ASCA Standards for the National Recognition of School Counselor Education Programs

Application Handbook

Standards reviewed and accepted by CAEP in 2019

AMERICAN SCHOOL COUNSELOR ASSOCIATION

The **ASCA Standards** were approved in 2019 for the National Recognition of School Counselor Educator Preparation Programs. ASCA began reviewing reports using the 2019 Standards starting fall 2021. **Deadlines each year are March 15 (for spring cycle) and September 15 (for fall cycle).**

Programs selecting the SPA Program Review with National Recognition may use a minimum of six (6) and a maximum of eight (8) key assessments to provide evidence that SPA standards are met. In their entirety, the assessments and data required for submission should demonstrate the candidates have mastered the SPA standards. SPA Program Reports for initial review are due three years prior to the provider's CAEP site visit. For instance, if an educator preparation provider (EPP) has its site visit scheduled in spring 2025 the Initial Review Report will be due by spring 2022. SPA review takes place twice every year—once in spring and once in fall. The deadline for submitting the SPA Program Report in spring is March 15 and the deadline for submitting fall reports is September 15 of every year. **Click here for ASCA SPA report instructions**.

How to prepare your report:

To submit an Initial Review Report, a program will request shells (templates used by programs to submit SPA Program Reports) through CAEP's **Accreditation Information Management System** (AIMS) using institutional login information. Instructions on how to request shells are provided **here**.

Shells may be requested as early as one year before the submission due date and no later than five days before the deadline. Although the templates for Initial Review Reports, Revised Reports, and Response to Conditions Reports appear to be similar, programs need to specify during the request whether the shells requested are for Initial Review, or to submit Revised and/or Response to Conditions Reports.

Program preparers must complete and include the following sections of the report.
◆ Cover Sheet (Must be completed for Initial, Revised, and Response to Conditions reports): Complete the entire section, numbers 1-16.
◆ Sections I -V: Follow directions provided on the report template for completing each section.
◆ Section IV: Follow the directions provided in Section IV of the template to provide information on the key assessments that are being submitted. The data requirement for an Initial Review Report is a minimum of two cycles of most recent, consecutive application of the assessments used to meet SPA standards.
◆ Note: Section VI is not required for Initial Review Reports.

Additional guidance:

How to report course grades for SPA Program Review
How to conduct transcript analysis for SPA Program Review
Minimum data requirements for SPA Program Review

Report Review and Decisions:

Teams of three ASCA-trained volunteers review reports using the established rubrics. Each review team is composed of school counseling practitioners and school counseling faculty who have been trained on the ASCA Standards for National Recognition. One person is designated as lead reviewer. Once the team completes its review and recommends a decision, the recommendation is reviewed by the full review board to ensure consistency. Decisions regarding whether standards are met or not met are based on the *preponderance of evidence* at the standard level, which do not require that every component of a standard be met, although programs need to provide evidence for each component. See **rubrics** for further details.

There are three possible outcomes:

1. Programs meeting all standards are awarded full National Recognition for up to 7 years.

2. Programs that are not judged as meeting all standards may obtain a decision of Recognized with Conditions, Recognized with Probation, or Further Development Required, given the extent and depth of revisions needed to meet the standards. Programs have a maximum of two chances and up to two years, from the date of receiving a decision from Initial Review, to submit revisions and receive full National Recognition. In a Response to Conditions report, the program should respond to all the conditions listed in Part G of the decision report. In the Revised report, the program will address the concerns listed in Part E (Areas for Consideration section) of the decision report and the feedback on the individual Standards and/or Components that were judged as Not Met or Met with Conditions in Part B of the report.

3. Programs will not receive a decision of "Not Nationally Recognized" at the end of Initial Review. However, if at the end of the last resubmission of revisions the standards remain unmet, the decision will automatically revert to Not Recognized. Such programs will have to re-initiate the SPA review process once again within three years of the provider's next CAEP site visit.

See instructions for submitting a Revised Program Report here and **Response to Conditions Report here**.

Program Report Sample Assessments and Instructions

As noted, program reports include a cover sheet that includes basic information about the program and program repairer, including institution name, degree or award level, program report status, etc.

Section I – CONTEXT
In this section, programs will describe relevant institutional policies that influence application of the standards, describe field experiences, detail the program of study, provide data on candidate enrollment/completion, and provide faculty information.

Section II – LIST OF ASSESSMENTS
This section asks program preparers to list the 6-8 assessments being submitted as evidence of meeting the ASCA standards. All programs must provide a minimum of six assessments.

Section III - RELATIONSHIP OF ASSESSMENT TO STANDARDS
In this section, program preparers are asked, for each ASCA standard on the chart below, to identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ASCA standards. (Check all that apply.)

Below is a sample chart programs may use as a guide. However, ensure it is specific to your choice of assessments:

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
Assessment 1	X	X	X	X	X	X	X
Assessment 2	X	X	X	X	X	X	X
Assessment 3			X	X			
Assessment 4	X	X	X	X	X	X	X
Assessment 5		X	X	X	X	X	X
Assessment 6			X	X	X		
Assessment 7					X		
Assessment 8			X	X	X		

Section IV: EVIDENCE FOR MEETING STANDARDS

The 6-8 key assessments listed in Section II must be documented and discussed in section IV of the Program Report. The assessments and data reported must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides/rubrics should be aligned with the ASCA SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the ASCA SPA standards.

For each assessment, the compiler should prepare a document that includes the following items: a two-page narrative that responds to questions 1-4 below and the three items listed in question 5 below. The document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient).

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite ASCA SPA standards by number, title and/or standard wording.

3. A brief analysis of the data findings.

4. An interpretation of how that data provides evidence for meeting ASCA SPA standards, indicating the specific SPA standards by number, title, and/or standard wording.

5. Attachment of assessment documentation, including (a) the assessment tool or description of the assessment, (b) the scoring guide/rubric for the assessment, and (c) candidate data derived from the assessment.

Please limit the response for 5a, 5b, and 5c each to the equivalent of 5 text pages. All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data and (b) for some assessments, data may not yet be available.

Following are *sample assessments* to guide programs as they prepare this portion of the report.

Sample Assessment No. 1: Praxis Professional School Counselor Test (5421)

1. Brief Description of the Assessment and Use in the Program

The Praxis Professional School Counselor test (5421) is completed by all students enrolled in the Professional School Counseling (PSC) graduate program at the University who seek licensure as a school counselor (K-12) by the state department of education. School counseling students sit for the Praxis Professional School Counselor test (5421) during either the internship I or internship II semester, dependent upon each individual student's course completion and matriculation. The test assesses for knowledge and the application of knowledge largely acquired during the completion of the PSC specialty courses as noted on the program plan of study. The PSC program utilizes Praxis score data to evaluate student competence and for program evaluation. Prerequisites for recommendation for licensure as a school counselor in the state are program completion and a passing score on the Praxis Professional School Counselor test (5421). The Licensure Office in the School of Education recommends students for licensure who earn a minimum score of 156 on the test and meet all program requirements for graduation. Students who fail to score 156 are required to retake the test.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

The Praxis Professional School Counselor Test (5421) is a 120-question test that aligns with the ASCA National Model. The test comprises four components central to the work of school counselors. These components are: Foundations, Delivery of Services, Management, and Accountability. Foundations (approximately 18% of test) assesses student knowledge related to the role of professional school counselors, professional and ethical issues, and lifespan development. The Delivery of Services (approximately 45% of test) test items measure understanding and application of direct and indirect services such as small group counseling, classroom guidance, and consultation. Management (approximately 15% of test) test items focus on the development, and maintenance of a comprehensive school counseling program. Accountability (approximately 22% of test) measures student knowledge and application of the use of research, assessment, and program evaluation.

Praxis Professional School Counselor (5421) Components Alignment to ASCA Standards for School Counselor Preparation Programs	
Praxis 5421 Component	*ASCA Standards (ASCA SPA)*
Foundations	Standards 1.1, 1.2, 1.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3
Delivery of Services	Standards 2.1, 2.2, 2.3, 3.2, 4.2, 4.4
Management	Standards 4.1, 4.3, 5.1, 6.2
Accountability	Standards 3.1, 3.3, 5.2, 5.3

3. A brief analysis of the data findings.

Across the three most recent academic years (AY; 2016-2017, 2017-2018, 2018-2019), the mean score for completers (currently practicing in the field) is 164. Scores ranged from 144-187 with a standard deviation of 12.76. For any given single year, the mean is more than 5 points higher than the required pass score. The **Test and Subtest Data table** offers a comprehensive view of all completers. The pass rate for completers has increased each of the past three years; an increase in 21 percentage points from years 1 to 3. The three-year pass rate is 71.74%.

Regarding component scores, completers earned greater than 60% of the available points for each. For Foundations, between 64.29% and 81.65% of total points were earned by completers across the three years. For the same period, completers earned between 64.29% and 83.16% of the available points for the Delivery of Service component. Completers earned between 64.56% and 76.47% of available points for the Management component and between 61.74% and 75.92% of available points for Accountability. The **Test and Subtest Summary Data table** offers a detailed account of the percentage of completers points earned in each component by points available.

4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording

Over the course of the three-year period, average scores have increase by 21 points. The mean score for Year 3 is 8 points above the pass score required for licensure in the state, compared to 5 point in Year 1. This increase in scores demonstrates effort to ensure we meet the **ASCA Standards for School Counselor Preparation Programs.** Over the past three years we have remained diligent in our efforts further develop our curriculum and align it with these standards; this is reflected in our completer scores.

Test data suggests that our school counseling program completers maintain the requisite foundational knowledge needed for effective school counseling practice. Completer scores in the Foundations Category have remained high relative to the other three categories. Completers scores on Delivery of Service, Management, and Accountability have remained stable and low, as compared to Foundations. While the lower average scores in these areas have not impeded the ability of completers to pass the test, it has led our faculty to further explore how PSC coursework can better align with the ASCA Standards for School Counselor Preparation, specifically standards that span the categories of Management and Accountability. While we believe that completers are generally prepared to serve as professional school counselors, it is our obligation as counselor educators to ensure that we are addressing all standards effectively and that this preparation is reflected in these test scores.

As such, we have re-evaluated our school counseling courses and the manner in which we cover management and accountability within the context of professional school counseling. Considering a developmental perspective and learning theory, we aimed to strategically address standards as student matriculated through the school counseling program; scaffolding assignments as students move from course work to field experience. Specifically, we aimed to enhance the delivery of instruction and experiential assignments that address Standard 3 Instructional and School Counseling Interventions, Standard 4 Student Learning Outcomes, and Standard 5 Designing, Implementing, and Evaluating Comprehensive School Counseling Programs. For example, we now recommend students complete a seminar in school counseling course (CNS5550) prior to beginning internship I. This course covers these standards and offers students the opportunity to analyze mock data during the development of a comprehensive school counseling program. During Internship I students use actual student data and the ASCA Mindsets and Behaviors for Student Success standards to develop implement and evaluate a curriculum guidance action plan (Standard 5.1). Students are expected to utilizing needs assessments,

and collect and analyze process, perception, and outcome data to determine the impact of a 6-8 week program. Additionally, we now recommend that students sit for the Praxis Professional School Counseling test during Internship II rather than at any point during their field experience. By taking the test during their last two months of their last semester before graduating from the PSC program, we can ensure that we have thoroughly covered all ASCA Standards for School Counselor Preparation and students are equipped with the knowledge, attitudes, and skills to effectively respond to the questions on the test. We believe these modifications to the curriculum and adjustments to policy will positively impact our students' performance on this test.

5. Assessment documentation
(a) Assessment Description

The Praxis Professional School Counselor Test (5421) comprises 120 selected-response questions. The test comprises four content categories: Foundations, Delivery of Services, Management, and Accountability. The Foundations category includes approximately 22 questions (18% of test). The Delivery of Services category is represented through approximately 54 questions (45% of test). Around 18 questions (15% of the test) are focused on the Management category. Finally, the Accountability category is assessed using approximately 26 questions (22% of test). More information regarding the Professional School Counselor Test is available here: **https://www.ets.org/s/praxis/pdf/5421.pdf.**

According to ETS, the Praxis tests are valid and reliable measures of candidates' knowledge, skill, and competency for occupational credentialing. Validity evidence is compiled through analysis that including job requirements and consultation with educators and practitioners. Furthermore, test committees and subject-matter experts review test items for fairness. Additional information regarding validity evidence for the Praxis licensure test series is available here: **https://www.ets.org/s/praxis/pdf/validity.pdf**. ETS reports that the Praxis Professional School Counselor Test is a reliable instrument for measuring candidate competence; alpha coefficient was .86 when internal consistency was calculated for a sample of 9596 test takers. Psychometric procedures and properties of the Praxis tests are available here: **https://www.ets.org/s/praxis/pdf/technical_manual.pdf**.

(b) Scoring Guide/Rubric

A scoring guide or rubric for this test is not available. There are various versions of this test as demonstrated in the Test and Subtest Data Summary Table. The test includes 120 question covering four categories of school counselor practice. In North Carolina at passing score for this test is 156.

(c) Candidate Data Derived from the Assessment

Praxis Professional School Counseling Test (5421)
2016-2019 Program Completers
Test and Subtest Data

Year	Com.	Score	Pass/Fail	Foundations		Delivery of Service		Management		Accountability	
				# Correct	% Correct	# Correct	% Correct	# Correct	% Correct	# Correct	% Correct
1	1	168	Passed	17	85	35	70	12	75	19	79
	2	153	Not Passed	10	53	31	65	11	65	13	57
	3	148	Not Passed	13	68	31	62	8	47	12	50
	4	138	Not Passed	10	48	23	47	7	44	12	50
	5	137	Not Passed	13	65	25	50	8	50	10	42
	6	154	Not Passed	11	58	32	64	14	82	13	54

Year	Com.	Score	Pass/Fail	Foundations		Delivery of Service		Management		Accountability	
				# Correct	% Correct	# Correct	% Correct	# Correct	% Correct	# Correct	% Correct
	7	139	Not Passed	8	38	26	53	10	63	10	42
	8	154	Not Passed	14	70	35	70	11	69	11	46
	9	187	Passed	18	95	45	90	17	100	22	92
	10	182	Passed	15	79	43	90	13	76	20	87
	11	168	Passed	18	90	36	72	12	75	17	71
	12	177	Passed	18	95	44	88	13	76	17	71
	13	162	Passed	17	81	35	71	11	69	17	71
	14	161	Passed	15	71	35	71	10	63	19	79
	15	175	Passed	16	80	41	82	10	63	22	92
	16	160	Passed	16	76	34	69	11	69	17	71
	17	183	Passed	17	85	45	90	14	88	20	83
	18	166	Passed	17	89	36	72	14	82	15	63
	19	163	Passed	13	68	37	77	10	59	14	61
	20	162	Passed	15	71	36	73	11	69	18	75
2	21	183	Passed	15	79	48	96	16	94	19	79
	22	144	Not Passed	12	57	30	61	6	38	12	50
	23	160	Passed	12	63	32	67	11	65	16	70
	24	161	Passed	16	84	35	70	13	76	13	54
	25	170	Passed	17	89	39	78	13	76	17	71
	26	153	Not Passed	15	75	28	56	13	81	14	58
	27	161	Passed	16	80	35	70	8	50	18	75
	28	157	Passed	14	67	35	71	10	63	16	67
	29	152	Not Passed	11	58	28	58	9	53	16	70
	30	178	Passed	17	81	43	88	14	88	20	83
	31	155	Not Passed	14	67	33	67	11	69	15	63
	32	166	Passed	14	74	37	77	10	59	16	70
3	33	182	Passed	16	84	42	88	15	88	18	78
	34	153	Not Passed	15	75	33	66	8	50	14	58
	35	159	Passed	15	79	31	65	11	65	13	57
	36	166	Passed	16	84	32	67	13	76	16	70
	37	146	Not Passed	8	42	27	56	11	65	12	52
	38	168	Passed	15	79	36	75	15	88	12	52
	39	170	Passed	19	100	41	82	11	65	15	63
	40	179	Passed	17	81	41	84	14	88	23	96
	41	179	Passed	18	95	44	88	15	88	17	71
	42	174	Passed	17	81	40	82	13	81	21	88
	43	176	Passed	19	95	39	78	12	75	20	83
	44	157	Passed	15	75	36	72	8	50	15	63
	45	167	Passed	16	76	41	84	11	69	17	71
	46	175	Passed	16	76	41	84	13	81	22	92

Notes. Year 1 = 2016-2017, Year 2 = 2017-2018, Year 3 = 2018-2019, Com. = Completer

Praxis Professional School Counseling Test (5421)
2016-2019 Program Completers
Test and Subtest Summary Data

Year(s)	Mean Score	Pass Rate	Average Points Earned/Points Available (Percent)			
			Foundations	Delivery of Service	Management	Accountability
1						
2016-17	161.85	13/20 (65%)	14.38/19 (75.68%)	37/48 (77.08%)	10.58/16 (66.13%)	15.67/23 (68.13%)
			15.83/20 (79.15%)	31.5/49 (64.29%)	12.5/17 (73.53%)	15.94/24 (66.42%)
			13.5/21 (64.29%)	36.82/50 (73.64%)		
2						
2017-18	161.67	8/12 (67%)	14.67/19 (77.21%)	32.33/48 (67.35%)	10.33/16 (64.56%)	16/23 (69.57%)
			15.5/20 (77.5%)	35.25/49 (71.94%	12/17 (70.59%)	16/24 (66.67%)
			14.25/21 (67.86%)	37/50 (74%)		
3						
2018-19	167.93	12/14 (86%)	15.29/19 (80.47%)	33.6/48 (70%)	11.29/16 (70.56%)	14.2/23 (61.74%)
			16.33/20 (81.65%)	40.75/49 (83.16%)	13/17 (76.47%)	18.22/24 (75.92%)
			16.5/21 (78.57%)	38.6/50 (77.20%)		
1-3						
2016-19	164	33/46 (71.74%)	14.76/19 (77.68%)	34.18/48 (71.21%)	10.72/16 (67%)	15.09/23 (65.61%)
			15.91/20 (79.55%)	35.21/49 (71.86%)	12.52/17 (73.65%)	16.54/24 (68.92%)
			14.57/21 (69.38%)	37.29/50 (74.58%)		

Sample Assessment No. 2: Departmental Comprehensive Examination

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);

The Departmental Comprehensive Examination was designed by program faculty to provide an objective view of the knowledge level of our candidates at two distinct times during their course of study. The Departmental Comprehensive Exam allows our program faculty to examine candidate functioning in various curricular areas and promotes longitudinal self-study.

All candidates will take Part One of the Exam in May of their first year in the program. This section covers the following content: Professional Identity & Ethics (understanding professional functioning, including history, roles, organizational structures, ethics, standards and credentialing), Human Growth & Development (understanding the nature and needs of individuals at all developmental levels), and Social & Cultural Diversity (understanding issues and trends in a multicultural and diverse society).

Fast-track candidates will take Part Two of the Exam in April of their second year in the program. Part Two of the Exam covers the following content: Career Counseling (understanding career development), Group Counseling (understanding group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches), Appraisal (understanding individual and group approaches to assessment and evaluation), Research (understanding types of research methods, basic statistics, and ethical and legal considerations in research), and Helping Relationships (understanding counseling and consultation processes). Regular-track candidates will take Part Two of the Exam in December of their third year in the program.

Candidates with documented disabilities who are working with Student Disability Services may be entitled to certain accommodations.

Each content area has a text bank of questions. When taking the exam, there will be 20 randomized questions generated per section. To pass each section, a 13/20 must be achieved. Part One of the Exam has three sections (60 questions) and Part Two of the Exam has five sections (100 questions).

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

The purpose of the Departmental Comprehensive Exam is for program faculty to assess counseling candidates' knowledge of subject matter deemed critical for success as a school counselor. The Departmental Comprehensive Exam stimulates candidate integration of knowledge learned in separate courses across the curriculum. The various sections from Part One of the Departmental Comprehensive Exam aligns with the ASCA SPA Standards as follows: Professional Identity & Ethics (ASCA 1.2; 6.1; 7.1), Human Growth & Development (ASCA, 1.3; 2.1), and Social & Cultural Diversity (ASCA, 1.1; 2.1). The various sections from Part Two of the Departmental Comprehensive Exam aligns with the ASCA SPA standards as follows: Career Counseling (ASCA, 3.2; 4.1), Group Counseling (ASCA 3.2; 4.1), Appraisal (ASCA 3.1; 3.3; 5.2; 5.3), Research (ASCA 2.3; 3.2), and Helping Relationships (ASCA 2.2).

3. A brief analysis of the data findings;

Data results from the graduating cohort of May 2018 show that the mean criteria scores in each of the eight content areas that make up Part One and Part Two of the departmental exam exceeded the passing score of 13 that is required of candidates for each of the content areas. The content areas of Professional Identity & Ethics and Appraisal had the highest mean criteria score (18.3) and the content area of Research had lowest mean criteria score (15.3). The data from the graduating cohort of May 2019 show similar results. The mean criteria scores in each of the eight content areas exceeded 13 for the candidates. The content area of Appraisal had the highest mean criteria score (18.6) and the content area of Career Counseling had lowest mean criteria score (15) for the candidates in this cohort. The mean criteria scores in each of the eight content areas also exceeded 13 for the graduating cohort of May 2020. The content area of Appraisal had the highest mean criteria score (18) and the content area of Career Counseling had lowest mean criteria score (14.8) for the May 2020 graduating cohort.

4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording.

Thirty-six program completers from the graduating cohorts of May 2018, May 2019, and May 202 completed the Departmental Comprehensive Exam. Overall, 100% of the candidates from all three graduating cohorts met the required score of 13 for each of the eight content areas for both Part One and Part Two of the Departmental Comprehensive Exam as reported in the data table below. The 100% passing rate indicates that all candidates are at an acceptable level of proficiency in their knowledge of content areas in general at the time that each section of the departmental examination was completed. As shown in the data table, the Departmental Comprehensive Exam content areas align well with overall ASCA SPA Standards. Since all of the candidates passed all of the content areas, analysis between subsections was not performed; consequently, interpretation of the data is limited to the overall outcome of 100% of the candidates passing all of the content areas. Based on this interpretation, we could expect candidates to be able to apply their knowledge of professional identity and ethics, human growth and development, multicultural competency, career counseling, group counseling, appraisal, research, and helping relationships in the role of a school counselor.

5. Attachment of assessment documentation, including:
(a) the assessment tool or description of the assignment;

The Departmental Comprehensive Examination
The Comprehensive Examination is designed by the program faculty in order to assess counseling candidates' knowledge of subject matter deemed critical for success as a counselor.

Additionally, the Exam:
◆ Gives our program an objective view of the knowledge level of our candidates;
◆ Allows our program to examine candidate functioning in various curricular areas;
◆ Promotes longitudinal self-study; and
◆ Stimulates candidate integration of knowledge learned in separate courses.

Study Materials
There is no official study guide for the Exam, although limited study materials are available in the campus library. The faculty are also happy to make recommendations on approaches to or materials for studying.

Examination Policies & Timeline

The following are the program policies relating to the demonstration of knowledge competence:

1. All candidates must take the Departmental Comprehensive Examination, which is a multiple-choice examination designed to demonstrate competence in foundational counseling knowledge.

2. The faculty reserves the right to recommend that candidates take relevant Exam sections following recently completed coursework.

3. All candidates will take Part One of the Exam in May of their first year in the program. This section covers the following content: Professional Identity & Ethics, Human Growth & Development, and Social & Cultural Diversity.

4. Fast-track candidates will take Part Two of the Exam in April of their second year in the program. Part Two of the Exam covers the following content: Career Counseling, Group Counseling, Appraisal, Research, and Helping Relationships.

5. Regular-track candidates will take Part Two of the Exam in December of their third year in the program.

Candidates with documented disabilities who are working with Student Disability Services may be entitled to certain accommodations.

(b) the scoring guide/rubric for the assessment

Each content area has a text bank of questions. When taking the exam, there will be 20 randomized questions generated per section. To pass each section, a 13/20 must be achieved.

Retake Policies:

While we anticipate that the majority of our candidates will pass the Exam sections on their first attempt, there will always be a small percentage of candidates who may need additional testing opportunities. If unsuccessful the first time, candidates will have the following opportunities to demonstrate knowledge competence:

Part One Retake Policy

1. Any candidate who does not successfully pass one (1) or more sections of Part One of the Exam on the first attempt will have the opportunity to retake those sections before July 1 of that year. Date TBA by faculty.

2. Any candidate who has still not successfully passed one (1) or more sections of Part One of the Exam will be required to meet with the program faculty, at which point they will either be dismissed from the program or placed on academic probation with a remediation plan.

    Candidates who are given permission to continue in the program may, at the discretion of the faculty, be given the opportunity to retake the Exam in December during the third-year candidate testing time.

3. Any candidate who has still not successfully passed one (1) or more sections of Part One of the Exam after their third attempt will be dismissed from the program.

Part Two (Fast-Track) Retake Policy

1. Fast-track candidates will take Part Two of the Exam in early-April of Year Two. Any candidate who does not successfully pass one (1) or more sections of Part Two of the Exam at that time will have the option to retake those sections in either early-May (before Commencement) or before July 1 of that year. ***Note: No candidate will be permitted to participate in the COE Celebration of Graduates or the University Commencement Ceremony until all sections of the Exam have been successfully passed.***

2. Fast-track candidates who have still not successfully passed one (1) or more sections of Part Two of the Exam following their second attempt will have one more opportunity to retake those sections either before July 1 (if attempt two occurred in May) or December with the Year Three candidates.

3. Candidates who have still not passed one (1) or more sections of Part Two of the Exam following their third attempt will not be awarded a degree, regardless of academic standing.

Part Two (Regular-Track) Retake Policy:

1. Regular-track candidates will take Part Two of the Exam in December of Year Three. Any candidate who does not successfully pass one (1) or more sections of Part Two of the Exam at that time will have the option to retake those sections in early-April of that year.

2. Regular-track candidates who have still not successfully passed one (1) or more sections of Part Two of the Exam following their second attempt will have one more opportunity to retake those sections in either early-May (before Commencement) or before July 1 of that year. ***Note: No candidate will be permitted to participate in the COE Celebration of Graduates or the University Commencement Ceremony until all sections of the Exam have been successfully passed.***

3. Candidates who have still not passed one (1) or more sections of Part Two of the Exam following their third attempt will not be awarded a degree, regardless of academic standing.

(c) candidate data derived from the assessment.

Data Table
Department Exam
Graduate School Counseling Program Candidates
*Content area maximum score 20; passing score 13

ASCA Standard/ Element	Department Exam Content Area	Graduating Cohort May 2018 N=12	Graduating Cohort May 2019 N=8	Graduating Cohort May 2020 N=16
		Mean Criteria Score	Mean Criteria Score	Mean Criteria Score
1.3 2.1	Human Growth & Development*	16.25	15.6	16.8
1.2 6.1 7.1	Professional Identity & Ethics*	18.3	16.8	17.4
1.1 2.1	Social & Cultural Diversity*	17	16.2	17
3.2 4.1	Career Counseling**	15.5	15	14.8
2.3 3.2	Research**	15.3	16	16.3
3.1 3.3 5.2	Appraisal**	18.3	18.6	18
3.2 4.1	Group Counseling**	16	15.8	16
2.2	Helping Relationships**	16.6	16.5	16

* Denotes Part One of the Exam taken in May of the first year in the program
** Denotes Part Two of the Exam taken in April of the second year in the program (fast-track candidates) or in December of the third year in the program (regular-track candidates)

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available

Assessment No. 3: Comprehensive School Counseling Project

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);

The assessment is a collaborative project where each candidate works in teams comprised of peers and at least one school counselor at a partner P-12 school system to demonstrate how they have the knowledge, skills, and dispositions to support an effective P-12 student-learning environment. This project requires candidates to conduct research, develop and/or analyze a needs assessment, review data, etc. necessary to develop a comprehensive school counseling program and advocate for equity and access for marginalized students and families.

The final Comprehensive School Counseling Project requires publishing a website that consists of five sections: 1) School Demographics/School Overview; 2) School Counseling Program Information; 3) Goals and overview of action plan/Accountability Plan; 4) School Counselor referrals and resources; 5) Data Analysis/Findings/Results Reports.

The project is evaluated with a specific rubric used only for this assessment. The instructor of *ED 671: Administration of Counseling and Guidance Services* course applies this rubric (Appendix A).

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

The purpose of the project is for candidates to demonstrate knowledge, apply research and data analysis skills, and collaborate with a P-12 school partner to develop further the candidate's knowledge, skills, and dispositions to understand and build a comprehensive school counseling program. Candidates through collaboration with a P-12 school partner implement a project based on multiple sources of data (ASCA 3.1) This project requires candidates to use data to inform and define program priorities/goals that link instructional and counseling strategies, that include both individual and group counseling strategies, directly to student achievement and closing achievement gap and promoting for academic success for ALL students (ASCA 3.2; 4.1). This project requires candidates to develop a mock advisory group that would both support and guide the development of a comprehensive school counseling program (ASCA 4.2). The project includes developing a community referral list that will be posted on the website candidates develop where their final project is posted (ASCA 3.3; 4.3).

3. A brief analysis of the data findings;

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

See Data Table A for the complete data set.

4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and

Overall, the level of proficiency demonstrated from rubrics collected from the Comprehensive School Counseling Project completed in *ED 671: Administration of Counseling and Guidance Services* course provides evidence that candidates have the knowledge, skills, and dispositions to develop a comprehensive school counseling program that best supports an effective P-12 student-learning environment.

5. Attachment of assessment documentation, including:
(a) Description of the Assignment: Comprehensive School Counseling Project

For this assignment, you will be working in groups of 3-4 students. Each group will either be assigned a P-12 partner school or if someone in your group wants to work with the school where they are placed for internship that can be approved.

This assignment is to be of practical use to you and your partner school/school counseling program. The overall objective of the project is to demonstrate the necessary knowledge, skills, and dispositions required to develop a comprehensive school counseling program. Make sure to incorporate both the components of the ASCA National Model and the Indiana Gold Star Counseling Program into your project.

To complete this assignment, your group will work closely with your partner P-12 school, specifically the school counseling program. In doing so, your team will use any school data available from the partner school. Collaborate and coordinate the components/steps of this project with your P-12 partner. Think of this school counseling P-12 partner as a consultant on this project.

The final product will be to create a website where your Comprehensive School Counseling Program will be published. The website needs to consist of five sections: 1) School Demographics/School Overview; 2) School Counseling Program Information; 3) Goals and overview of action plan/Accountability Plan; 4) School Counselor referrals and resources; 5) Data Analysis/Findings/Results Reports.

The components of the Comprehensive School Counseling Program project include:

Section 1: School Demographics/School Overview
◆ School Name
◆ School Demographics/Information (School Data Profile)
  • Provide at least 2 charts/graphs depicting demographics
  • Brief narrative describing your school demographics—highlight areas of equity and access gaps

Section 2: School Counseling Program Information
◆ Vision Statement
◆ Mission Statement
◆ Benefits Statement
◆ Advisory Council Roster

Section 3: Goals and overview of action plan/Accountability Plan
◆ Data Reports: To develop a comprehensive school counseling program, it is critical to understand the school's demographics, community, resources, strengths, and growth areas. To do so, it is important to gather data, analyze data, and support program components with data.
  • Examples:
    ▶ Achievement: Include test data reviewed and selected to target
    ▶ Attendance: Truancy data
    ▶ Behavior: In-school or Out-of-school suspension data
    ▶ Needs Assessment/Universal Screener: What did the data reveal? School culture information; connectedness; SEL skills
◆ Goals: Create SMART goal based on data reviewed

◆ Action Plan: How will you achieve your goals?
  ● Develop counseling activities (research-based) that address your CSCP plan—need at least 3 counseling activities—these activities will be addressing a specific population that you have selected as high need/risk—how will you measure effectiveness? Include your measurement tool (i.e., pre/post assessment) and how you will share the findings.
  ● Lesson Plans (career, academic, social-emotional): Include a guidance unit connected to goal area-need to include at least 4 lesson plans. Please make sure these lesson plans appropriately align with your CSCP goals (data-informed); cross-walk to other content standards; demonstrate how you will differentiate instruction; evidence of culturally responsive classroom management strategies; and include assessments.
◆ Annual Calendar: Include a calendar to outline the key school counseling activities that will support the goals and mission of the school counseling program

Section 4: School Counselor referrals and resources
Referrals & Resources: Create a list of resources for your school community connected to the goals/planning of your project. Because school counselors are frequently called upon to act as a referral source, this list needs to include a variety of referrals/resources. Contacts can include mental health organizations, trauma/crisis, childcare, advocacy groups, shelters, government agencies, etc. The resource list should contain the name of the contact, a summarization of services provided, qualifications to receive services, and contact information (e.g. phone number, street address, and email). A minimum of 15 resources should be listed.

Section 5: Data Analysis/Findings/Results Reports
Results Report: Include a results report for each school counseling activity identified in the Action Plan Provide a brief narrative of how you will share your findings and 1-2 simple charts of the key findings

Website Creation: Your group can select any website platform to publish your final project. There are several free website builder sites available. Below are a few options that have been student favorites that you can explore.
◆ Wix: **https://www.wix.com**
◆ Weebly: **https://www.weebly.com**
◆ WordPress: **https://wordpress.com**
◆ SquareSpace: **https://www.squarespace.com**

(b) Scoring rubric: ED 671 Comprehensive School Counseling Project Rubric

ASCA SPA Standards	Unacceptable 1 Point	Acceptable 2 Points	Target 3 Points	Score
SECTION 1 *School Demographics; School Overview*	Missing multiple elements of school demographic profile	Project somewhat articulates the school demographic profile	Project clearly articulates the school demographic profile; includes all graphs/charts	/3
	Missing narrative or lacking detail to describe equity and access issues	Narrative somewhat describes the equity and access issues	Narrative clearly describes areas of equity and access gaps the importance of PSC role in	
SECTION 2 *School Counseling Program Information* [ASCA SPA 4.2]	Unclear mission, vision, and beliefs statement (philosophy)-or missing these elements	Mission, vision, and beliefs statement (philosophy) included-missing some key language	Clear mission, vision, and beliefs statement (philosophy)	/3
	Advisory council not well done-missing multiple key players	Suggested advisory council-missing some key players or family/community partners	Comprehensive advisory council	

SECTION 3 *Goals and overview of action plan/Accountability Plan [ASCA SPA 3.1; 3.2; 4.1; 4.4]* Data Reports Goals Action Plans including counseling activities and lesson plans to support action plan Annual Calendar	Uses data in a meaningful way; includes appropriate data charts and clearly links data to overall program	Uses data; includes appropriate data charts and somewhat links data to overall program	Uses data in a meaningful way; includes appropriate data charts and links data to overall program	/3
	Unclear program goals- they do not directly link to student achievement and closing achievement gap (not connected to data); poorly written	Program goals-somewhat link to student achievement and closing achievement gap –not clear connection with how will promote for academic success for ALL students	Clearly defined program goals-written in SMART language- linking directly to student achievement and closing achievement gap(data-informed) and promoting for academic success for ALL students	
	Missing Action Plans or action plans missing multiple elements for effectiveness	Action Plans included – missing some elements	Comprehensive Action Plans included	
	Missing key elements of the ways in which to address counseling goals/activities	Counseling: group/ individual counseling and/or peer facilitation discussed; not a clear linkage to the needs and goals of CSCP;	Counseling: group/ individual counseling and/or peer facilitation discussed; needs and goal link to program goals/ priorities; overall plan of how these activities will be accomplished clearly explained	
	Project missing multiple components of guidance unit – not well connected to goal/action plan	Project includes guidance unit somewhat connected to goal/action plan; lesson plans vaguely cover the following items: cross-walking standards; differentiated instruction; culturally responsive classroom management; and include assessments	Project includes guidance unit connected to goal/ action plan; lesson plans are comprehensive; included cross-walking standards; differentiated instruction; culturally responsive classroom management; and include assessments	
	Missing calendar or missing several elements	Calendar included –missing some activities	Calendar included with activities listed	
SECTION 4 *School Counselor referrals and resources [ASCA SPA 4.3]*	Referral and resource list vaguely align with CSCP goals, mission, and action plan; missing broad representation of community representation/ family representation; missing pertinent information; not all 15 referrals included	Referral and resource list somewhat align with CSCP goals, mission, and action plan; contains some organizations-but lacks broad variation; may be missing some pertinent information; at least 15 referrals included	Thorough referral and resource list that aligns well with CSCP goals, mission, and action plan; contains multiple types of organization and includes all pertinent information; at least 15 referrals included	/3
SECTION 5 *Data Analysis; Findings/Results Reports*	Results report missing key information and does not clearly articulate outcome data results from activities outlined from action plan	Results report fairly complete and somewhat articulates outcome data results from activities outlined from action plan	Results report thorough and clearly articulates outcome data results from activities outlined from action plan	/3
	Missing narrative of plan to share findings – or narrative too broad; missing data charts	Includes narrative of plan to share findings with only 1 data chart depicting key findings	Includes narrative of plan to share findings with 2-3 data charts depicting key findings	

WEBSITE DEVELOPMENT *ASCA SPA 3.3]* Grammar/Spelling & Organization	Website pages difficult to read; elements on pages are challenging to follow; outline is not reader/user-friendly	Website pages easy to read; most elements on pages are easy to follow; outline is fairly reader/user-friendly	Website pages easy to read; elements on pages easy to follow; outline is reader/user-friendly	/3
	Many pages are not active; several links are inactive	Most pages active; most links active	All pages active; all links active	
	Lacks basic proofreading or contains major errors; lacks organization.	3-5 minor errors; good organization.	Less than 2 errors; organized well	
P-12 School Counselor Collaboration-Communication	Lacked active collaboration with P-12 school counselor; poor communication & feedback throughout project; lacked timely response to emails; mostly professional interactions; did not always receive feedback from a growth mindset perspective (non-defensive)	Mostly active collaboration with P-12 school counselor; semi-consistent communication & feedback throughout project; answered emails mostly in a timely response; professional interactions; received feedback from a growth mindset perspective most of the time(non-defensive)	Active collaboration with P-12 school counselor; consistent communication & feedback throughout project; answered emails timely; professional interactions; received feedback from a growth mindset perspective (non-defensive)	/12
Total Feedback:				/30

(c) candidate data derived from rubric: Data Table A

Data Table A
Comprehensive School Counseling Project Rubric
Graduate School Counseling Program Candidates
*Each indicator is rated as: target (3 points), acceptable (2 points), or unacceptable (1 point).

Rubric Criteria (ASCA SPA Standard Alignment)	Spring 2019	Fall 2019	Spring 2020
	Mean Criteria Score	Mean Criteria Score	Mean Criteria Score
3.1	2.7	2.42	2.7
3.2	2.8	2.75	3.0
3.3	3.0	3.0	3.0
4.1	2.5	2.85	2.45
4.2	3.0	3.0	3.0
4.3	3.0	3.0	3.0
4.4	2.6	2.9	2.75

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages. All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

Sample Assessment No. 4: School Counseling Portfolio

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);

The electronic portfolio documents the activities students completed over the course of the internship experience and the school counseling Master's program. The portfolio provides a culmination of evidence that allows faculty advisors and faculty internship supervisors to evaluate students' development and competence and gain an understanding of students' learning from coursework, internships, and other external learning experiences. Each student's portfolio is reviewed first by the student's advisor during the spring of the first year and the fall of the second year and during each semester in the internship course.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

Students are required to include artifacts that provide evidence of student progress in the mastery of professional standards. The portfolio aligns with ASCA SPA standards 1 through 7 as follows: Learner & Learning (ASCA 1.2, 1.3); Core Theories & Concepts (ASCA 2:1, 2.2, 2.3); Instructional and School Counseling Interventions (ASCA 3.1, 3.2); Student Learning Outcomes (4.1, 4.2, 4.3); Designing, Implementing, and Evaluating Comprehensive School Counseling Programs (5.1, 5.2, 5.3); Professional Practice (6.1, 6.2); and Ethical Practice (7.1, 7.3).

3. A brief analysis of the data findings;

The data are presented in the table in section 5c. The portfolio is evaluated on 18 measures or indicators (see the assignment rubric in 5b) aligned with the ASCA standards delineated above in No. 2. Across the past three academic years (2016-2017, 2017-2018, 2018-2019), 70% to 100% of students scored a 2 or above on 16 of the measures.

4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording.

Consistently over the three years, students maintained high scores (2 or above) overall with 100% students scoring 3 on half of the measures of Standard 1: Foundational Knowledge, Standard 6: Professional Responsibility, and Standard 7: Ethical Practice.

Students also consistently scored 2 and better on Standard 2: Core Theories and Concepts, Standard 3: Instructional and School Counseling Interventions, and Standard 5: Designing, Implementing, and Evaluating Comprehensive School Counseling Programs.

The one area in which students scored lower than 2 was on Standard 4: Student Learning Outcomes, specifically on standards 4.2 and 4.3, which both concern collaboration with stakeholders and accessing school and community resources.

These data suggest that students are gaining the required knowledge and skills necessary to be effective school counselors. However, the low score on the two standards measuring Student Learning Outcomes has led faculty to examine the school counseling curricula to more effectively address the collaboration skills. We integrated a unit on school-family-community partnerships into the internship course so students actually have to apply their collaboration and partnership skills in the school setting.

5. Attachment of assessment documentation, including:

(a) the assessment tool or description of the assignment;
(b) the scoring guide/rubric for the assessment; and
(c) candidate data derived from the assessment.

5a. The assessment tool or description of the assignment

School Counseling Portfolio
Directions to Student: Each student will submit a final electronic portfolio that documents the activities completed over the course of the school counseling Master's program and the internship experience. The portfolio may vary in format and content; however, the following list provides a framework of items that are to be included in the final portfolio:

1. Menu/Contents which includes the Navigation

2. Copy of professional counseling memberships including ASCA membership

3. Resume

4. School counseling curriculum schedule/checklist indicating list of courses taken or in progress and grades received

5. Overview of ASCA School Counselor Preparation Program Standards

6. Comprehensive School Counseling Program project

7. Advocacy or Data-Driven paper/project

8. School counseling calendar/year-long plan

9. Completion of a Comprehensive School Counseling Program Audit/Assessment or a School Equity Audit for one of the internship sites

10. Master's paper/project or thesis abstract

11. A document verifying 100 hours of practicum experience

12. Internship prospectus and supervisor contract/agreement containing written goals for the internship experience (1st and 2nd 300 hours)

13. Initial self-evaluation paper/assessment of strengths and weaknesses

14. Second self-evaluation reflection paper/assessment of strengths and weaknesses (after 1st 300 hours of internship)

15. A 3-5 page final reflection paper that is your written self-evaluation of progress (600 hours)

16. Signed copies of the field supervisor evaluations (1st and 2nd; 300 hours each)

17. Weekly record of hours and activity logs - time logs that document internship hours

18. Documentation of consultation and collaboration with parents, teachers/staff, and community members (e.g., consultation record forms/logs, record of team and/or partnership activities) and professional development activities, school-wide initiatives (e.g., electronic announcements, bulletin boards, national school counseling awareness week), participation in school-wide initiatives, parent/teacher training workshop, and collaboration for the training and supervision of paraprofessionals and other ancillary staff in the completion of appropriate support activities, including but not limited to, data entry and scheduling

19. Work samples (some of which must document use of data and assessment practices from prerequisite courses and internship projects identified by ASCA Model domains/standards), including but not limited to the individual counseling plan, case study, mental health assessment and intervention plan, college and career readiness intervention/project, small group counseling proposal, school equity audit, school counseling lesson plans, evidence-based interventions

20. Documentation of cross-cultural counseling experiences (e.g., cross-cultural counseling paper)

21. Documentation of work with students who have special needs

22. Documentation of creating school-wide initiatives

5b. The scoring guide/rubric for the assessment

Portfolio Rubric

Elements/Artifacts	Exceeds Expectations/ Proficient (3)	Meets Expectations/ Developing (2)	Does Not Meet Expectations/ Unsatisfactory (1)
1. Portfolio documents understanding of the philosophy, principles, and practice of school counseling (ASCA SPA Standard: 1.2)	The portfolio clearly and accurately articulates the understanding of the philosophy, principles, and practice of the school counselor	The portfolio articulates the understanding of the philosophy, principles, and practice of the school counselor but demonstrates a lack of complete understanding of these components	The portfolio includes an attempt to articulate understanding of the philosophy, principles, and practice of the school counselor; however, it is unorganized and lacks clarity
2. Portfolio documents ability to apply the understanding of the role of diversity and equity issues to support and promote equity of preK-12 students and caregivers (ASCA SPA Standard: 1.3, 2.2)	Ability to apply the understanding of the role of diversity and equity issues to support and promote equity preK-12 students was clearly/ substantially documented in the portfolio	Ability to apply the diversity and equity issues was documented in the portfolio but demonstrated a limited understanding about the role of diversity and equity issues to support and promote equity for preK-12 students	Diversity and equity issues were documented in the portfolio but demonstrated no understanding about the role of diversity and equity issues to support and promote equity of preK-12 students
3. Portfolio documents ability to advocate for effective school counseling programs (ASCA SPA Standard: 6.2)	Advocacy for effective school counseling programs was included in the portfolio and professional work samples included evidence of comprehensive services for all students in at least two of the three domains	Advocacy for effective school counseling programs was included in the portfolio and professional work samples included evidence of comprehensive services for all students in one domain	Advocacy for effective school counseling programs was documented in the portfolio; however, the professional work samples did not include any evidence of comprehensive services in any of the domains
4. Portfolio documents comprehensive understanding of a variety of individual and small group counseling approaches that promote school success through academic, college-career, and social-emotional development (ASCA SPA Standard: 2.1, 2.3, 3.2, 4.1)	Portfolio documents comprehensive understanding of individual and small group counseling approaches that promote school success and either of these approaches is demonstrated in each of the three domains	Portfolio documents basic understanding of individual and small group counseling approaches that promote school success and either of these approaches is demonstrated in only two of the three domains	Portfolio documents awareness of individual and small group counseling approaches that promote school success and either of these approaches is demonstrated in only one of the three domains

Elements/Artifacts	Exceeds Expectations/ Proficient (3)	Meets Expectations/ Developing (2)	Does Not Meet Expectations/ Unsatisfactory (1)
5. Portfolio documents ability to describe issues that may affect the development, well-being, and functioning of students (ASCA SPA Standard: 1.3)	Portfolio documents description of issues that may affect the development, well-being, and functioning of students at a level that reflects comprehensive understanding and developing proficiency in using knowledge related to development and achievement for all students	Portfolio documents description of issues that may affect the development, well-being, and functioning of students at a level that reflects awareness of different school counseling theories, tools, and techniques but does not provide evidence of application	Portfolio documents no description of issues that may affect the development, well-being, and functioning of students at a level that fails to reflect awareness of different school counseling theories, tools, and techniques
6. Portfolio documents knowledge of developmental and strengths-based strategies for assisting students with emotional and behavioral problems (ASCA SPA Standard: 2.2)	Portfolio documents comprehensive understanding and ability to apply in-depth knowledge of developmental and strength-based strategies for assisting students with emotional and behavioral problems	Portfolio documents basic understanding and demonstrates ability to apply knowledge of developmental and strength-based strategies at a fundamental level for assisting students with emotional and behavioral problems	Portfolio documents awareness of knowledge to assist students with emotional and behavioral problems but provides no evidence of application
7. Portfolio documents knowledge of developmental approaches to assist all students and caregivers at points of educational transition (ASCA SPA Standard: 2.2)	Portfolio documents comprehensive understanding and ability to apply in-depth knowledge of developmental approaches to assist all students and caregivers at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options)	Portfolio documents basic understanding and demonstrates ability to apply knowledge of developmental approaches to assist all students and caregivers at points of educational transition at a fundamental level	Portfolio documents awareness of developmental approaches to assist all students and caregivers at points of educational transition but provides no evidence of application
8. Portfolio documents demonstration of consultation experiences with parents and teachers/staff (ASCA SPA Standard: 4.2)	Portfolio documents in-depth understanding in using knowledge about various issues related to consultation with parents and teachers/staff	Portfolio documents basic understanding in using knowledge about various issues related to consultation with parents or teachers/staff	Portfolio documents awareness of using knowledge about various issues related to consultation, but provides no evidence of consultation with either parents or teachers/staff

Elements/Artifacts	Exceeds Expectations/ Proficient (3)	Meets Expectations/ Developing (2)	Does Not Meet Expectations/ Unsatisfactory (1)
9. Portfolio documents demonstration of ethical behavior related specifically to the practice of school counseling (ASCA SPA Standard: 7.1)	Portfolio demonstrates comprehensive understanding of ethical practices through a written professional disclosure statement and application of knowledge in the counseling role as documented through the site supervisor's evaluation of the candidate	Portfolio demonstrates basic understanding of ethical practices through a written professional disclosure statement and minimal application of knowledge in the counseling role	Portfolio provides minimal evidence to document the application of ethical practices
10. Portfolio documents demonstration of analysis and use of data and student standards to improve student outcomes (ASCA SPA Standard: 3.1, 5.1, 5.3)	Portfolio includes evidence that demonstrates a basic understanding in analyzing and using student needs, standards, and data informed decision making to improve student outcomes	Portfolio includes evidence that demonstrates an awareness of analyzing and using data informed decision making without considering student needs and standards to improve student outcomes	Portfolio includes evidence that demonstrates minimal analysis or use of data and standards to improve student outcomes
11. Portfolio documents ability to create and implement comprehensive school counseling programs (ASCA SPA Standard: 5.1, 5.2)	Portfolio includes evidence that demonstrates in-depth ability to create and implement comprehensive school counseling programs	Portfolio includes evidence that demonstrates developing awareness and ability to create and implement comprehensive school counseling programs	Portfolio includes evidence that demonstrates minimal ability to create and implement comprehensive of school counseling programs
12. Portfolio documents demonstration of collaboration with stakeholders such as families, teachers, support personnel, administrators, and community partners (ASCA SPA Standard: 4.2)	Portfolio documents consistent understanding and demonstration of collaboration with stakeholders such as families, teachers, support personnel, administrators, and community partners	Portfolio documents the developing understanding of collaboration with stakeholders such as families, teachers, support personnel, administrators, and community partners	Portfolio documents an awareness of collaboration with stakeholders such as families, teachers, support personnel, administrators, and community partners
13. Portfolio documents demonstration of creation and participation in school-wide initiatives (ASCA SPA Standard: 5.1, 5.3)	Portfolio documents both the creation of more than one school wide initiative and participation in more than one school-wide initiative	Portfolio documents creation of more than one school wide initiative or participation in more than one school-wide initiative	Portfolio documents creation of only one school wide initiative or participation in only one school-wide initiative
14. Portfolio documents knowledge and utilization of school and community resources, strengths, and referral sources (ASCA SPA Standard: 4.2, 4.3)	Portfolio documents in depth knowledge and utilization of school and community resources, and referral sources	Portfolio documents basic knowledge of school and community resources, strengths, referral sources	Portfolio documents no awareness of school and community resources, strengths, referral sources,

Elements/Artifacts	Exceeds Expectations/ Proficient (3)	Meets Expectations/ Developing (2)	Does Not Meet Expectations/ Unsatisfactory (1)
15. Portfolio documents understanding of the leadership, advocacy, and systemic change roles of school counselors for the promotion of student academic, career-college, and social-emotional development (ASCA SPA Standard: 1.2, 6.2)	The portfolio clearly and accurately articulates the understanding of the leadership, advocacy, and systemic change roles of school counselors for the promotion of student academic, career-college, and social-emotional development	The portfolio articulates the understanding of the leadership, advocacy, and systemic change roles of school counselors for the promotion of student academic, career-college, and social-emotional development, but demonstrates a lack of complete understanding of these components	The portfolio includes an attempt to articulate understanding of the leadership, advocacy, and systemic change roles of school counselors for the promotion of student academic, career-college, and social-emotional development; however, it is unorganized and lacks clarity
16. Portfolio documents ability to plan and organize instructional and counseling strategies and techniques for improving behavior, wellness, academic performance, college & career readiness, and social-emotional skills (ASCA SPA Standard: 2.1, 2.3, 3.2, 4.1)	Portfolio documents in-depth knowledge and ability to plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program to improve preK-12 student outcomes**3)**	Portfolio documents developing knowledge and ability to plan and organize a variety of instructional and counseling strategies and evidence of implementation of a few strategies is provided	Portfolio documents minimal knowledge and ability to plan and organize a few instructional and counseling strategies but no evidence of implementation of strategies is presented and it is unorganized and lacks clarity
17. The portfolio documents a 100-hour practicum experience (at least 40 of which must involve direct student contact) was supervised by a credentialed school counselor or counselor educator (ASCA SPA Standard: 7.3)	Portfolio documents 100 hours of practicum experiences that include at least 40 hours of direct student contact supervised by a credentialed school counselor or counselor educator and include evidence of reflection and continuous growth	Portfolio documents 100 hours of practicum experiences that include at least 40 hours of direct student contact supervised by a credentialed school counselor or counselor educator and include evidence of either reflection or continuous growth	Portfolio documents 100 hours of practicum experiences that include at least 40 hours of direct student contact supervised by a credentialed school counselor or counselor educator but include no evidence of reflection or continuous growth
18. The portfolio documents a 600-hour internship in a preK-12 school setting supervised by a credentialed school counselor or school counselor educator (ASCA SPA Standard: 7.3)	Portfolio documents a 600-hour internship supervised by a credentialed school counselor or counselor educator and includes evidence of reflection and continuous growth	Portfolio documents a 600-hour internship supervised by a credentialed school counselor or counselor educator and includes evidence of either reflection or continuous growth	Portfolio documents a 600-hour internship supervised by a credentialed school counselor or counselor educator but includes no evidence of reflection or continuous growth

5c. Candidate data derived from the assessment.

Measure	2016-2017 (N=13)						2017-2018 (N=9)						2018-2019 (N=14)					
	Exceeds (3) %	Exceeds (3) #	Meets (2) %	Meets (2) #	Does Not Meet (1) %	Does Not Meet (1) #	Exceeds (3) %	Exceeds (3) #	Meets (2) %	Meets (2) #	Does Not Meet (1) %	Does Not Meet (1) #	Exceeds (3) %	Exceeds (3) #	Meets (2) %	Meets (2) #	Does Not Meet (1) %	Does Not Meet (1) #
Portfolio documents understanding of the philosophy, principles, and practice of school counseling (ASCA SPA Standard: 1.2)	100	13	0	0	0	0	100	9	0	0	0.0	0	100	14	0	0	0	0
Portfolio documents ability to apply the understanding of the role of diversity and equity issues to support and promote equity of k-12 students and caregivers (ASCA SPA Standard: 1.3, 2.2)	92.31	12	7.69	1	0	0	100	9	0	0	0	0	92.86	13	7.14	1	0	0
Portfolio documents ability to advocate for effective school counseling programs (ASCA SPA Standard: 6.2)	100	13	0	0	0	0	100	9	0	0	0	0	100	14	0	0	0	0
Portfolio documents comprehensive understanding of a variety of individual and small group counseling approaches that promote school success through academic, college-career, and social-emotional development (ASCA SPA Standard: 2.1, 2.3, 3.2, 4.1)	84.62	11	15.38	2	0	0	88.89	8	11.11	1	0	0	100	14	0	0	0	0
Portfolio documents ability to describe issues that may affect the development, well-being, and functioning of students (ASCA SPA Standard: 1.3)	100	13	0	0	0	0	100	9	0	0	0	0	100	14	0	0	0	0
Portfolio documents knowledge of developmental and strengths-based strategies for assisting students with emotional and behavioral problems (ASCA SPA Standard: 2.2)	76.92	10	23.08	3	0	0	100	9	0	0	0	0	100	14	0	0	0	0
Portfolio documents knowledge of developmental approaches to assist all students and caregivers at points of educational transition (ASCA SPA Standard: 2.2)	92.31	12	7.69	1	0	0	77.78	7	22.22	2	0	0	92.86	13	7.14	1	0	0
Portfolio documents demonstration of consultation experiences with parents and teachers/staff (ASCA SPA Standard: 4.2)	92.31	12	7.69	1	0	0	77.78	7	11.11	1	11.11	1	85.71	12	14.29	2	0	0
Portfolio documents demonstration of ethical behavior related specifically to the practice of school counseling (ASCA SPA Standard: 7.1)	100	13	0	0	0	0	100	9	0	0	0	0	100	14	0	0	0	0

Measure	2016-2017 (N=13)						2017-2018 (N=9)						2018-2019 (N=14)					
	Exceeds (3)		Meets (2)		Does Not Meet (1)		Exceeds (3)		Meets (2)		Does Not Meet (1)		Exceeds (3)		Meets (2)		Does Not Meet (1)	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Portfolio documents demonstration of analysis and use of data and student standards to improve student outcomes (ASCA SPA Standard: 3.1, 5.1, 5.3)	100	13	0	0	0.00	0	88.89	8	11.11	1	0	0	100	14	0	0	0	0
Portfolio documents ability to create and implement comprehensive school counseling programs (ASCA SPA Standard: 5.1, 5.2)	61.54	8	23.08	3	15.38	2	77.78	7	22.22	2	0	0	92.86	13	0	0	7.14	1
Portfolio documents demonstration of collaboration with stakeholders such as families, teachers, support personnel, administrators, and community partners (ASCA SPA Standard: 4.2)	30.77	4	15.38	2	53.85	7	66.67	6	0	0	33.33	3	21.43	3	0	0	78.57	11
Portfolio documents demonstration of creation and participation in school-wide initiatives (ASCA SPA Standard: 5.1, 5.3)	38.46	5	38.46	5	23.08	3	66.67	6	11.11	1	22.22	2	64.29	9	28.57	4	0	0
Portfolio documents knowledge and utilization of school and community resources, strengths, and referral sources (ASCA SPA Standard: 4.2, 4.3)	7.69	1	7.69	1	84.62	11	22.22	2	0	0	77.78	7	21.43	3	0	0	71.43	10
Portfolio documents understanding of the leadership, advocacy, and systemic change roles of school counselors for the promotion of student academic, career-college, and social-emotional development (ASCA SPA Standard: 1.2, 6.2)	100	13	0	0	0	0	100	9	0	0	0	0	100	14	0	0	0	0
Portfolio documents ability to plan and organize instructional and counseling strategies and techniques for improving behavior, academic performance, college & career readiness, and social-emotional skills (ASCA SPA Standard: 2.1, 2.3, 3.2, 4.1)	30.77	4	46.15	6	23.08	3	66.67	6	33.33	3	0	0	100	14	0	0	0	0
The portfolio documents a 100 hour practicum experience (at least 40 of which must involve direct student contact) was supervised by a credentialed school counselor or counselor educator (ASCA SPA Standard: 7.3)	100	13	0	0	0	0	100	9	0	0	0	0	100	14	0	0	0	0
The portfolio documents a 600 hour internship in a K-12 school setting supervised by a credentialed school counselor or school counselor educator (ASCA SPA Standard: 7.3)	100	13	0	0	0	0	100	9	0	0	0	0	100	14	0	0	0	0

Sample Assessment No. 5: Site supervisor's evaluation of candidate's ability to apply knowledge in practice

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);

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.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite ASCA SPA standards by number, title, and/or 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

3. 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.

4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and

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.

5. Attachment of assessment documentation, including:
(a) 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.

(b) 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
Nonverbal Skills *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.
Beginning of Session *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

Skill	Exemplary; Exceeds expectations 4	Accomplished OR Meets competency 3	Emerging/ Developing toward Competencies; Nearing Expectations 2	Below Expectations/ Does Not meet Competencies 1
Encouragers *Includes Minimal Encouragers & Door Openers such as "Tell me more about…"*	Consistently demonstrates appropriate use of encourages, which supports the development of a positive relationship (knows balance)	Demonstrates appropriate use of encourages for the majority of counseling sessions	Demonstrates inconsistency in use of appropriate encouragers. (may overuse or interrupt)	Demonstrates limited ability to use appropriate encouragers. (may overuse or interrupt)
Use of Questions *Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions or giving option)*	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended questions	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions	Demonstrates inconsistency in use of open-ended questions & may use closed-ended questions for longer periods during the counseling session.	Uses open-ended questions sparingly and with limited effectiveness-overuse of close-ended questions.
Advanced Reflection ("Depth") *Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level)*	Demonstrates consistent use of advanced skills & promotes discussions of greater depth in counseling sessions –demonstrates reflection of meaning and values of student taking session to deeper level.	Demonstrates ability to appropriately use advanced counseling skills, supporting increased exploration in counseling session-demonstrating basic meaning at points in session	Demonstrates inconsistent & 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.	Demonstrates limited ability to use advanced counseling skills: sessions appear primarily superficial. Stays at basic reflection of content-some reflection of feeling.
Confrontation *Challenges school student to recognize & evaluate inconsistencies.*	Consistently demonstrates the ability to challenge through verbalizing inconsistencies & discrepancies in the school student's words or actions in a supportive & caring fashion. Good balance of challenge & support. Demonstrates comfort in ability to confront.	Demonstrates the ability to challenge students through verbalizing inconsistencies & discrepancies in their words or actions in a supportive & caring fashion (can confront, but appears hesitant)	Demonstrates inconsistent ability to challenge students through verbalizing inconsistencies & discrepancies in the student's words or actions in a supportive & caring fashion. Confrontation is minimal.	Demonstrates limited ability to challenge students through verbalizing discrepancies in the student's words or actions in a supportive & caring fashion. Confrontation is lacking.

Skill	Exemplary; Exceeds expectations 4	Accomplished OR Meets competency 3	Emerging/ Developing toward Competencies; Nearing Expectations 2	Below Expectations/ Does Not meet Competencies 1
Goal Setting *Counselor collaborates with student to establish realistic, appropriate, & attainable goals*	Demonstrates consistent ability to establish collaborative & appropriate goals with school students.	Demonstrates ability to establish collaborative & appropriate goals with school students	Demonstrates inconsistent ability to establish collaborative & appropriate goals with school students.	Demonstrates limited ability to establish collaborative & appropriate goals with school students.
Cultural Responsiveness *Did the school counselor in training demonstrate and acceptance of student's individuality without imposing their own values and standards?*	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	Appropriately addresses the specialized needs and identifies resources available for the school students	The specialized needs or the resources of the school students are appropriately addressed but not both	The specialized needs and resources of the school students are inadequately or inappropriately addressed
Counselor Focus *School counselor in training focuses (or refocuses) student on their goals – i.e., purposeful counseling*	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	The counseling session is somewhat sequential and has moderate focus - Demonstrates ability to primarily focus (or refocus) counseling on students' appropriate goal attainment	The counseling session is somewhat confusing or has little focus - Demonstrates inconsistent ability to primarily focus (or refocus) counseling on students' appropriate goal attainment.	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.

Skill	Exemplary; Exceeds expectations 4	Accomplished OR Meets competency 3	Emerging/ Developing toward Competencies; Nearing Expectations 2	Below Expectations/ Does Not meet Competencies 1
Intervention Strategies; Application of Theory to Practice - (Fundamentals Course) *Demonstrates knowledge of counseling theory & its application in practice. Did the school counselor in training apply a counseling theory and use appropriate/ applicable counseling techniques/ intervention related to the specified counseling theory?*	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	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	Demonstrates inconsistent understanding of the role of counseling theory in their work. Incorporates pieces of the theory but missing key parts or mixes theories	Demonstrates limited understanding of counseling theory & its role in their work. Has difficulty incorporating the theory and process of personal individual counseling – does not apply theory appropriately
Closing of Session *Includes closing summary, review of goals/ homework, follow-up or plan for next session*	The counseling session concluding remarks are 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.	The counseling session concluding remarks contain a summary of the session and some follow-up options are offered to the student	The counseling session has abrupt concluding remarks or a limited follow-up is planned with the student	The counseling session has no clear conclusion, missing closing summary, and/or no follow-up is planned with the student

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?

(c) candidate data derived from the assessment.

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
	Overall Mean Rating	83.8	87.7

Sample Assessment 5 (additional): Performance Evaluation

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);

This assessment is a candidate performance evaluation of professional skills and behaviors related to both practicum and internship experiences. It functions as program benchmark and tool for professional gatekeeping.

Faculty supervisors fill out this form at the end of the semester in both the 100 hour practicum and at the halfway point and culmination of the 600 hour internship. Candidates in the program receive this assessment three times while in the program. Dispositional and behavioral goals are in both advising and disciplinary proceedings. The assessment consists of three parts (Part One: Professional Practice Skills; Part Two: Professional Behavior; and Part Three: Official Faculty Recommendations). The assessment is scored on a four-point scale that totals 100 points possible. The results of the last assessment are used as both a graduation requirement and professional preservice requirement.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section V. Cite SPA standards by number, title, and/or standard wording.

The purpose of the assessment is to demonstrate candidate competency in professional behavior and ethics. In particular, ASCA SPA Standards addressed in Part One are: 2.1; 2.3; 2.3; 6.3; 7.1; 7.3; and Part Two: 4.2; 4.3; 7.1; 7.2; 7.3).

3. A brief analysis of the data findings;

The average scores for candidates from the 2018 cohort on their final Performance Evaluation was an 88 out of a possible 100. The 2019 cohort did slightly better on the final Performance Evaluation with a 91 out of the same possible points. The most common items and qualitative comments indicated students struggled most with challenging and confrontation and evaluation of interventions in Part One. In Part Two data indicated that candidates struggled most with reliability and establishing professional boundaries.

4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and

While the above brief analysis focuses on several behavioral and dispositional issues that need to be addressed, the ASCA SPA Standards were met by 99% of the students. As mentioned above, the assessment functions as a benchmark and gatekeeping tool for the program. Not represented in the data was a student from the 2018 cohort that was dismissed from the program after scoring 'unacceptable' on two Performance Evaluations in a succession. The concern escalated from unreliability in the practicum to unethical behavior (ASCA SPA Standards 7.1, 7.2 and 7.3) during the first semester of fieldwork. This assessment was instrumental with maintain high levels of professional standards for entry into the school counseling profession.

5. Attachment of assessment documentation, including:
(a) the assessment or description of the assessment

Faculty Performance Evaluation

Student Name: _____ Year/Semester: 20____ ☐ Fall ☐ Spring ☐ Summer

Faculty Evaluator: _____

I. Professional practice skills have three content areas, including process skills, conceptual skills and personalization skills. Process skills are essentially the skills and interventions a student might use in a counseling session. Conceptualization skills include the ability to understand the complexities of the student's issues and the ability to formulate effective strategies. Personalization skills refer to the student's ability to understand the dynamic between self and student that she/he is counseling (ASCA SPA Standards: 2.1; 2.3; 2.3; 6.3; 7.1; 7.3)
Please use the following scale to rate the student's performance in each category.
1 = Unacceptable - Overall performance is detrimental to students and/or profession
2 = Below Average - Overall performance is less than expected for educational/developmental levels
3 = Average - Overall performance meets minimal requirements for educational/ developmental levels
4 = Above Average - Overall performance exceeds minimal requirements for educational/developmental levels

Process Skills
1. Demonstration of empathy . . . . _____
2. Reflection of feeling . . . . _____
3. Reflection of thought or cognitions . . . . _____
4. Paraphrases . . . . _____
5. Open ended questions . . . . _____
6. Interpretation . . . . _____
7. Challenges/confrontation . . . . _____

Conceptualization Skills
1. Understands social and cultural factors related to problem(s) . . . . _____
2. Effective in developing immediate & long-term goals . . . . _____
3. Can articulate theoretical rationale for interventions . . . . _____
4. Is perceptive in evaluation of own interventions . . . . _____
5. Demonstrates ethical reasoning and judgment . . . . _____

Personalization Skills
1. Is aware of own feelings in session . . . . _____
2. Demonstrates commitment to professional development . . . . _____
3. Recognizes own values and implications regarding counseling . . . . _____
4. Recognizes own deficiencies and works to overcome them . . . . _____

II. Professional behavior is critical regarding an internship/practicum student's future in the counseling profession. The ability to show characteristics such as reliability, initiative, attention to detail, humility, and collegiality are no less important than a student's ability to be an effective school counselor. In fact, they are likely closely related to one another (ASCA SPA Standards: 4.2; 4.3; 7.1; 7.2; 7.3).
1. Reliability (attendance, punctuality, records, etc.) . . . . _____
2. Initiative (pursuit of opportunities, etc.) . . . . _____
3. Collegiality (appropriate professional relationships) . . . . _____
4. Ethical behavior . . . . _____

5. Responsible behavior/attitude . . . . _____

6. Receptive to feedback . . . . _____

7. Professional dress/demeanor . . . . _____

8. Willingness to consult and defer to experienced personnel . . . . _____

9. Establishes appropriate boundaries with students, peers & staff . . . . _____

TOTAL SCORE: . . . . _____**/100**

III. Please check the following sentence that best describes your willingness to recommend this person for a professional position:

☐ At this point in training, I would NOT recommend this person for a professional position.

☐ At this point in training, I would recommend this person with reservations.

☐ At this point in training, I would recommend this person without reservations.

Please use this space to include any comments that you deem relevant regarding the student's performance, attitudes, or professional development.

Please indicate the professional practice course for which this evaluation is being completed and whether the evaluation is for the midterm or the final:

(check one) Practicum Internship I Internship II (check one) Midterm Final Evaluation

Student Name: _____

Faculty Supervisor Signature:_____

Faculty Evaluator PRINTED Name: _____

Date: _____

(b) the scoring guide/rubric for the assessment; and

INSERT RUBRIC HERE

ASCA SPA	Competency Area	Above Average (4)	Average (3)	Below Average (2)	Unacceptable (1)
2.1 2.3 2.3 6.3 7.1 7.3	Professional practice skills have three content areas, including process skills, conceptual skills and personalization skills				
4.2 4.3 7.1 7.2 7.3	Professional behavior is critical regarding an internship/practicum student's future in the counseling profession				
Totals					

*Readiness for fieldwork and/or recommendations for professional position is based on an 80% pass rate on the above competency areas.

Sample Assessment No. 6: The Program Implementation and Results Paper

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);

Internship II students will meet with their site supervisors during Week 1 to discuss and prepare for this semester's program implementation project. After meeting with the site supervisor, Internship II students will conduct a needs assessment and utilize school profile data to develop and implement a short-term intervention (core curriculum, small group or individual counseling). Internship II students will utilize pre- and post-intervention surveys to measure the impact of the intervention and

share results with key stakeholders. Internship II students are expected to utilize ASCA tools (e.g. lesson plan template, results report, action plans, etc.) throughout this process. After sharing results, Internship II students will submit a paper where they:

◆ Describe the process used to gather program assessment data
◆ Discuss program implementation and results
◆ Explain the process of sharing evaluation results with key stakeholders
◆ Include suggestions for program modifications

2. A description of how this assessment specifically aligns with the standards it is cited for in Section V. Cite SPA standards by number, title, and/or standard wording.

The Program Implementation and Results Paper utilizes the following ASCA SPA Standards:

◆ Describe the process used to gather program assessment data (ASCA SPA 5.1, 5.2)
◆ Discuss program implementation and results (ASCA SPA 3.3, 4.1)
◆ Explain the process of sharing evaluation results with key stakeholders (ASCA SPA 3.3)
◆ Include suggestions for program modifications (ASCA SPA 5.2, 5.3)

3. A brief analysis of the data findings;

The Program Implementation and Results Paper was implemented within the program for the last three years. Data indicated that candidates have scored much lower in 2018 than in 2019 and 2020. Only one percentage point separated the 2019 and 2020 scores (94% vs. 93%). The program faculty meet regularly to discuss program data and results. This paper represents a culmination of school counselor knowledge and skills related to school counselors in training abilities to improve student outcomes through intervention. The lowest criterion score occurred in 2018 (7.7) in 'discuss program implementation and results' (ASCA SPA 3.3, 4.1).

4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and

> The Program Implementation and Results Paper is a crucial component of preservice school counselor training at XXX University. The first year the paper was implemented was in 2017-2018 and that was visible in the results (84% overall percentage score). In proceeding years (2019 and 2020) the scores when up significantly. The program faculty meet regularly to discuss student data and results. We attribute the rise in scores to a greater focus on intervention training and better coordination between program faculty and site supervisors. This paper meets specific ASCA SPA standards related to improving student outcomes. Exposing students to ASCA National Model Templates and resources has been instrumental in helping candidates to recognize the importance of planning, designing, collect and reporting student outcomes.

5. Attachment of assessment documentation, including:
(a) the assessment or description of the assessment

The Program Implementation and Results Paper assignment details:
- Introduction – What type of school profile data is available?
- Initial Meeting Reflection – What interests or needs were discussed?
- Needs Assessment Process – What approach did you take to assessing student needs?
- Short-term Intervention Plan – What resources and materials did you use to plan your intervention?
- Pre-post Survey Selection – What type of survey did you use? Was the survey practitioner made, or did you use a preexisting instrument?
- Data Analysis Process – What approach did you take to analyzing your data?
- Intervention results – What process, perception and outcome data did you find?
- Recommendations and Dissemination Plan – How are you going to share your results? Were you able to answer the 'so what' question?

Paper should be no longer than 15 pages. All references must be in APA format. ASCA templates used throughout the project must be included in a labeled appendix.
The paper is worth 40 total points (please see rubric for scoring details).
Percentage point breakdown:
- 28 or lower (unacceptable)
- 29-32 (progressing)
- 33-36 (Acceptable)
- 37-40 (Exemplary)

(b) the scoring guide/rubric for the assessment; and

INSERT RUBRIC HERE

Content Area	Points out of 10	ASCA SPA Standards
Describe the process used to gather program assessment data		5.1, 5.2
Discuss program implementation and results		3.3, 4.1
Explain the process of sharing evaluation results with key stakeholders		3.3
Include suggestions for program modifications		5.2, 5.3

(c) candidate data derived from the assessment.

Percentage comparison of 2019 and 2020 Program Implementation and Results Paper scores:

**Data Table
Program Implementation and Results Paper
School Counseling Program Candidates**
*Content area maximum score 40; passing score 32

ASCA SPA Standard	Paper Content Area	Graduating Cohort May 2018 N=16	Graduating Cohort May 2019 N= 14	Graduating Cohort May 2020 N= 22
		Mean Criteria Score	Mean Criteria Score	Mean Criteria Score
5.1, 5.2	Describe the process used to gather program assessment data	8.3	9.1	8.8
3.3, 4.1	Discuss program implementation and results	7.7	10	9.3
3.3	Explain the process of sharing evaluation results with key stakeholders	8.3	9	10
5.2, 5.3	Include suggestions for program modifications	9.1	9.5	9.2
Average Paper total Percentages		33.4 (84%)	37.6 (94%)	37.3 (93%)

Sample Assessment No. 6 (additional): Case Study

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);

Case Study - The ability to collect descriptive data and present it in a concise manner is an important skill for school counselors. Candidates will select a student that is having challenges affecting their educational trajectory. The Case Study will include: Background Information, Case Conceptualization/ Theoretical Observation, Success Plan, Self-Reflection, and Help Needed.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

The purpose of this assignment is to understand student learning needs and barriers to achievement. The candidate will use their knowledge, skills, dispositions through a cultural lens to reduce systemic barriers. This project requires candidates to use data and advocacy to help to close the student's achievement/opportunity gap.

Program Standard	Elements Addressed
Standard 1: Foundational Knowledge	
Standard 2: Core Theories and Concepts	2.2
Standard 3: Instructional and School Counseling Interventions	3.1, 3.2
Standard 4: Student Learning Outcomes	4.1, 4.3
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

3. A brief analysis of the data findings;

This assessment was based on standards aligned with the School Counselor Preparation Programs (ASCA SPA). The program had 100 candidates enrolled at the time. The data reflects candidates from the 2019-20 and 2020-21 school years. The candidates demonstrated their ability to complete a Case Study.

Based on the results from both years, 80% of candidates met or exceeded (scored 2 or higher) in 16 out of the 21 competencies identified on the assessment rubric. The results from this data strongly provide evidence that a significant number of school counseling candidates are meeting and exceeding the ASCA SPA Standards.

4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording

The data results provide evidence that candidates have successfully assessed individual students' needs and can identify a range of school counseling techniques to meet those needs (ASCA SPA standard 3) while utilizing relationship-building skills that are foundational to successful outcomes for students (ASCA SPA standard 2). Candidates positively impact student outcomes and promote educational equity and access (ASCA SPA standard 4).

Candidates use school data and school counseling program assessments to evaluate areas of strength and needed improvement (ASCA SPA standard 5), understand their role as a leader, collaborator, advocate (ASCA SPA standard 6), and demonstrate ethical and culturally responsive behavior (ASCA SPA standard 7).

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 candidates will be more than prepared to meet the challenging demands communities and schools face. Equipping candidates with the most effective evidence-based approaches, skills, and techniques is top priority in our school counseling program.

5. Attachment of assessment documentation, including:
(a) the assessment tool or description of the assignment

Description of Activity:
The ability to collect descriptive data and present it in a concise manner is an important skill for school counselors. For this assignment you will prepare a case study. Please explain the following items in detail. The case study will be delivered to your peers during class.

What You Will Do:

1. Select a student that is having challenges affecting their educational trajectory.

2. Prepare a write-up of the case to share with your peers. Your presentation should include the following information (if applicable) and include the challenge(s) that you have identified.

   Background Information, if applicable
   ◆ Gender, race/ethnicity, age, grade in school, medical history (if relevant), and other salient identifying characteristics
   ◆ Educational history
   ◆ Family information (parents, siblings, legal guardian, etc.)
   ◆ Student's strengths
   ◆ Presenting challenges(s)- related to or influencing educational outcomes
   ◆ History of counseling interventions/support
   ◆ Number of meetings to date
   ◆ Classroom observation information
   ◆ Summary of progress

   Case Conceptualization/Theoretical Observation
   ◆ What brought this student to your attention?
   ◆ Annual Student Outcome Goal is developed
   ◆ As the school counselor, how do you explain what is going on with this student?
   ◆ What counseling, educational and/ or development theories provide the basis for your work with this student?

Include information about how the school counselor and student's cultural lens may influence their perspectives of the presenting issues.

Success Plan
◆ What achievement barriers does the student have?
◆ What attendance barriers does the student have?
◆ What discipline barriers does the student have?
◆ What was your plan to support the student? Did the plan need revision?
◆ What attitudes, knowledge, and skills did you help the student achieve?
◆ What support services/resources did you include to help the student/family?
◆ How does your work with the student tie in with the ASCA National Model?

Self-Reflection
◆ Were you able to help the student resolve the concerns?
◆ What challenges did you face while working with this student?
◆ What attitudes, knowledge, and skills did you learn while working with this student?
◆ What resources are available for the student/family?
◆ What specific questions do you have for your peers?
◆ What feedback is needed/wanted from your peers?

**To comply with FERPA guidelines, names and specific locations for case studies will NOT be used. A fictitious name will help make the case study more relatable, the grade level you are work at is important for understanding. Specific identifying information must NOT be included to protect the possibility of identification.

(b) the scoring guide/rubric for the assessment

Instructions: Please select the best rating level (3 to 1) that describes quality of the Case Study. Candidates who are "Exceptional" may receive a score of 3. Candidates who "Meet Standards" can receive a score of 2. Candidates who "Need Improvement" can receive a score of 1.

Category	3 - Exceptional	2 - Meets Standards	1 - Needs Improvement
Background Information	Student demographics are effectively described and comprehensive.	Student demographics are partially described and/or comprehensive.	Student demographics are not comprehensive.
	Student's strengths are clearly identified.	Student's strengths are partially identified.	Student's strengths lack clarity.
	Student's challenges are clearly identified.	Student's challenges are partially identified.	Student's challenges lack clarity.
	Comprehensive list of developmental needs was identified	List of developmental needs was identified	Few developmental needs included
Case Conceptualization and Theoretical Observation	Theoretical knowledge is appropriate to presenting concern.	Theoretical knowledge is partially appropriate to presenting concern.	Theoretical knowledge does not relate directly to presenting concern.
	Clearly identified influence of cultural lens	Partially identified influence of cultural lens	Influence of cultural lens lacked depth
	Specific interventions designed to close the achievement/opportunity gap	Interventions designed to partially close the achievement/opportunity gap	Interventions lacked strength to close the achievement/opportunity gap
	Multiple data and anecdotal information is included.	Some data and anecdotal information is included.	Little data and anecdotal information is included.

Category	3 - Exceptional	2 - Meets Standards	1 - Needs Improvement
Success Plan	Annual Student Outcome Goal includes outcome data.	Annual Student Outcome Goal includes data.	Annual Student Outcome Goal lacks data.
	Success plan clearly addressed student barriers.	Success plan partially addressed student barriers.	Success plan did not address student barriers.
	Student attitudes, knowledge, and skills were clearly identified.	Student attitudes, knowledge, and skills were partially identified.	Student attitudes, knowledge, and skills were not identified.
	Three or more direct services included	Two direct services included	Less than two direct services included
	Three or more indirect services included	Two indirect services included	Less than two indirect services included
	Support services and/or resources were included in plan.	Support services and/or resources were partially included in plan.	Plan lacked support services and/or resources.
Self-Reflection	Challenges were identified and discussed.	Challenges were partially identified and discussed.	Challenges lack clarity.
	Clear reflection of attitudes, knowledge, and skills.	Partial reflection of attitudes, knowledge, and skills.	Little reflection of attitudes, knowledge, and skills.
	Strong advocacy component	Some advocacy skills used	Little or no advocacy skills used
	Open ended questions solicited peer discussion.	Open ended questions allowed for peer discussion.	Questions elicited little or no discussion.
	Feedback solicited delved into the main concerns.	Feedback partially delved into the main concerns.	Questions lacked depth.
Overall	Correct spelling and grammar are consistent.	Spelling and grammar issues are present.	Multiple spelling and grammar issues are present.
	No identifying student/school information is included.	Some student/school identifying information is included.	Student/school identifying information is included.

(c) candidate data derived from the assessment

Standard 3. Instructional and School Counseling Interventions. Candidates understand student developmental, cultural, academic, and learning needs and can identify appropriate direct and indirect school counseling program activities to address these needs.
3.4 Describe barriers to student learning and use of advocacy and data-informed school counseling practices used to close the achievement/opportunity gap.

Program Standard	Case Study Rubric	(Class of 2020 scores) Percentage of scores Exceptional or Meets Standard on rubric n = 75	(Class of 2021 scores) Percentage of scores Exceptional or Meets Standard on rubric n = 100
3.1, 3.2	Background Information (4)	76	83
2.2	Case Conceptualization and Theoretical Observation (4)	88	94
4.1, 4.3, 5.1, 6.1, 6.2	Success Plan (6)	82	86
7.1	Self-Reflection (5)	71	72
	Overall (2)	85	92
Overall Rating (21)		80.4	85.4

Sample Assessment (optional 7 or 8): Final Project

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);

Description of the assessment. This assessment is a summative narrative portfolio designed by candidates to demonstrate how they have the knowledge, skills, and dispositions related to their practicum/internship experiences.

The final project and evidence (the documents themselves) are considered part of an electronic professional portfolio. When candidates provide examples of evidence from practicum/internship, proper steps must be taken to ensure that confidentiality was maintained and that any identifying information cannot be connected to students.

The evaluation of the Comprehensive School Counseling Project is based on meeting proficiency requirements outlined on the included rubric. This portfolio project is collected at the end of candidates' fieldwork experiences and evaluated by faculty to determine if the candidates can be recommended for graduation and credentialing.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section V. Cite SPA standards by number, title, and/or standard wording.

The purpose of the project is for candidates to demonstrate competency in the following areas:

Ethical Foundations (ASCA, 7.1, 7.3); School Counseling, Prevention and Interventions (ASCA, 2.3, 4.1, 5.1, 5.2); Multicultural Competency and Advocacy (ASCA, 2.1, 4.4, 5.3, 6.2), Assessment (ASCA, 3.1, 3.3); Research and Evaluation (ASCA, 3.2, 5.1, 5.2); Collaboration and Consultation (ASCA, 3.3, 6.2) and Leadership (ASCA, 5.3, 6.3).

3. A brief analysis of the data findings;

One hundred percent of candidates from both the 2018 and 2019 cohorts passed the Final Project with an average score across all competency areas of 3.6 out of a possible 4.0 or 90%. Low competency areas over both cohorts were assessment and research and evaluation.

4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and

Thirty-four program candidates from the graduating cohorts of May 2018, May 2019 completed the Final Project. Overall, 100% of the candidates from both graduating cohorts met the required 80% for each of the ten content areas for the Final Project as reported in the data table below. The 100% passing rate indicates that all candidates are at an acceptable level of proficiency in their knowledge and skills related to the school counselor practicum/internship work. The two competency areas that were lower than others (i.e., assessment, and research and evaluation) will be examined more closely for improvement over the next calendar year. In particular, it seems that candidates need to better examples or models related to strengths-based assessment and mental health screening. Similarly, candidates need to enhance depth in the area of data analysis and reporting for both research and evaluation activities.

5. Attachment of assessment documentation, including:
(a) the assessment or description of the assessment

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FINAL PROJECT
School Counseling
Due: By the end of your internship

</div>

In order to successfully complete your program of study, you must provide evidence (documentation) of each of the skills listed below:

The evidence (the documents themselves) are considered part of your electronic professional portfolio. When providing examples of evidence from your school counseling work, you must ensure that you maintain confidentiality and that you do not provide any identifying information of your students.

There should be no spelling or grammatical errors in your portfolio. Any errors will result in a failure of the portfolio assignment.

Please submit all documents in a digital format (examples: MS Word document, digital picture, digital video, Adobe PDF document, etc.). Save all documents for an element in a folder, and each element should have its own folder (examples: Element 1: Ethics Attestation folder, Element 2: School Counselor's Identity folder, etc.). To turn in the assignment, create a folder with your name and upload into the 'FINAL PROJECT folder in the program shared GoogleDrive.

Project Content

1. School Counselor's Identity
   Please provide a written statement (maximum of two pages, single-spaced) that articulates your beliefs regarding a school's counselor's identity and ethical obligations.

2. School Counseling, Prevention and Interventions
   Please provide a written statement (maximum of two pages, single-spaced) that describes a situation (or situations) from your internship in which you demonstrated self-awareness, sensitivity to others, and skillfulness in relating to (a) diverse individuals, (b) groups, and (c) classrooms. The statement may be written by you or someone who observed the situation, event.

3. Multicultural Competency and Advocacy
   As a current or future professional school counselor, how will you advocate for school policies, programs and services that enhance a positive school climate and are equitable and responsive to multicultural student populations? Please provide a written statement (maximum of 2 pages, single-spaced) that answers this question.

5. Assessment
   ◆ Part 1 – Individual Student Sample: Please provide a written statement (no page limit) that describes a time during your internship in which you assessed and interpreted a student's strengths and needs (academic, personal/social, career), recognizing uniqueness in cultures, languages, values, backgrounds and abilities. Please describe how you selected appropriate assessment strategies, and describe how you were able to analyze the assessment information in a manner that produced valid inferences. If it was a formal assessment, you may include a copy of the results (eliminating any identifying information).

◆ Part 2 – School Assessment: In your future career as a professional school counselor, how will you assess (a) the effectiveness of educational programs, and (b) barriers that impede the academic, career, and personal/social development of all k-12 students?

7. Research and Program Evaluation
    Provide a written statement (no more than one page, single-spaced) that addresses the following questions:
    a. How do you (or how will you) apply relevant research findings to inform the practice of school counseling?
    b. How do you (or how will you) develop measurable outcomes for school counseling programs, activities, interventions, and experiences?
    c. How do you (or how will you) analyze and use data to increase the effectiveness of school counseling programs?

6. Collaboration and Consultation
    a. Please provide a written statement (maximum of one page, single-spaced) describing the difference between an appropriate and inappropriate referral (made by a school counselor) to school and/or community resources.
    b. Provide a written statement (maximum of one page, single-spaced) that describes a time during your internship in which you consulted with a teacher or staff member at your school. The consultation should be focused on the promotion of an environment that promotes the academic, career, and/or personal/social development of a student or students.
    c. Please provide a written statement (maximum of one-page, single-spaced) that describes how you will engage parents, guardians, and families to promote the personal/social and career development of all K-12 students – and how you will address problems that impact student success. Cite examples from your internship.

9. Leadership
    Please describe the school counseling-related leadership experiences you engaged in during fieldwork. Include any work done to promote schoolwide programming or alignment with school goals. Also include any evidence of participation in state or national professional association activities (e.g. attending sessions or presenting research).

10. Closing Statement
    Please include any final thoughts on your experience or attach any other evidence that may be relevant to your experience.

(b) the scoring guide/rubric for the assessment; and

INSERT RUBRIC HERE

ASCA SPA Standards Addressed	Competency Area	Exceeds Expectations/ Demonstrates Competencies (4)	Meets Expectations/ Demonstrates Competencies (3)	Near Expectations/ Demonstrates Competencies (2)	Below Expectations/ Demonstrates Competencies (1)
7.1, 7.3	Ethical Foundations				
2.3, 4.1, 5.1, 5.2	School Counseling, Prevention and Interventions				
2.1, 4.4, 5.3, 6.2	Multicultural Competency and Advocacy				
3.1, 3.3	Assessment				
3.2, 5.1, 5.2	Research and Evaluation				
3.3, 6.2	Collaboration and Consultation				
5.3, 6.3	Leadership				

*Rubrics will be scored by all program faculty and an average score in each competency area will be recorded for every candidate.

(c) candidate data derived from the assessment.

ASCA SPA Standards	Competency Area	(Class of 2018 scores) n = 18	(Class of 2019 scores) n = 16
7.1, 7.3	Ethical Foundations	3.8	4.0
2.3, 4.1, 5.1, 5.2	School Counseling, Prevention and Interventions	3.7	3.9
2.1, 4.4, 5.3, 6.2	Multicultural Competency and Advocacy	4.0	3.9
3.1, 3.3	Assessment	3.2	3.0
3.2, 5.1, 5.2	Research and Evaluation	3.0	3.2
3.3, 6.2	Collaboration and Consultation	3.9	4.0
5.3, 6.3	Leadership	3.6	3.4
	Average	3.6	3.6

Additional Sample Assessment (for optional 7 or 8): Capstone Research Project

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);

The completion of a Capstone Project serves as the culminating project for XXX University School Counseling specialization. Candidates complete the projects over two semesters in combination with their yearlong K-12 school fieldwork placements. Candidates fuse classroom learning, academic literature, and field-based research practices to address problems, issues, needs or concerns raised within their school settings. This project is an opportunity for candidates to create their own unique contribution to the field, which they can then bring with them into their practice as professional school counselors.

Capstone Project Objectives:
The purpose of the Capstone Project is to:

1. Provide the candidate with an opportunity to conduct research on a contemporary topic in school counseling or a related area that is of particular interest to her or him.

2. Provide the candidate with a learning experience that is individualized and supervised by a school counseling faculty member who has specific expertise and/or interest in the area of study.

3. Provide the candidate with an integrated learning experience in which coursework taken throughout her or his program of study (e.g. research, theories, techniques) is synthesized into the completion of a final product.

4. Provide the candidate with an opportunity to demonstrate her or his ability to:
    a. work collaboratively with their project supervisor;
    b. think critically about important field-based topics;
    c. conduct graduate level research;
    d. share research findings;
    e. discuss the implications of their work;
    f. and professionally present their work within a public venue.

Required Text:
Thomas, G. (2017). *How to Do Your Research Project: A guide for students* (3rd Edition). Thousand Oaks, CA: Sage Publications.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section V. Cite SPA standards by number, title, and/or standard wording.

The purpose of the assessment is to demonstrate candidate competency related to collecting and analyzing impact data specific to the learning environment, such as improved grades, reduction in behavioral referrals, school climate improvement and other indicators of student improvement (e.g. formalized instruments and assessments). Specific ASCA SPA Standards addressed in this assessment are: 3.1, 3.2, 3.3; 4.1, 4.2, 4.4; 5.1, 5.2 and 5.3.

3. A brief analysis of the data findings;

According to the rubric, Capstone Research Projects are scores are averaged across the three faculty raters to receive an overall defense score that corresponds to the following ranges: Not Pass (0 – 9 points); Pass with Remediation (10 – 18 points); Acceptable Graduate Level Presentation (19 – 27 points); Exemplary Presentation (28 – 36 points). The 2019 cohort consisted of 23 students and resulted in 15 exemplary and 8 acceptable project defenses. No pass with remediations or failures were reported, therefore 100% of the 2019 cohort passed the Capstone Research Defense.

4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and

The Capstone Research Defense covers a wide range of ASCA SPA Standards. The projects are all school-based and require collecting student data related to standards 3.1, 5.1, 5.2 and 5.3. Furthermore, all of the research is firmly grounded in evidence-based practices (3.2) and includes a focus on comprehensive school counseling programming (4.1), collaboration (4.2) and psychoeducational pedagogy (4.4). Overall the faculty at XXX university feel that investing such time and energy into students' school-based school counseling research projects demonstrates school counselor effectiveness in improving student outcomes.

5. Attachment of assessment documentation, including:
(a) the assessment or description of the assessment

Capstone Project Defense Presentation

The Capstone Project presentations occur over two days towards the end of the spring semester. The presentation schedules are distributed via email and in-class announcements to all school counseling candidates, graduates, and area professionals who may wish to attend (there usually are a small number of guests, and candidates are encouraged to invite family and friends to be there on this important occasion).

The framework for the oral presentation (defense) is outlined below. The school counseling faculty hold high expectations for all candidate defenses. We know that a great deal of hard work goes into conducting research at your fieldwork sites. It is our greatest desire to see successful representations of candidate work. As much as these defenses are a requirement of our program, they are also an invitation into the profession. Hearing enthusiastic, well-organized and articulate stories of learning, problem solving, initiative and advocacy add to the celebratory nature of the presentation day.

Presentation Outline
1. Introduction
   ◆ In what setting was the research conducted?
   ◆ What were the school demographics?
   ◆ What problems, issues, needs, or concerns prompted the research?

2. Review of Literature
   ◆ What literature was used to inform the project?

3. Research Questions
   ◆ What were the research questions?
   ◆ How do the research questions relate to the literature and/or problems, issues, needs, or concerns raised in prior sections?
   ◆ How do the research questions align with the type of research conducted?

4. Research Methods
   ◆ What research methods were used in the study?
   ◆ What was your rationale for selecting these research methods?
   ◆ Who participated in the project and how were they selected?
   ◆ How was the data collected?
   ◆ What were the data sources and types (i.e. qualitative, quantitative)?
   ◆ What instruments (if applicable) were used?
   ◆ How was the data analyzed?

5. Findings
   ◆ What were the main study findings?
   ◆ How do the findings answer or inform the research questions?
   ◆ How do the findings align to the research methods?

6. Discussion
   - How did you interpret the study findings?
   - What new knowledge or deeper understandings were generated by the research project?
   - Were there any limitations that may have affected the study findings?

7. Implications
   - What are the implications of this research (at the site, personally, or related to the field)?
   - Did this study help to address or solve any of the study problems, issues, needs or concerns that prompted the research?
   - Does this study provide any insight into potential areas of improvement within the research setting?
   - Do the findings fill any existing gaps in literature or practice?

8. Conclusions
   - How can the overall study be summarized?
   - How would you describe the study's significance?
   - Can you answer the "So what?" question?
   - What are the key results or important implications that you would like the audience to consider when thinking about this research topic?

Technical Details:

1. All candidates in the school counseling specialization defend their Capstone Projects via an oral presentation. A Review Panel comprised of program faculty and administrators assesses the presentations. Though, only program faculty are responsible for scoring the presentations.

2. The presentations incorporate presentation software (i.e., Powerpoint, Prezi).

3. The presentations strictly adhere to a 30-minute time limit (20 minutes of candidate-lead presentation followed by 10 minutes of questions).

4. All candidate presentations are assessed using the School Counseling Capstone Project Rubric and scores are recorded using the School Counseling Capstone Reviewer Score Sheet. Scores are then totaled and divided by three to calculate an average score. The averaged scores are then placed into the following categories to determine the presentation results:
   - Not Pass (0 – 9 points)
   - Pass with Remediation (10 – 18 points)
   - Acceptable Graduate Level Presentation (19 – 27 points)
   - Exemplary Presentation   (28 – 36 points)

5. Candidates are informed of the Review Panel's results via e-mail in the evening of the defense. Students receive an indication of their total average score and corresponding category. Faculty advisors are available to discuss results in detail by appointment.

6. To successfully pass the defense, candidates must complete both the Oral Presentation and the Research Brief.

7. In the case of a "Pass with Remediation" decision, the Review Panel will outline the steps needed for the remediation and the candidate's advisor is responsible for carrying out the remediation and reporting the remediation outcome. Unresolved requests for remediation will result in a "Not Pass" two weeks after the defense feedback is provided to the candidates.
   - Oral Remediation (candidate average score of 14-18 points): Candidates are required to meet with her or his advisor to verbally discuss the questions or issues raised by faculty during the presentation. Advisors will take notes on candidate responses, report results back to the faculty panel, and make appropriate changes to the candidate defense documentation.
   - Written Remediation (candidate average score of 10-14 points): Candidates are required to respond to faculty feedback questions in written form and turn in her or his responses to her or his advisor. Written responses are due one week after the defense.

8. There will be no appeal of a Review Panel decision with the exception of a decision of "Not Pass." In the event a candidate is given a "Not Pass" assessment, the following steps of appeal are available to the candidate:

   ◆ The candidate may present her or his case to the Department Chair. The candidate may request that Review Panel members present the candidate with a copy of any notes taken during the presentation that are related to the candidate's presentation. The Chair or Director shall review the disputed assessment in consultation with the candidate's advisor. After this review, and following consultation between the Chair and the Review Panel, the Panel may decide to change the original assessment or not. The Chair will communicate the panel's decision to the student.

   ◆ If the matter is not satisfactorily settled after the step above, the candidate may present his/her case to the Associate Dean for review.

   ◆ Any steps beyond this will follow the procedures included in the Grade Grievance Procedures section of the Graduate Student Policies Handbook.

   ◆ Any candidate involved in an appeal process will be notified that the spring/summer graduation process will be placed on hold while the appeal is considered. In the event that the appeal process goes beyond the final date for notifying the Registrar's Office that a student has completed all graduation requirements, the student will be notified that graduation can take place the following semester, provided that the appeal has been successfully completed in the period from spring until the due date for notifying the Registrar's Office that a student has completed all graduation requirements for a fall semester graduation

Important Reminders:

1. Handouts: if candidates plan to have handouts, they should bring enough copies for all the defense committee members (5 people), plus an additional 10-15 copies for other audience members.

2. Turning in the completed research brief: Three copies of your research brief are to be turned in to the school counseling faculty on the day of your presentation.

3. PLAN for no more than a 30 minute presentation, including questions and answers.

(b) the scoring guide/rubric for the assessment; and

INSERT RUBRIC HERE

School Counseling Capstone Project: Reviewer Score Sheet

Candidate: _____ ☐ May 16 ☐ May 17

Reviewer:　　☐ Faculty　　　☐ Faculty　　　☐ Faculty

Missing or Exceptionally Weak 0 – 1	Weak 2	Acceptable 3	Exemplary 4

Scoring Criteria:

	Comments/Reviewer Notes	Score
Introduction **ASCA SPA 5.1**		
Literature Review ASCA SPA 3.2		
Research Questions		
Research Methods ASCA SPA 4.1, 4.2, 4.4		
Findings ASCA SPA 5.1, 5.2, 5.3		
Discussion		
Implications of the research ASCA SPA 5.1, 5.2, 5.3		
Conclusion		
Presentation style elements		
	Total Score	

(c) candidate data derived from the assessment.

2019 School Counseling Capstone Project Defense Data

Student Number					Exemplary	Acceptable
Student 1	34	36	36	35	X	
Student 2	35	36	33	35	X	
Student 3	35	34	35	35	X	
Student 4	33	34	36	34	X	
Student 5	33	34	35	34	X	
Student 6	33	34	35	34	X	
Student 7	34	32	35	34	X	
Student 8	34	32	35	34	X	
Student 9	33	34	34	34	X	
Student 10	34	32	35	34	X	
Student 11	33	34	33	33	X	
Student 12	33	31	34	33	X	
Student 13	32	32	31	32	X	
Student 14	32	32	31	32	X	
Student 15	30	27	32	30	X	
Student 16	24	29	29	27		X
Student 17	24	26	32	27		X
Student 18	27	25	29	27		X
Student 19	24	26	30	27		X
Student 20	27	23	30	27		X
Student 21	25	27	27	26		X
Student 22	21	24	27	24		X
Student 23	21	22	21	21		X