730
O	23	36.508	36.508	95.238
S	3	4.762	4.762	100.000

**C. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;**

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	19	30.159	30.159	30.159
NA	12	19.048	19.048	49.206
O	28	44.444	44.444	93.651
S	4	6.349	6.349	100.000

**D. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;**

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	15	23.810	23.810	23.810
NA	20	31.746	31.746	55.556
O	25	39.683	39.683	95.238
S	3	4.762	4.762	100.000

**E. Shares the importance and outcomes of student assessment data with the student and the students' parent/caregiver(s);**

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	18	28.571	28.571	28.571

NA	8	12.698	12.698	41.270
O	29	46.032	46.032	87.302
S	8	12.698	12.698	100.000

***F. Applies technology to organize and integrate assessment information.***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	19	30.159	30.159	30.159
NA	6	9.524	9.524	39.683
O	34	53.968	53.968	93.651
S	4	6.349	6.349	100.000

***A. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	16	25.397	25.397	25.397
NA	5	7.937	7.937	33.333
O	41	65.079	65.079	98.413
S	1	1.587	1.587	100.000

***B. Examines and uses data-informed research to improve instruction and student achievement;***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	19	30.159	30.159	30.159
NA	4	6.349	6.349	36.508
O	37	58.730	58.730	95.238
S	3	4.762	4.762	100.000

***C. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	18	28.571	28.571	28.571
NA	3	4.762	4.762	33.333
O	39	61.905	61.905	95.238
S	3	4.762	4.762	100.000

***D. Engages in targeted professional growth opportunities and reflective practices,***

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	16	25.397	25.397	25.397
NA	2	3.175	3.175	28.571
O	39	61.905	61.905	90.476
S	6	9.524	9.524	100.000

	Frequency	Percent	Valid Percent	Cumulative Percent
AA	14	22.222	22.222	22.222
O	44	69.841	69.841	92.063
S	5	7.937	7.937	100.000

**Internship 1 End of Semester Site Supervisor Evaluation (CACREP Standards)**

Rating: Needs Improvement - 1,2 | On Target - 3,4 | Above Target - 5, 6

**General Supervision Comments**

<i>Demonstrates a personal commitment in developing professional competencies.</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
4	1	3.704	3.704	3.704
5	6	22.222	22.222	25.926
6	20	74.074	74.074	100.000

<i>Invests time and energy in becoming a counselor.</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
4	1	3.704	3.704	3.704
5	4	14.815	14.815	18.519
6	22	81.481	81.481	100.000

<i>Accepts and uses constructive criticism to enhance self - development and counseling skills.</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
4	1	3.704	3.704	3.704
5	6	22.222	22.222	25.926
6	20	74.074	74.074	100.000

<i>Engages in open, comfortable, and clear communication with peers and supervisors.</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
4	2	7.407	7.407	7.407
5	4	14.815	14.815	22.222
6	21	77.778	77.778	100.000

<i>Recognizes own competencies and skills and shares these with peers and supervisors.</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
4	2	7.407	7.407	7.407
5	6	22.222	22.222	29.630

6	19	70.370	70.370	100.000
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<b><i>Recognizes own deficiencies and actively works to overcome them with peers and supervisors.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
MISSING	1	3.704		
	1	3.704	3.704	3.704
4	2	7.407	7.407	11.111
5	3	11.111	11.111	22.222
6	21	77.778	77.778	100.000

<b><i>Completes case reports and records punctually and conscientiously.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
4	2	7.407	7.407	7.407
5	3	11.111	11.111	18.519
6	20	74.074	74.074	92.593
NA	2	7.407	7.407	100.000

### The Counseling Process

Rating: Needs Improvement - 1,2 | On Target - 3,4 | Above Target - 5,6

<b><i>Researches the referral prior to the first interview.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
4	1	3.704	3.704	3.704
5	6	22.222	22.222	25.926
6	19	70.370	70.370	96.296
NA	1	3.704	3.704	100.000

<b><i>Keeps appointments on time.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
3	1	3.704	3.704	3.704
5	4	14.815	14.815	18.519
6	22	81.481	81.481	100.000

<b><i>Begins the interview smoothly.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
5	9	33.333	33.333	33.333
6	18	66.667	66.667	100.000

<b><i>Explains the nature and objectives of counseling when appropriate.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>

4	1	3.704	3.704	3.704
5	6	22.222	22.222	25.926
6	20	74.074	74.074	100.000

<i>Is relaxed and comfortable in the interview.</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
3	1	3.704	3.704	3.704
4	2	7.407	7.407	11.111
5	4	14.815	14.815	25.926
6	20	74.074	74.074	100.000

<i>Communicates interest in and acceptance of the student.</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
5	7	25.926	25.926	25.926
6	20	74.074	74.074	100.000

<i>Facilitates student expression of concerns and feelings.</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
4	1	3.704	3.704	3.704
5	7	25.926	25.926	29.630
6	19	70.370	70.370	100.000

<i>Focuses on the content of the student's problem.</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
4	1	3.704	3.704	3.704
5	5	18.519	18.519	22.222
6	21	77.778	77.778	100.000

<i>Recognizes and resists manipulation by the student.</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
3	2	7.407	7.407	7.407
4	1	3.704	3.704	11.111
5	13	48.148	48.148	59.259
6	11	40.741	40.741	100.000

<i>Recognizes and deals with positive affect of the student.</i>				
	Frequency	Percent	Valid Percent	Cumulative Percent
4	1	3.704	3.704	3.704
5	5	18.519	18.519	22.222
6	21	77.778	77.778	100.000

<b><i>Recognizes and deals with negative affect of the student.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
4	3	11.111	11.111	11.111
5	5	18.519	18.519	29.630
6	19	70.370	70.370	100.000

<b><i>Is spontaneous in the interview.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
4	6	22.222	22.222	22.222
5	5	18.519	18.519	40.741
6	16	59.259	59.259	100.000

<b><i>Uses silence effectively in the interview.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
3	2	7.407	7.407	7.407
4	2	7.407	7.407	14.815
5	7	25.926	25.926	40.741
6	15	55.556	55.556	96.296
NA	1	3.704	3.704	100.000

<b><i>Is aware of own feelings in the counseling session.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
4	2	7.407	7.407	7.407
5	5	18.519	18.519	25.926
6	19	70.370	70.370	96.296
NA	1	3.704	3.704	100.000

<b><i>Communicates own feelings to the student when appropriate.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
3	1	3.704	3.704	3.704
4	2	7.407	7.407	11.111
5	6	22.222	22.222	33.333
6	18	66.667	66.667	100.000

<b><i>Recognizes and skillfully interprets the student's covert messages.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
MISSING	1	3.704		
	1	3.704	3.704	3.704

3	1	3.704	3.704	7.407
4	2	7.407	7.407	14.815
5	9	33.333	33.333	48.148
6	13	48.148	48.148	96.296
NA	1	3.704	3.704	100.000

***Facilitates realistic goal setting with the student.***

	Frequency	Percent	Valid Percent	Cumulative Percent
4	1	3.704	3.704	3.704
5	7	25.926	25.926	29.630
6	19	70.370	70.370	100.000

***Encourages appropriate action—step planning with the student.***

	Frequency	Percent	Valid Percent	Cumulative Percent
5	8	29.630	29.630	29.630
6	19	70.370	70.370	100.000

***Employs judgment in the timing and use of different techniques.***

	Frequency	Percent	Valid Percent	Cumulative Percent
4	2	7.407	7.407	7.407
5	6	22.222	22.222	29.630
6	19	70.370	70.370	100.000

***Initiates periodic evaluation of goals, action- steps, and process during counseling.***

	Frequency	Percent	Valid Percent	Cumulative Percent
4	1	3.704	3.704	3.704
5	7	25.926	25.926	29.630
6	18	66.667	66.667	96.296
NA	1	3.704	3.704	100.000

***Explains, administers, and interprets tests correctly.***

	Frequency	Percent	Valid Percent	Cumulative Percent
3	1	3.704	3.704	3.704
4	1	3.704	3.704	7.407
5	5	18.519	18.519	25.926
6	13	48.148	48.148	74.074
NA	7	25.926	25.926	100.000

***Terminates the interview smoothly.***

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
4	2	7.407	7.407	11.111
5	7	25.926	25.926	37.037
6	17	62.963	62.963	100.000

### The Conceptualization Process

Rating: Needs Improvement - 1,2 | On Target - 3,4 | Above Target - 5,6

#### *Focuses on specific behaviors and their consequences, implications, and contingencies.*

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
4	1	3.704	3.704	7.407
5	7	25.926	25.926	33.333
6	18	66.667	66.667	100.000

#### *Recognizes and pursues discrepancies and meaning of inconsistent information.*

	Frequency	Percent	Valid Percent	Cumulative Percent
3	1	3.704	3.704	3.704
4	2	7.407	7.407	11.111
5	8	29.630	29.630	40.741
6	16	59.259	59.259	100.000

#### *Uses relevant case data in planning both immediate and long - range goals.*

	Frequency	Percent	Valid Percent	Cumulative Percent
4	2	7.407	7.407	7.407
5	8	29.630	29.630	37.037
6	16	59.259	59.259	96.296
NA	1	3.704	3.704	100.000

#### *Uses relevant case data in considering various strategies and their implications.*

	Frequency	Percent	Valid Percent	Cumulative Percent
4	2	7.407	7.407	7.407
5	8	29.630	29.630	37.037
6	17	62.963	62.963	100.000

#### *Bases decisions on a theoretically sound and consistent rationale of human behavior.*

	Frequency	Percent	Valid Percent	Cumulative Percent
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4	2	7.407	7.407	7.407
5	6	22.222	22.222	29.630
6	18	66.667	66.667	96.296
NA	1	3.704	3.704	100.000

***Is perceptive in evaluating the effects of own counseling techniques.***

	Frequency	Percent	Valid Percent	Cumulative Percent
4	3	11.111	11.111	11.111
5	5	18.519	18.519	29.630
6	19	70.370	70.370	100.000

***Demonstrates ethical behavior in the counseling activity and case management.***

	Frequency	Percent	Valid Percent	Cumulative Percent
5	4	14.815	14.815	14.815
6	23	85.185	85.185	100.000

**Evaluation of CACREP Standards**

Needs Improvement - 1,2 | On Target 3,4 | Above Target - 5,6

***SC2a. school counselor roles as leaders, advocates, and systems change agents in P–12 schools (2016)***

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
3	1	3.704	3.704	7.407
4	4	14.815	14.815	22.222
5	3	11.111	11.111	33.333
6	18	66.667	66.667	100.000

***SC2b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (2016)***

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
4	5	18.519	18.519	22.222
5	4	14.815	14.815	37.037
6	16	59.259	59.259	96.296
NA	1	3.704	3.704	100.000

***SC2d. interventions to promote academic development (2016)***

	Frequency	Percent	Valid Percent	Cumulative Percent
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4	4	14.815	14.815	14.815
5	5	18.519	18.519	33.333
6	18	66.667	66.667	100.000

**SC2f- competencies to advocate for school counseling roles (2016)**

	Frequency	Percent	Valid Percent	Cumulative Percent
4	5	18.519	18.519	18.519
5	6	22.222	22.222	40.741
6	16	59.259	59.259	100.000

**SC2k. community resources and referral sources (2016)**

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
4	3	11.111	11.111	14.815
5	9	33.333	33.333	48.148
6	13	48.148	48.148	96.296
NA	1	3.704	3.704	100.000

**SC2n. legal and ethical considerations specific to school counseling (2016)**

	Frequency	Percent	Valid Percent	Cumulative Percent
4	3	11.111	11.111	11.111
5	3	11.111	11.111	22.222
6	21	77.778	77.778	100.000

**SC3a. development of school counseling program mission statements and objectives (2016).**

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
3	1	3.704	3.704	7.407
4	3	11.111	11.111	18.519
5	4	14.815	14.815	33.333
6	14	51.852	51.852	85.185
NA	4	14.815	14.815	100.000

**SC3b. design and evaluation of school counseling programs (2016).**

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704

3	1	3.704	3.704	7.407
4	3	11.111	11.111	18.519
5	5	18.519	18.519	37.037
6	13	48.148	48.148	85.185
NA	4	14.815	14.815	100.000

***SC3d. interventions to promote academic development (2016).***

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
4	2	7.407	7.407	11.111
5	5	18.519	18.519	29.630
6	19	70.370	70.370	100.000

***SC3f. techniques of personal/social counseling in school settings (2016).***

	Frequency	Percent	Valid Percent	Cumulative Percent
4	3	11.111	11.111	11.111
5	6	22.222	22.222	33.333
6	18	66.667	66.667	100.000

***SC3g. strategies to facilitate school and postsecondary transitions (2016)***

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
3	1	3.704	3.704	7.407
4	3	11.111	11.111	18.519
5	5	18.519	18.519	37.037
6	15	55.556	55.556	92.593
NA	2	7.407	7.407	100.000

***SC3h. skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement (2016).***

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
4	3	11.111	11.111	14.815
5	5	18.519	18.519	33.333
6	18	66.667	66.667	100.000

***SC3i. approaches to increase promotion and graduation rates (2016).***

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
3	1	3.704	3.704	7.407
4	2	7.407	7.407	14.815
5	5	18.519	18.519	33.333
6	16	59.259	59.259	92.593
NA	2	7.407	7.407	100.000

***SC3j. interventions to promote college and career readiness (2016)***

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
3	2	7.407	7.407	11.111
4	3	11.111	11.111	22.222
5	3	11.111	11.111	33.333
6	16	59.259	59.259	92.593
NA	2	7.407	7.407	100.000

***SC3k. strategies to promote equity in student achievement and college access (2016).***

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
3	2	7.407	7.407	11.111
4	3	11.111	11.111	22.222
5	3	11.111	11.111	33.333
6	17	62.963	62.963	96.296
NA	1	3.704	3.704	100.000

***SC3m. strategies for implementing and coordinating peer intervention programs (2016).***

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
3	1	3.704	3.704	7.407
4	2	7.407	7.407	14.815
5	8	29.630	29.630	44.444
6	11	40.741	40.741	85.185
NA	4	14.815	14.815	100.000

***SC3n. use of accountability data to inform decision-making (2016).***

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
4	3	11.111	11.111	14.815
5	6	22.222	22.222	37.037
6	16	59.259	59.259	96.296
NA	1	3.704	3.704	100.000

**SC30. use of data to advocate for programs and students (2016)**

	Frequency	Percent	Valid Percent	Cumulative Percent
MISSING	1	3.704		
	1	3.704	3.704	3.704
4	3	11.111	11.111	14.815
5	4	14.815	14.815	29.630
6	18	66.667	66.667	96.296
NA	1	3.704	3.704	100.000

**Internship 1 End of Semester Site Supervisor Evaluation (ASCA Standards)**

Note: These evaluations were updated when the program recently switched from CACREP to ASCA Standards, thus including a much lower number of students.

**End of Semester Site Supervisor Evaluation (ASCA Standards) since Spring 2023**

<b>B-PA 1.c. Analyze the school's vision and mission</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Met	3	75.000	75.000	75.000
Not Observed	1	25.000	25.000	100.000
<b>B-PA 1.d. Create a school counseling vision statement describing a future world where student outcomes are successfully achieved</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Met	1	25.000	25.000	25.000
Not Observed	3	75.000	75.000	100.000
<b>B-PA 1.e. Create a school counseling mission statement aligned with school, district, and state missions</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Met	1	25.000	25.000	25.000
Not Observed	3	75.000	75.000	100.000
<b>B-PA 1.f. Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Met	2	50.000	50.000	50.000

Not Observed	2	50.000	50.000	100.000
<b><i>B-PA 4.c. Identify appropriate ASCA Mindsets &amp; Behaviors for Student Success standards addressing needs identified in action plans.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Met	4	100.000	100.000	100.000
<b><i>B-PA 4.e. Identify appropriate resources needed to implement action plans</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Met	4	100.000	100.000	100.000
<b><i>B-PA 6.a. Articulate the distinction between direct and indirect student services</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Met	4	100.000	100.000	100.000
<b><i>B-PF 1.c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, Solution-Focused brief counseling, person-centered counseling and family systems.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Met	4	100.000	100.000	100.000
<b><i>B-PF 3.f. Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Met	3	75.000	75.000	75.000
Not Observed	1	25.000	25.000	100.000
<b><i>B-PF 4.d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Met	1	25.000	25.000	25.000
Not Observed	3	75.000	75.000	100.000
<b><i>B-SS 3.b. Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Met	2	50.000	50.000	50.000
Somewhat Met	2	50.000	50.000	100.000
<b><i>B-SS 4.b. Communicate the limits of school counseling and the continuum of mental health services</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Met	4	100.000	100.000	100.000
<b><i>CAEP 7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.</i></b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Met	4	100.000	100.000	100.000
<b><i>OTHER. Demonstrate knowledge and competence in at least one major counseling approach (e.g., Person-Centered, Solution-Focused Brief Counseling, Motivational Interviewing).</i></b>				

	Frequency	Percent	Valid Percent	Cumulative Percent
Met	4	100.000	100.000	100.000
<b>OTHER. Demonstrates ability to work with diverse students.</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Met	4	100.000	100.000	100.000
<b>OTHER. Demonstrates professional, ethical, and legal practices.</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Met	4	100.000	100.000	100.000
<b>OTHER. Develop a variety of professional resources such as assessment instruments, technology, professional literature, research, and information and referral to appropriate providers.</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Met	2	50.000	50.000	50.000
Not Observed	2	50.000	50.000	100.000
<b>OTHER. The student will become familiar with a variety of professional school counseling activities, considered both direct and indirect.</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Met	4	100.000	100.000	100.000

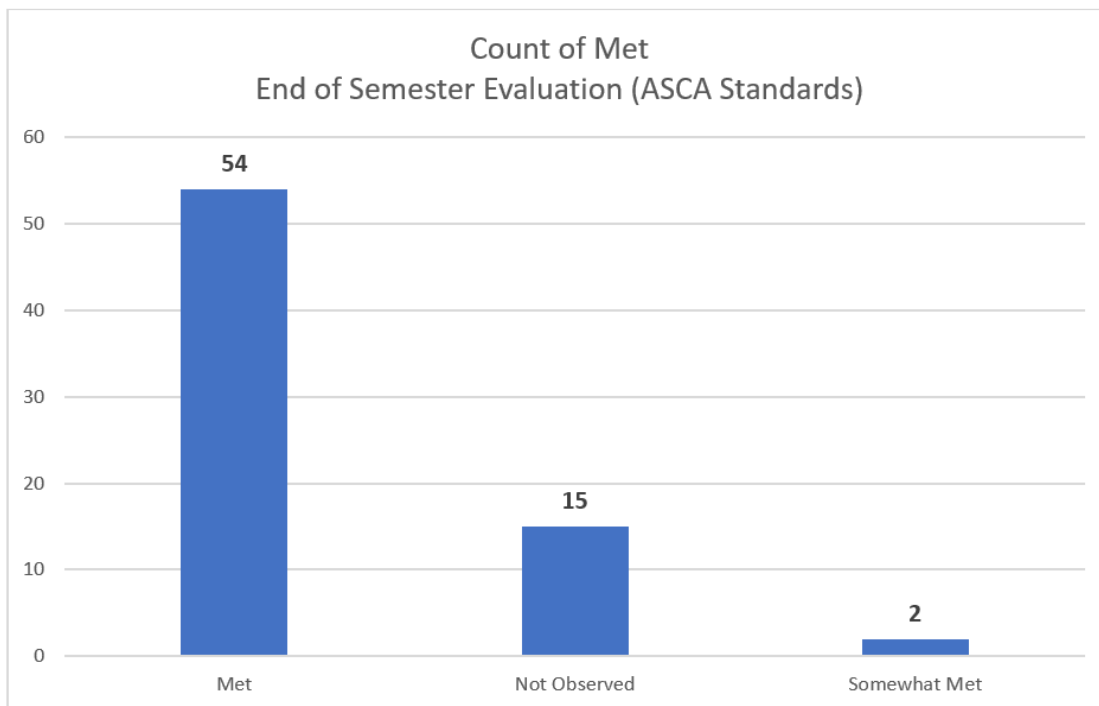
**d) Provide an interpretation of how the data provides evidence for meeting standards. Cite ASCA standards by number (e.g., 1.2, 3.3, 6.1, etc.) and standard wording:** The NA response does not provide accurate information, given that the instrument is used across all three levels of internships, and each level includes standards that are not present in the previous levels. However, we did not remove the NA response to determine its prevalence across all three internships, resulting in a small portion of overall responses. The chart below shows the distribution of responses across all items for the last three years across 36 items and 63 total school counseling students.

- U/Unsatisfactory** =requires assistance and guidance
- S/Satisfactory** = exhibits proficient qualities
- AA/Above Average** =exhibits above average qualities
- O/Outstanding** = consistently exhibits outstanding qualities

The averages across all items for the end-of-the-semester evaluation (CACREP):

- $\bar{x}$  = 5.596**
- Median = 5.597**
- Mode = 5.972**
- Range = 2.11**
- Minimum = 3.88**
- Maximum = 6.00**

The distribution of ratings across all items for the end-of-the-semester evaluation (ASCA):



**e) Upload the 1) assessment tool or description of the assignment, 2) the scoring guide/rubric, and 3) candidate data derived from the assessment:**

**1. The assessment tool or description of the assignment:** In addition to several contacts via phone or Zoom throughout the semester, site supervisors complete a minimum of two evaluations at the end of the semester, including the *SEAPs* and the *University School Counseling Internship Final Evaluation*. The latter includes two versions, one given before Spring 2023 and one after, reflecting our switch from the CACREP to the ASCA standards.

Site supervisors complete both surveys electronically using an encrypted platform compliant with HIPPA and FERPA.

Results of the SEAP survey indicate that the vast majority of all university school counseling interns (i.e., 87%) are rated as "Above Average" or "Outstanding" across standards put forth by the Department of Education and consistent with the ASCA standards.

The vast majority of students also receive ratings of either On Target - 3,4 or Above Target - 5, 6 on Final internship evaluations.

**2. The scoring guide/rubric:** See previous sections that describe each of the assessments.

**3. Candidate data derived from the assessment:** (insert data tables here)

## ➔ Assessment No. 5: Site supervisor’s evaluation of candidate’s ability to apply knowledge in practice

**a) Describe the assessment and its use in the program:** Each School Counselor candidate is expected to have at least one required evaluation by his/her field supervisor during the practicum and internship course. The assessment is a rubric designed to assess the candidate’s knowledge, skills, and professional work dispositions in 11 competency areas or skills consisting of the following: (1) Non-verbal skills, (2) Beginning of session, (3) Encouragers/Door openers, (4) Use of questions, (5) Advanced Reflection, (6) Confrontation, (7) Goal setting, (8) Cultural responsiveness, (9) Counselor Focus, (10) Intervention strategies/Application of theory to practice, and (11) Closing of session.

The rating level for the 11 competencies or skills assessed is based on a rubric score of 1 (Below Expectations/Does Not Meet Competencies) to 4 (Exemplary/Exceeds Expectations). It is expected that each candidate earns a score of 3 or better (Accomplished/Meets competency) in each competency area to demonstrate proficient knowledge and skills of the area assessed. It is recommended that candidates who fall below a score of three (3) in any category be provided professional development in the identified competency by the field supervisor and/or university supervisor.

**b) Describe how this assessment specifically aligns with the standards it is cited for in Section III. Cite ASCA standards by number (e.g., 1.2, 3.3, 6.1, etc.) and standard wording:**

Program Standard	Elements Addressed
Standard 1: Foundational Knowledge	
Standard 2: Core Theories and Concepts	2.1, 2.2, 2.3
Standard 3: Instructional and School Counseling Interventions	3.1, 3.2, 3.3
Standard 4: Student Learning Outcomes	4.1, 4.2, 4.3, 4.4
Standard 5: Designing, Implementing and Evaluating Comprehensive School Counseling Programs	5.1
Standard 6: Professional Practice	6.1, 6.2
Standard 7: Ethical Practice	7.1

**c) Provide a brief analysis of the data findings:** This new assessment was based on standards aligned with the School Counselor Preparation Programs (ASCA SPA). The program had 150 candidates enrolled in Internship at the time. The data reflects Internship candidates from the 2019-20 and 2020-21 school years. The internship candidates demonstrated to their field supervisor their ability to understand core theories and concepts, instructional and school counseling interventions, student learning outcomes, the components of a school counseling program, and professional and ethical practice.

Based on the results from both years, field supervisors reported 80% or more of the internship candidates met or exceeding (scored 3 or higher) in 10 out of the 11 competencies identified on the assessment rubric. The results from this data strongly provide evidence that a significant number of school counseling interns are meeting and exceeding the ASCA SPA Standards.

**d) Provide an interpretation of how the data provides evidence for meeting standards. Cite ASCA standards by number (e.g., 1.2, 3.3, 6.1, etc.) and standard wording:** The data results provide evidence that candidates have successfully demonstrated and modeled evidenced based theories and practices (i.e. SPA standards 2, 3, and 4) in individual and/or group counseling settings. Our candidates have shown to demonstrate ethical and culturally responsive behaviors that reflect ASCA’s ethical and professional standards for school counselors (i.e. SPA

standards 6 and 7) as well ASCA’s Mindset and Behavior for student success (i.e. SPA standard 5). The data below shows how candidates performed in the internship classes for 2019-20 and 2020-21.

While the data is promising, our goal is to continue to strengthen our internship candidates’ knowledge and skill base as our program grows in order to meet the needs of all students in a K-12 setting. As we provide more access and equity to our students in schools, our internship candidates will be more than prepared to meet the challenging demands communities and schools face. Equipping internship candidates with the most effective evidence-based approaches, skills, and techniques is top priority in our school counseling program.

**e) Upload the 1) assessment tool or description of the assignment, 2) the scoring guide/rubric, and 3) candidate data derived from the assessment:**

**1. The assessment tool or description of the assignment:**

Instructions: Please select the best rating level (4 to 1) that describes the performance of your practicum or internship student’s skills video, audio, or observation session. Candidates who “Exceeds” expectations may receive a rating level of “Exemplary” with a score of 4. Candidates who “Meets” competency can receive a score of 3, and candidates who are “Emerging” in the skill or “Developing” towards competencies can receive a score of 2. Candidates who “Do Not Meet” competencies or fall “Below” expectations can receive a score of 1. Assessors can also record open reflection notes from the session.

**2. the scoring guide/rubric for the assessment:**

**School Counselor Skill Assessment Rubric & Self-Reflection Form**

Skill	Exemplary; Exceeds expectations 4	Accomplished OR Meets competency 3	Emerging/Developing toward Competencies; Nearing Expectations 2	Below Expectations/ Does Not meet Competencies 1
<b>Nonverbal Skills</b> ➤ Includes Body Position, Eye Contact, Posture, Distance from Student , Voice Tone, Rate of Speech, etc.	Consistently demonstrates effective nonverbal communication skills, conveying connectedness & empathy, and unconditional positive regard.	Demonstrates effective nonverbal communication skills for the majority of counseling sessions	Demonstrates inconsistency in nonverbal communication skills.	Demonstrates limited nonverbal communication skills.
<b>Beginning of Session</b> ➤ Includes explaining confidentiality, welcoming student, opening summary (if second session), open/inviting	Session begins with confidentiality statement, welcomes student, smooth transitions, sensitivity and flow (includes opening summary if relevant)	Session often begins with confidentiality statement, welcomes student, smooth transitions, sensitivity and flow (includes opening summary if relevant)	Session sometimes begins with confidentiality statement, welcoming of student not always present; Session begins with some finesse and some structure	Session begins abruptly and with little sensitivity Confidentiality is missing or key components of confidentiality statement are missing

<p><b>Encouragers</b></p> <ul style="list-style-type: none"> <li>➤ Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”</li> </ul>	<p>Consistently demonstrates appropriate use of encourages, which supports the development of a positive relationship (knows balance)</p>	<p>Demonstrates appropriate use of encourages for the majority of counseling sessions</p>	<p>Demonstrates inconsistency in use of appropriate encouragers. (may overuse or interrupt)</p>	<p>Demonstrates limited ability to use appropriate encouragers. (may overuse or interrupt)</p>
<p><b>Use of Questions</b></p> <ul style="list-style-type: none"> <li>➤ Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions or giving option)</li> </ul>	<p>Demonstrates appropriate use of open &amp; close-ended questions, with an emphasis on open-ended questions</p>	<p>Demonstrates appropriate use of open &amp; close-ended questions for the majority of counseling sessions</p>	<p>Demonstrates inconsistency in use of open-ended questions &amp; may use closed-ended questions for longer periods during the counseling session.</p>	<p>Uses open-ended questions sparingly and with limited effectiveness—overuse of close-ended questions.</p>
<p><b>Advanced Reflection (“Depth”)</b></p> <ul style="list-style-type: none"> <li>➤ Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level)</li> </ul>	<p>Demonstrates consistent use of advanced skills &amp; promotes discussions of greater depth in counseling sessions – demonstrates reflection of meaning and values of student taking session to deeper level.</p>	<p>Demonstrates ability to appropriately use advanced counseling skills, supporting increased exploration in counseling session—demonstrating basic meaning at points in session</p>	<p>Demonstrates inconsistent &amp; inaccurate ability to use advanced counseling skills: sessions appear sluggish. Inability to go beyond reflection of content and feeling—not able to get to deeper meaning or value of the student’s presenting issue.</p>	<p>Demonstrates limited ability to use advanced counseling skills: sessions appear primarily superficial. Stays at basic reflection of content—some reflection of feeling.</p>
<p><b>Confrontation</b></p> <ul style="list-style-type: none"> <li>➤ Challenges school student to recognize &amp; evaluate inconsistencies.</li> </ul>	<p>Consistently demonstrates the ability to challenge through verbalizing inconsistencies &amp; discrepancies in the school student’s words or actions in a supportive &amp; caring fashion. Good balance of challenge &amp; support. Demonstrates comfort in ability to confront.</p>	<p>Demonstrates the ability to challenge students through verbalizing inconsistencies &amp; discrepancies in their words or actions in a supportive &amp; caring fashion (can confront, but appears hesitant)</p>	<p>Demonstrates inconsistent ability to challenge students through verbalizing inconsistencies &amp; discrepancies in the student’s words or actions in a supportive &amp; caring fashion. Confrontation is minimal.</p>	<p>Demonstrates limited ability to challenge students through verbalizing discrepancies in the student’s words or actions in a supportive &amp; caring fashion. Confrontation is lacking.</p>
<p><b>Goal Setting</b></p> <ul style="list-style-type: none"> <li>➤ Counselor collaborates with student to establish realistic, appropriate, &amp; attainable goals</li> </ul>	<p>Demonstrates consistent ability to establish collaborative &amp; appropriate goals with school students.</p>	<p>Demonstrates ability to establish collaborative &amp; appropriate goals with school students</p>	<p>Demonstrates inconsistent ability to establish collaborative &amp; appropriate goals with school students.</p>	<p>Demonstrates limited ability to establish collaborative &amp; appropriate goals with school students.</p>

<p><b>Cultural Responsiveness</b></p> <ul style="list-style-type: none"> <li>➤ Did the school counselor in training demonstrate and acceptance of student’s individuality without imposing their own values and standards?</li> </ul>	<p>The specialized needs and resources available for are addressed in a sensitive, positive, and highly effective manner -school counselor in training demonstrates strong application of culturally relevant practices including assessment, intervention, and change techniques</p>	<p>Appropriately addresses the specialized needs and identifies resources available for the school students</p>	<p>The specialized needs or the resources of the school students are appropriately addressed but not both</p>	<p>The specialized needs and resources of the school students are inadequately or inappropriately addressed</p>
<p><b>Counselor Focus</b></p> <ul style="list-style-type: none"> <li>➤ School counselor in training focuses (or refocuses) student on their goals – i.e., purposeful counseling</li> </ul>	<p>The counseling session follows a good focus and flow; counselor has clear vision and leads session - Demonstrates consistent ability to primarily focus (or refocus) counseling on school students’ appropriate goal attainment</p>	<p>The counseling session is somewhat sequential and has moderate focus - Demonstrates ability to primarily focus (or refocus) counseling on students’ appropriate goal attainment</p>	<p>The counseling session is somewhat confusing or has little focus - Demonstrates inconsistent ability to primarily focus (or refocus) counseling on students’ appropriate goal attainment.</p>	<p>The counseling session rambles or has no logical sequence; school counselor in training has little direction/control of session - Demonstrates limited ability to primarily focus (or refocus) counseling on students’ appropriate goal attainment.</p>
<p><b>Intervention Strategies; Application of Theory to Practice - (Fundamentals Course)</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrates knowledge of counseling theory &amp; its application in practice.</li> <li>➤ Did the school counselor in training apply a counseling theory and use appropriate/ applicable counseling techniques/intervention related to the specified counseling theory?</li> </ul>	<p>Consistently demonstrates a strong understanding of the counseling theory(ies) that guides their work with students. Thoroughly incorporates the theory and process of personal individual counseling approaches</p>	<p>Often demonstrates an understanding of the counseling theory(ies) that guides their work with students. Incorporates the essentials of the theory applying to the personal individual counseling approaches when counseling students</p>	<p>Demonstrates inconsistent understanding of the role of counseling theory in their work. Incorporates pieces of the theory but missing key parts or mixes theories</p>	<p>Demonstrates limited understanding of counseling theory &amp; its role in their work. Has difficulty incorporating the theory and process of personal individual counseling – does not apply theory appropriately</p>
<p><b>Closing of Session</b></p>	<p>The counseling session concluding remarks are</p>	<p>The counseling session concluding remarks</p>	<p>The counseling session has abrupt concluding</p>	<p>The counseling session has no clear</p>

➤ Includes closing summary, review of goals/ homework, follow-up or plan for next session	a good summary of the session and follow-up options are clearly going to work for the student – Student is included in the closing to ensure clear understanding of next steps.	contain a summary of the session and some follow-up options are offered to the student	remarks or a limited follow- up is planned with the student	conclusion, missing closing summary, and/or no follow-up is planned with the student
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### OPEN REFLECTION NOTES

Overall Comments to Session:

What are skills do I feel are my strengths?

What skills do I want to continue to work on? What are my growth areas?

### 3. Provide a brief analysis of the data findings:

ASCA SPA Standard	Supervisory Rubric	(Class of 2019-20) Percentage of scores Meet or Exceed on rubric n = 70	(Class of 2020-21) Percentage of scores Proficient or above on rubric n = 80
2.2	Non-verbal skills	93	94
2.2, 6.1, 7.1	Beginning of Session	88	92
2.2, 2.3	Encouragers	85	85
2.2,2.3	Use of Questions	81	83
2.2,2.3	Advanced Reflections	80	93
2.2, 2.3	Confrontation	70	75
3.1, 3.2,3.3, 4.2, 6.2	Goal Setting	82	88
2.2, 4.2, 4.3, 4.4	Cultural Responsiveness	86	93
4.1, 5.1, 6.2	Counselors Focus	85	83
2.1,2.2,2.3, 3.2, 3.3, 4.4	Intervention Strategies: Application of Theory to Practice	84	88
2.2, 2.3	Closing Session	88	91
	<b>Overall Mean Rating</b>	83.8	87.7

## ➔ Assessment No. 6: Group Counseling Portfolio

**a) Brief Description of the Group Counseling Portfolio Assessment and Use in the Program:** The Group Counseling Portfolio documents graded work candidates complete over the course of their 68-640 Group Counseling course, which is in part, an internship experience specific to group counseling in a school setting. The portfolio provides a culmination of evidence from artifacts produced as the group is planned, implemented, and evaluated. This process and collection of artifacts allows the course instructors to evaluate a candidate’s knowledge, development, competence, and understanding of group work in a school setting prior to their final practicum. Each portfolio artifact is reviewed by two faculty that both teach the group counseling course, after candidates conclude the first 24 hours of their program, and at the conclusion of the spring semester in the first year of the program. The components of the portfolio are tied to important processes and considerations for the implementation of classroom groups and small psychoeducational groups in a school setting. The portfolio reflects about 35-40% of the course grade annually.

**b) Describe how this assessment specifically aligns with the standards it is cited for in Section III. Cite ASCA standards by number (e.g., 1.2, 3.3, 6.1, etc.) and standard wording:**

The Group Counseling Portfolio and Alignment to ASCA Standards for School Counselor Preparation Programs	
The portfolio addresses two school counselor activities: Classroom presentations/lessons and Small Group Counseling	
Portfolio Artifacts	ASCA-SPA Standard
<b>Activity One: Large/Classroom Group Observation</b>	
Observation and reflection of a classroom group presentation or lesson by a practicing school counselor	2.2, 3.2, 6.1
<b>Activity Two: Implementation Small Group Counseling</b>	
Statement of goals and rationale with explanation of how needs for the group were determined and assessed based on data	3.1, 3.3, 4.1, 5.1, 5.2
Summary of how members were recruited and selected.	3.1, 4.1, 4.3
A small group unit. A summary of the unit and 8 small group session plans. Samples of any visuals or handouts used with candidates should also be included with session plans.	2.1, 2.2, 2.3, 3.2, 4.2, 4.4
Assessment Plan and Analysis/ Evaluation of Individual and Group Outcomes	3.3, 4.1
Description of how ethical standards that were relevant to planning, implementing, and evaluating the group were applied	7.1, 7.2
Weekly small group session critiques with your reflections and instructor feedback integrated	6.1, 7.3

**c) Provide a brief analysis of the data findings:** The Group Counseling Portfolio is evaluated on 7 artifacts with criteria aligned with the ASCA SPA standards as noted in the tables created for Assessment 6. The analysis reflects data from portfolio grades across four academic years (Spring 2020, 2021, 2022, and 2023) and is summarized in the data table for Assessment 6 as average scores for each artifact and average scores for the total portfolio. Across the four years of data presented (2020-2023), the annual average portfolio scores consistently demonstrate that on average candidates earned 96% to 97% of points possible for the portfolio assignment. The mean scores and the mode scores reflect that most candidates achieve “A” and/or “B” level scores on the individual artifact scores and the overall portfolio score. The data provides evidence that candidates are competent in each of the ASCA SPA standards that are aligned with the 7 graded artifacts of the Group Counseling Portfolio.

**d) Provide an interpretation of how the data provides evidence for meeting standards. Cite ASCA standards by number (e.g., 1.2, 3.3, 6.1, etc.) and standard wording:**

Portfolio artifact 1, ***observation and reflection of a classroom group presentation or lesson***, directs the candidate to observe and reflect on a classroom presentation or lesson. This requires candidates to engage in observation of an experienced school counselor's delivery of a tier one intervention (6.1) and reflect on key points related to an effective lesson/lesson plan and classroom group management that focuses on student strengths (2.2, 3.2). Candidates also observe students that might need additional support or access to other program interventions (2.2) and observe how/if the students are supported by technology, groupings, and different options for how they might demonstrate achievement of lesson objectives (4.4). Portfolio artifact 2, ***statement of goals and rationale***, directs candidates to state small group goals based on the state's School Counseling Curriculum Grade Level Expectations (GLES) and to describe school and/or individual student data that supports the rationale for the group. Candidates develop group goals that align with needs suggested by candidate and/or school data and that align state School Counseling Curriculum Standards (5.1, 5.2). They use various types of data (candidate/guardian/teacher referral forms and informal assessments, attendance records, behavioral/discipline referrals, achievement scores, etc.) to determine needs for the group and to form a basis for setting group goals and to collaborate with individual group members to establish personal goals (3.1). The work done to achieve goal setting also forms part of the pre-assessment information that forms a baseline for tracking and assessing individual and overall group progress and outcomes (3.3).

Portfolio artifact 3, directs candidates to ***describe steps, information, policies, data, and procedures used for member selection, and provides evidence of pre-group interviews***. Candidates describe the referral policies, processes, and procedures for membership in the group (4.3). Potential group members participate in pre-group interview screenings. The interview checklist is an important strategy for planning groups (4.1) and provides additional data/information (3.1) for the candidate and the potential group member to determine if the group is a good match.

Portfolio artifact 4, ***a small group unit with 8 session plans***, directs candidates to design and implement a small group unit that will address the goals defined for the small group. The group plans demonstrate that candidates can locate and organize resources (2.2) in the school and community and collaborate with others (2.2) to plan, design, and implement a group counseling intervention. Group plans and their implementation support facilitation of cohesive relationships that promote an inclusive, supportive environment (2.2, 4.4), and opportunities to facilitate consensus building (2.2) as students collaborate in articulating group rules and norms. Group session plans integrate knowledge of multiple evidence-based theories and techniques intentionally selected to impact social/emotional, academic, and/or college/career needs (3.2). Collaborations with teachers and parents support pre-post assessment strategies and other aspects of the group intervention (4.2).

Portfolio artifact 5, ***an assessment plan and analysis that evaluates individual and group outcomes***, directs candidates to include plans for formative assessments of candidate progress in each group session and to include pre and post assessment strategies to evaluate attainment of group goals/objectives (3.3). Candidates also practice weekly formative assessments of their leader skills using a leader effectiveness checklist that aligns with group leader skills, group process, and group procedures culminating in a summative reflection using the leader effectiveness checklist (3.3). Results from the pre/post assessment data are reported in visual summaries (4.1), and a narrative analysis of the pre-post results provides evaluation of the individual student and group outcomes to assess the effectiveness of instructional and counseling strategies (4.1).

Portfolio artifact 6, **application of ethical standards**, directs candidates to document ethical standards and principles important to their group work with children and adolescents and to provide a narrative with examples of how the candidate monitored and addressed ethical considerations as the group was planned and implemented. Statements document how candidates engage in professional behavior, adhere to ASCA Ethical Standards, address confidentiality (7.1), and apply laws, regulations, and policies that impact practice and guide professional behaviors (7.2).

Portfolio artifact 7, **weekly small group reflections, critiques, and instructor supervision/feedback**, directs candidates to prepare weekly self-critiques and reflections on their eight small group counseling sessions. The critiques are prepared for weekly group supervision and individual supervision, and feedback from weekly supervision is applied throughout. These critical self-reflections give time for students to articulate their limits, develop topics and questions for professional growth throughout supervision. As a result of this local professional development (6.3), students get meaningful feedback and use (accept) the feedback to improve as a group leader/facilitator (6.1, 7.3).

**e) Upload the 1) assessment tool or description of the assignment, 2) the scoring guide/rubric, and 3) candidate data derived from the assessment:**

**1. Group Counseling Portfolio Assessment Description**

- A. Large Group/Classroom Observation Reflection. You will arrange to observe your site supervisor or another school counselor conducting a large group lesson. A structured reflection of the experience will be submitted (25 points).
- B. Plan and implement an eight-week group experience in a K-12 setting (minimum number of sessions is eight) based on an identified need. The group topic must be approved by your course instructor and the site supervisor. Sessions will be videotaped.
- C. A plan for the small group will be submitted by sections to course assignment pages where the sections will be graded. We will refer to this as the “group notebook”. Sections required for submission include:
  - Statement of goals and rationale with explanation of how needs for the group were determined and assessed based on data. (10 points)
  - Summary of how members were recruited and selected. Include advertisements, communications, pre-group interviews/screening (TAP-in checklist), forms you used, notes you took, etc. These documents could vary, but the TAP-in screening is required and a summary of how/why you selected members post screening. (10 points) **Signed parent/guardian consent/permission forms are required for each participant, and these will be uploaded to a separate assignment page early in the course.**
  - A small group unit. A summary of the unit (modeled after DESE unit template) and 8 small group session plans (modeled after the DESE small group session template). Samples of any visuals or handouts you use with candidates should also be included with your session plans. (34 points)
  - An evaluation/assessment plan for the small group unit. Sessions should include plans for formative assessments of candidate progress. At a minimum include pre/post evaluations of the group goals/objectives and a narrative explanation of individual and group outcomes. Also include narrative and documentation of how you assessed your leader skills with a completed Leader Effectiveness Checklist reflection and an overall reflection of your weekly supervision feedback and critiques. (30 points)
  - Document ethical standards and principles important to group work with children and adolescents and provide a narrative with examples of how you monitored and addressed ethical considerations as you planned and implemented your group. (What actions did you take that addressed ethics important to group work with children and adolescents?) (20 points)

- Weekly small group session critiques with your reflections and instructor feedback integrated. (20 points)

## 2. Group counseling portfolio scoring guide/rubric:

Content Area	Points Assigned	Criteria	ASCA SPA Standards
<b>Activity One: Large/Classroom Group</b>			
Artifact 1: Observation and reflection of a classroom group presentation or lesson by a practicing school counselor	25 points	Observe and reflect based on a structured observation tool	2.2, 3.2
<b>Activity Two: Implementation Small Group Counseling</b>			
Artifact 2: Statement of goals and rationale with explanation of how needs for the group were determined and assessed based on data.	10 points	Describes group goals based on GLES and school/candidate data supports the rationale for the group.	3.1, 3.3, 4.1, 5.1, 5.2
Artifact 3: Description of member selection process and documentation of pre-group interviews	10 points (Description=5 points; Interviews=5 points)	Describes steps, information, policies, data, procedures used for member selection, and provides evidence of pre-group interviews	3.1, 4.1, 4.3
Artifact 4: A small group unit. A summary of the unit (modeled after DESE unit template) and 8 small group session plans (modeled after the DESE small group session template). Samples of any visuals or handouts you use with candidates should also be included with your session plans.	34 points (Unit plan=4 points; Session plans=24 points; Handouts=6 points)	Create, submit, and edit post- instructor feedback a small group unit to include a unit plan, 8 session plans, and group handouts	2.1, 2.2, 2.3, 3.2, 4.2, 4.4
Artifact 5: Assessment Plan and Analysis/ Evaluation of Individual and Group Outcomes	30 points (Evaluation of outcome=15; Leader evaluation=15)	Session plans include plans for formative assessments of candidate progress. Unit plan includes Pre/post evaluations of the group goals/objectives and a narrative explanation of individual and group outcomes.  Documents assessment of leader skills using the Leader Effectiveness Checklist and provides narrative reflection from the checklist and weekly supervision feedback and critique.	3.3, 4.1

Artifact 6: Document ethical standards and principles important to group work with children and adolescents and provide a narrative with examples of how you monitored and addressed ethical considerations as you planned and implemented your group. (What actions did you take that addressed ethics important to group work with children and adolescents?)	20 points	Description of how 16 ethical standards/guidelines relevant to planning, implementing, and evaluating the group are addressed.	7.1, 7.2
Artifact 7: Weekly small group session critiques with your reflections and instructor feedback integrated	20 points	Candidate self-critiques and reflections for 8 small group counseling sessions are prepared for weekly group supervision are submitted with instructor feedback integrated.	6.1, 7.3

**3. Candidate data derived from the group counseling portfolio Assessment:** One table is included to present a summary of candidates’ average scores on components of the project. The table summarizes points by component and portfolio total averages by points and percentages from the 2020, 2021, 2022, and 2023 Group Counseling Portfolio outcomes/scores.

**Data Table Group Counseling Portfolio Scores for School Counseling Program Candidates**

\*Maximum portfolio score 149 points = 100%. Passing score 119 points = 80% (B). Candidates are required to earn a B or better in the course to continue in the school counseling graduate program.

ASCA SPA Standard	Portfolio Content Area	Points	Candidates 2020 N=15	Candidates 2021 N= 10	Candidates 2022 N= 10	Candidates 2023 N= 9
			Mean Score Mode, Range	Mean Score Mode, Range	Mean Score Mode, Range	Mean Score Mode, Range
2.2, 3.2	Observation and reflection of a classroom group presentation or lesson by a practicing school counselor	25	No data – Due to Covid Candidates were not able to access a classroom group.	Mean = 23.6 Mode= 25 Range = 7	Mean = 24.5 Mode= 25 Range = 5	Mean = 23.2 Mode= 25 Range = 6
3.1, 3.3, 4.1, 5.1, 5.2	Statement of goals and rationale with explanation of how needs for the group were determined and assessed based on data.	10	Mean = 9.9 Mode= 10 Range = 1	Mean = 9.9 Mode= 10 Range = 1	Mean = 10 Mode= 10 Range = 0	Mean = 10 Mode= 10 Range = 0
3.1, 4.1, 4.3	Description of member selection process and documentation of pre-group interviews	10	Mean = 10 Mode= 10 Range = 0	Mean = 9.8 Mode= 10 Range = 1	Mean = 9.5 Mode= 10 Range = 5	Mean = 8.9 Mode= 10 Range = 5
2.1, 2.2, 2.3, 3.2, 4.2, 4.4	A small group unit. A summary of the unit (modeled after DESE unit template) and 8 small group session plans	34	Mean = 33.1 Mode= 34 Range = 6	Mean = 33 Mode= 34 Range = 10	Mean = 33.5 Mode= 34 Range = 3	Mean = 33.8 Mode= 34 Range = 1

	(modeled after the DESE small group session template). Samples of any visuals or handouts you use with candidates should also be included with your session plans.					
3.3, 4.1	Assessment Plan and Analysis/ Evaluation of Individual and Group Outcomes	30	Mean = 23.4 Mode= 24 Range = 3 **25 points possible	Mean = 27.6 Mode= 30 Range = 7	Mean = 27.5 Mode= 30 Range = 10	Mean = 27.6 Mode= 30 Range = 10
7.1, 7.2	Document ethical standards and principles important to group work with children and adolescents and provide a narrative with examples of how you monitored and addressed ethical considerations as you planned and implemented your group. (What actions did you take that addressed ethics important to group work with children and adolescents?)	20	Mean = 18.7 Mode= 19, 20 Range = 5	Mean = 19.3 Mode= 20 Range = 5	Mean = 20 Mode= 20 Range = 0	Mean = 19.6 Mode= 20 Range = 2
6.1, 7.3	Weekly small group session critiques with your reflections and instructor feedback integrated	20	Mean = 19.8 Mode= 20 Range = 3	Mean = 20 Mode= 20 Range = 0	Mean = 20 Mode= 20 Range = 0	Mean = 20 Mode= 20 Range = 0
<b>Average Portfolio total (Percentages)</b>		149 points; **119 points in 2020	**115/119 (96.6%) Mode= 116 Range = 14	143.2/149 (96.1%) Mode= 149 Range = 26	145/149 (97.3%) Mode= 149 Range = 18	143 /149 (96%) Mode= 148 Range = 19

\*\*In 2020 the group counseling course experiences were disrupted by COVID-19, therefore adaptations were made to portfolio requirements that altered points possible per component and therefore, total points possible for the portfolio.