Institution: Emporia State University

Accredited By: ☑ KSDE  ☑ NCATE

Date Submitted: August 1, 2010

Name of Preparer(s): Dr. Dennis Pelsma

Unit Head Name: Dr. J. Phillip Bennett

Unit Head Phone Number: 620-341-5367  Unit Head Email: bennettp@emporia.edu

Level of the Program: ☑ Advanced  ☐ Initial

Grade levels for which candidates are being prepared:
☑ PreK-12

Is this program being offered at more than one site? ☑ Yes  ☐ No
If yes, please list the sites at which the program is offered: Emporia, Metro Learning Center

Program Report Status:

☐ New Program  ☑ Continued Program  ☐ Dormant Program
(NEW PROGRAMS MUST SUBMIT SYLLABI)

A PROGRAM WILL NOT BE RECOMMENDED FOR FULL APPROVAL IF IT MEETS FEWER THAN 75% OF THE STANDARDS.
GENERAL DIRECTIONS

The following directions are designed to assist institutions as they complete this program report. To complete the report, institutions must provide data from multiple assessments that, taken as a whole, will demonstrate candidate mastery of the Kansas standards. These data will also be used to answer the following questions. Reviewers expect these prompts to be answered by the report.

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their professional education responsibilities?
- Can candidates apply their knowledge in classrooms and schools?
- Are candidates effective in promoting student learning?

To that end, the program report form includes the following sections:

I. **Contextual Information** – provides the opportunity for institutions to present general information to help reviewers understand the program.

II. **Assessments and Related Data** – provides the opportunity for institutions to submit multiple assessments, scoring guides or criteria, and assessment data as evidence that standards are being met.

III. **Standards Assessment Chart** – provides the opportunity for institutions to indicate which of the assessments are being used to determine if candidates meet program standards.

IV. **Evidence for Meeting Standards** – provides the opportunity for institutions to discuss the assessments and assessment data in terms of standards.

V. **Use of Assessment Results to Improve Candidate and Program Performance** – provides the opportunity for institutions to indicate how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, and skills; and effects on student learning.

Page limits are specified for each of the narrative responses required in Sections IV and V of the report, with each page approximately equivalent to one text page of single-spaced, 12-point type. Each attachment required in Sections I and IV of the report should be kept to a maximum of five text pages. Although attachments longer than five pages will be accepted electronically, staff will require institutions to revise reports submitted with lengthy attachments.

Except for the required attachments, institutional responses can be entered directly onto the form. Specific directions are included at the beginning of each section.
SECTION I—CONTEXT

Complete the following contextual information:
A program of study that outlines the courses and experiences **required for all candidates** to complete the program. The program of study must include course titles and hours of credit per course. (This information may be provided as an attachment from the college catalog or as a student advisement sheet—maximum of five text pages.) NEW PROGRAMS MUST SUBMIT SYLLABI IN THE DOCUMENT WAREHOUSE AND IN A FOLDER ON THE CD.

1. Chart with the number of candidates and completers. (Title-Chart with Candidate Information)¹ (response limited to 6 pages, not including charts)

1. Program of Study:
Provide the following contextual information:

- *Description of the relationship of the program to the unit’s conceptual framework.*

The essential framework and principles guiding the advanced degree program in School Counseling are tied directly to the conceptual framework of The Teachers College at Emporia State University. The preparation for becoming a counselor requires applying knowledge from a variety of areas including a respect for individual and personal development, an appreciation for ones cultural identity and the diversity of others, the need for assessment and research leading to effective planning and decision making, and the importance of advocacy and leadership skills as they apply to protecting and enhancing the safety, growth, and development of all students and their families. Within the content related courses and throughout various field experiences, candidates provide much needed services to society within their individual settings and school districts. As team members, candidates consult with other professionals from various disciplines (i.e., special education, school psychology, etc.) to apply interdisciplinary knowledge in developing specific plans to help students achieve. Through experiential courses including: pre-practicum, practicum, and internship, opportunities are provided to ensure that completers are effective practitioners. These field experiences also provide opportunities for candidates to learn to respond effectively to uncertainty and change as they plan and react to various crisis situations. From initial courses (Decision Point 1) through completion of the program (Decision Point 4), candidates continue to rely on personal reflection (Personal Position Papers) as they examine their strengths and limitations and discover ways to become more effective, both in the classroom as learners and in the field as practitioners. Finally, as candidates continue through the program they are expected to become student members of both the Kansas Counseling Association (KCA) and the American School Counseling Association (ASCA) as they begin to understand their professional responsibilities and learn to take advantage of the shared knowledge held by individuals in these groups (locally, nationally, and internationally). To encourage this process of proficiency attainment, beginning with the initial stage of acceptance into the program, candidates are required to develop an academic/professional portfolio (The Candidate’s Portfolio) that identifies the ten KSDE standards and related indicators and includes products and documentation of their work throughout the 48-hour program. This portfolio serves as an organizer for candidates showing the relationship between various assignments and assessments and their connection to each of the ten standards.

As candidates progress through the program they are exposed to an academic structure that integrates the

¹ KSDE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.
connections among general content and skills, professional and ethical responsibilities, and clinical experiences required of those working in the counseling profession. Throughout these experiences, a strong emphasis is placed on helping candidates to develop the leadership skills necessary to develop and maintain a comprehensive counseling program within a school setting that follows the American School Counselor Association National Model (ASCA, 2005). Like their colleagues within other programs, school counseling candidates are exposed to an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of school counselors. These tenets include: the importance of and respect for diversity, the power of authentic assessment, the essentials of professionalism, the importance of collaboration, the value of technology, and the merit of reflection. As such, the result and outcome of this academic experience is a candidate who is well prepared to assume a vital role in the lives of K-12 students as a professional school counselor.

Program of Study: School Counseling

<table>
<thead>
<tr>
<th>DIV</th>
<th>#</th>
<th>COURSE TITLE</th>
<th>HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC</td>
<td>700X*</td>
<td>Introduction to Secondary School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SC</td>
<td>705X*</td>
<td>Introduction to Elem./Middle School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SC</td>
<td>710</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SC</td>
<td>715</td>
<td>Parenting and Parent Consultation</td>
<td>3</td>
</tr>
<tr>
<td>SC</td>
<td>805X*</td>
<td>Professional and Ethical Issues in Counseling</td>
<td>1</td>
</tr>
<tr>
<td>SC</td>
<td>810</td>
<td>Pre-Practicum, Counseling Skills Development</td>
<td>2</td>
</tr>
<tr>
<td>SC</td>
<td>815X*</td>
<td>Assessment in Schools</td>
<td>3</td>
</tr>
<tr>
<td>SC</td>
<td>820X*</td>
<td>Career Counseling and Development</td>
<td>3</td>
</tr>
<tr>
<td>SC</td>
<td>825</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>SC</td>
<td>850</td>
<td>Theories of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SC</td>
<td>860X*</td>
<td>Leadership and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>SC</td>
<td>871</td>
<td>Supervised Practicum in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SC</td>
<td>881</td>
<td>School Counseling Internship</td>
<td>6</td>
</tr>
<tr>
<td>ER</td>
<td>752X*</td>
<td>Analysis of Research</td>
<td>3</td>
</tr>
<tr>
<td>RE</td>
<td>732X*</td>
<td>Psychosocial Development and Disability</td>
<td>3</td>
</tr>
<tr>
<td>SC</td>
<td>720</td>
<td>Elective Credit</td>
<td>3</td>
</tr>
</tbody>
</table>

X* denotes online course (Blackboard)

- **Indication of the program’s unique set of program assessments and their relationship of the program’s assessments to the unit’s assessment system.**

Each of the eight assessments used in the assessment of the program has been chosen by the program faculty to evaluate specific aspects of the ten KSDE standards for school counselors. Although all of the assessments are conducted within Decision Points 3 (during and upon completion of field experience) and 4 (at the completion of the program) candidates begin their preparation for these assessments from their initial acceptance into the program. The four required assessments (i.e., Praxis II with four subscales, Classroom Guidance Lesson Plan, the Internship Evaluation: On-Site Supervisor’s Rating, and the Research Study on Student Learning) are completed during the advanced field experience at Decision Point 3 (SC881: Internship in School Counseling) as these are consistent with similar assessments used in other programs within the unit’s assessment system. The remaining four assessments are likewise essential to evaluate the program’s preparation of potential school counselors and these occur at various times during Decision Points 3 and 4. These assessments include the following: Oral Examination of

---

2 This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under KSDE/NCATE Standard 2.
Candidate’s Portfolio and Structured Job Interview (Decision Point 3), Conducting an Effective Diversity Experience (Application) (Decision Point 3), Assessment of Counseling & Case Conceptualization Skills (Decision Point 3) and The Comprehensive Exam (Decision Point 4). These assessments each serve to further evaluate the knowledge, skills, and dispositions required for effective practice as a professional counselor working in a school setting. As mentioned above, prior to reaching Decision Points 3 and 4, candidates must have successfully acquired the content, performance indicators, and dispositions required at Decision Points 1 and 2 to become eligible for field experience placement (and Decision Points 3 and 4). Each of the ten standards is assessed with a variety of assessments with the goal of providing a comprehensive evaluation of the program using both direct and indirect measures. Like the unit’s assessment system, each assessment contains a specific rating scale or rubric designed to assist in the learning, instructional, and evaluative process. These processes alone have created a strong link between course and candidate objectives, course assignments, grading, and evaluation linking the program’s assessments to the unit’s assessment system. In doing so, candidates are evaluated on their ability to demonstrate knowledge, skills, and dispositions during course work completion and field experiences while preparing to work effectively with students, teachers, and parents in an educational environment.

- **Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.**

### Criteria for Admission

Candidates pursuing a master's degree in school counseling must be admitted to the School of Graduate Studies and Research as well as to the department. Applicants are required to complete all of the admission requirements prior to their initial enrollment in courses in the department. Submission of the following credentials are required: completed application form, at least three references, all undergraduate transcripts, all graduate transcripts, and standardized examination scores for either the Miller Analogies Test or the Graduate Record Exam.

A departmental admissions committee composed of three faculty members consider the following criteria in deciding whether or not to recommend an applicant for admission to the department: undergraduate 3.0 and/or graduate 3.5 grade-point averages, Graduate Record Examination (850 combined verbal and math) or Miller Analogies Test (40), writing style and content of application letter, professional experiences (education and employment history), three personal references (forms provided by department, at least one must be completed by a current or former supervisor), and a personal interview conducted with the program faculty.

### Retention and Advancement

In order to maintain active status as a graduate student, candidates must continue to make progress towards completing the program within a seven year period from the time they are admitted. Candidates are also assessed on Dispositions at five decision points: DP 1-admitted/accepted into the program, DP 2-application/acceptance into initial field experience, DP 3-completion of field experience, DP 4-completion of program, and DP 5-follow-up evaluation. The School Counseling Program Committee validates acceptable dispositions (“acceptable” means “at” or “exceeds expectations”) of each candidate before allowing candidates to progress through the various stages of the program. If any dispositions are rated as “unacceptable,” a contract is developed, which includes a plan (with specific goals) that the candidate must agree to follow in order to be admitted to the next level. If a candidate is denied admission into the next stage (i.e., field experience) he/she may file an appeal with The Teachers College.

### Graduation Requirements

In order to receive a master's degree in School Counseling candidates must successfully accomplish the
following: review the on-line orientation and satisfactorily complete the on-line "Orientation Quiz", complete an approved program of study as developed and approved by a faculty advisor, apply for Degree Candidacy, maintain a "B" average with no grade lower than "B" in a core course*, pass a written comprehensive examination during the semester or summer of graduation or complete a masters level thesis, complete an Intent to Graduate Form (submit to the Graduate Office), and pay commencement fee.
*A core course is defined as all required, non-elective courses (note: for courses that utilize minus grades, a "B-") meets the criteria for successful completion of a core course).

- Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Field Experience in School Counseling

Practicum: Candidates in the School Counseling Program are required to complete core concentration courses before becoming eligible to apply for the initial field experience, SC871: Supervised Practicum in School Counseling (3 credit hours). The practicum, which requires 100 clock hours (a minimum of 40 hours of direct client contact), is completed through the Community Counseling Services Clinic at Emporia State University or through various school settings in the Kansas City area. During the 10-15 week semester, candidates receive weekly supervision (50 minutes per week of individual and 90 minutes per week of small group) from a School Counseling Program instructor or faculty member. Throughout this experience candidates are evaluated on their ability to demonstrate knowledge, skills, and dispositions in the areas of Critical Thinking, Creative Planning, and Effective Practice as they work with a variety of clients in these clinical settings.

Internship: Candidates in the School Counseling Program are eligible to take SC881: School Counseling Internship (6 credit hours) after successful completion of SC871: Supervised Practicum in School Counseling. Counseling internship consists of 600 clock hours and is completed at school internship sites generally over two semesters and supervised by a certified/licensed school counselor. Two hundred forty hours must include direct client (student) contact, which includes individual, small group counseling and large group guidance activities. Candidates receive weekly individual supervision through their on-site supervisor (50 minutes per week) as well as weekly group supervision (at least 90 minutes per week) with a School Counseling Program instructor or faculty member.
2. **Chart with Candidate Information:**

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, and master’s, doctorate) being addressed in this report.

<table>
<thead>
<tr>
<th>Program (initial):</th>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 -20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 -20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 -20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program (Post-baccalaureate – Added Endorsement):</th>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers</th>
<th>Master’s/Ed. Specialist/Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007-2008</td>
<td>68</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>2008-2009</td>
<td>91</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>2009-2010</td>
<td>108</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

---

3 An enrolled candidate is officially admitted to the program.

4 KSDE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.
## SECTION II—ASSESSMENTS AND RELATED DATA

In this section, list the multiple assessments that are being submitted as evidence for meeting the Kansas standards for this content area. **All programs** must provide a **minimum of six assessments, maximum of eight assessments**: assessments #1-6 are required for all programs. For each assessment, indicate the type or form of the assessment and when it is required/administered in the program.

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Required/Administered</th>
</tr>
</thead>
</table>
| 1. **[Licensure assessment, or other content-based assessment]**<sup>*</sup>  
  a. **Praxis II-content test data and sub-score data if utilized** | Standardized | End of program |
| 2. **[Assessment of candidate ability to plan to meet the needs of the school counselor program]**<sup>*</sup>  
  Classroom Guidance Lesson Plan | Pedagogical (Planning)-1 | SC881: Internship in School Counseling |
| 3. **[Assessment of clinical experience]**<sup>*</sup>  
  Internship Evaluation: On-Site Supervisor’s Rating | Pedagogical (Application)-2 | SC881: Internship in School Counseling |
| 4. **[Assessment of candidate effect on student learning]**<sup>*</sup>  
  Research Study on Student Learning | Student Learning (Pre-Post)-7 | SC881: Internship in School Counseling |
| 5. **Content-based assessment** *(Required) Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards OR course grades-based assessments related to content knowledge.* | Content Test-5 | End of program |

---

<sup>5</sup> Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

<sup>6</sup> Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, portfolio).

<sup>7</sup> Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and number], or completion of the program).

<sup>8</sup> Assessment #1a Praxis II sub-score data may be used as an assessment for meeting content standards. A data table for Praxis II content test and a data table for sub-score data must be submitted but a rubric is not required.

<sup>9</sup> Clinical experience includes practica, student teaching and internships.

<sup>10</sup> Course grades-based assessments can only be used for Assessment 5.
<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Required/Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Exam</td>
<td>Portfolio Analysis -4/Internal or External Expert Evaluation-2</td>
<td>SC881: Internship in School Counseling</td>
</tr>
<tr>
<td>6 [Content-based assessment (Required)] Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and scores related to content knowledge. Oral Examination of Candidate’s Portfolio and Structured Job Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 [Additional assessment that addresses Kansas content standards (Optional) ] Conducting an Effective Diversity Experience</td>
<td>Pedagogical (Application)-1</td>
<td>SC881: Internship in School Counseling</td>
</tr>
<tr>
<td>8 [Additional assessment that addresses Kansas content standards (Optional) ] Assessment of Counseling and Case Conceptualization Skills</td>
<td>Rating Scale-1/Evaluation-1</td>
<td>SC871: Practicum in School Counseling</td>
</tr>
</tbody>
</table>

*Required Assessments
For each Kansas standard on the chart below, identify the assessment(s) in Section II that address each standard. **One assessment may apply to multiple Kansas standards.** In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting Kansas standards. To save space, the knowledge and performance indicators of the Kansas standards are not identified here, but are available on the website — www.ksde.org. The full set of standards provides more specific information about what should be assessed. **Please include information on assessments used for PreK if this is an all-level program.**

<table>
<thead>
<tr>
<th><strong>KANSAS STANDARD</strong></th>
<th><strong>APPLICABLE ASSESSMENTS FROM SECTION II</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practices, preparation standards, professional credentialing practices, and ethical behaviors.</td>
<td>☒#1a ☐#2 ☒#3 ☐#4 &lt;br&gt; ☐#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>2. The school counselor understands and implements management and consultation skills necessary to integrate program planning, curriculum development, and evaluation.</td>
<td>☒#1a ☒#2 ☒#3 ☐#4 &lt;br&gt; ☐#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>3. The school counselor demonstrates an understanding of the nature and needs of individuals throughout the stages of human development and possesses knowledge of related human behavior.</td>
<td>☐#1a ☒#2 ☒#3 ☐#4 &lt;br&gt; ☐#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>4. The school counselor understands the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom guidance activities designed to promote educational, career, personal, and social development of students.</td>
<td>☒#1a ☒#2 ☒#3 ☐#4 &lt;br&gt; ☐#5 ☐#6 ☐#7 ☒#8</td>
</tr>
<tr>
<td>5. The school counselor understands and demonstrates knowledge of assessment and research procedures and instruments needed to assist all students.</td>
<td>☐#1a ☒#2 ☒#3 ☒#4 &lt;br&gt; ☐#5 ☐#6 ☐#7 ☒#8</td>
</tr>
<tr>
<td>6. The school counselor has knowledge of career development and applies a systematic plan for assisting all students through their developmental stages.</td>
<td>☒#1a ☒#2 ☒#3 ☐#4 &lt;br&gt; ☐#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>7. The school counselor understands the significance of teaming and utilizes consultation, collaboration, and coordination in developing programs to facilitate the positive interaction between students and their environment.</td>
<td>☒#1a ☒#2 ☒#3 ☐#4 &lt;br&gt; ☐#5 ☐#6 ☐#7 ☐#8</td>
</tr>
<tr>
<td>KANSAS STANDARD</td>
<td>APPLICABLE ASSESSMENTS FROM SECTION II</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>8. The school counselor understands social and cultural diversity across</td>
<td>#1a  #2  #3  #4  #5  #6  #7  #8</td>
</tr>
<tr>
<td>developmental stages and is able to identify appropriate counseling practices.</td>
<td></td>
</tr>
<tr>
<td>9. The school counselor understands how current issues affect students.</td>
<td>#1a  #2  #3  #4  #5  #6  #7  #8</td>
</tr>
<tr>
<td>10. The school counselor understands the importance of continual lifelong</td>
<td>#1a  #2  #3  #4  #5  #6  #7  #8</td>
</tr>
<tr>
<td>professional development.</td>
<td></td>
</tr>
</tbody>
</table>
SECTION IV—EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: Information on the multiple assessments listed in Section II and the data findings must be reported in this section. The assessments 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.

For each assessment, the evidence for meeting standards should include the following information:

❖ A brief description of the assessment, project, portfolio and its use in the program. Explain specificity of the assessment to the standard/s. An assessment may assess several standards at the same time;
❖ The alignment of the assessment with the specific KSDE standards addressed by the assessment, as they are identified in Section III;
❖ A brief summary of the data findings;
❖ An interpretation of how that data provides evidence for meeting standards.

The response to each assessment is limited to the equivalent of two text pages.

For each assessment listed, you will need to attach the following:

● Scoring guides, criteria or rubric (specific to content of standard/s) used to score candidate responses on the assessment;
● A table (include # of candidates) with the aggregated results of the assessment providing, where possible, data for at least the most recent three years. Data should be organized according to the categories used in the scoring guide/criteria. Provide the percentage of candidates achieving at each category.

For each assessment #1a (sub-score data) and assessment #5(course grades-based assessments), you will include the following information:

● Praxis II sub-score data tables must be clearly labeled to indicate alignment with the standard it is assessing. Section IV narrative must clearly show alignment of sub-score data to the standard or elements of the standard.
● Course grades-based assessments have a brief description in the matrix. A more detailed and specific discussion of the alignment of activities, exams, and projects in the course to the standard should be included in the narrative description of assessment 5. The course grades-based assessments data tables will be included in the narrative of assessment 5. Each course grades-based assessment is numbered and lettered as 5A, 5B, 5C, 5D, 5E and 5F. Use the same number and letter in the narrative and the data table. If the course grades-based assessments are used as evidence for meeting two standards, the course key assessments’ data (exams, projects, portfolio tasks) must be disaggregated in a data table for each of the two standards. This is necessary to provide evidence of meeting each standard. One course MAY NOT MEET more than two standards.

In the two columns for attachments, click in the box for each attachment to be included with the report. Each attachment should be no longer than five pages. The two attachments related to each assessment must be included for the program report to be complete. The report will not be reviewed until it is complete.
#1 (Required) CONTENT KNOWLEDGE: Data from licensure tests for content knowledge. Provide assessment information as outlined in the directions for Section IV. PRAXIS II Content. Submit overall score data for all candidates. Data tables for standards must be PRAXIS II sub-score data that are aligned to specific standard/s.)

Assessment 1: PRAXIS II (0420) (School Guidance and Counseling)

Description: PRAXIS II: School Guidance and Counseling test is designed for prospective counselors grades PK-12. The test is intended primarily for persons who are completing masters-level programs who intend to become counselors in public schools. The PRAXIS II measures knowledge and skills required of the professional school counselor in relation to those developmental areas that constitute most of the work of the counselor. The test is designed to measure counselor functions and skills related to both the primary and secondary school levels. The content of the test is focused on questions that relate to the following four major categories (subscales): counseling and guidance, consulting, coordinating, and professional issues. Questions posed provide candidates the opportunity to demonstrate knowledge of counseling theories and their use in individual and small group counseling, career counseling, and the development and management of a comprehensive guidance program. Additional questions cover such areas as consulting with parents and teachers, uses of assessment, multicultural counseling, and professional and ethical issues in counseling practice. The two-hour exam includes 120 multiple-choice questions including a taped portion (approximately 40 questions) in which the examinee is required to answer questions as they relate to an actual counseling session and client/counselor interaction. All questions are offered in a multiple-choice format and are scored as either correct or incorrect. Mean scores for each subscale are provided as well as the ESU range, the average percent correct for ESU, the State, and at the National level. The program has set the target level for the subscales at 80-100 % correct, the acceptable level at 70-79 %, and unacceptable level scores below 70 %. The established passing score for Kansas has been set at 600 total points. The target level for the program is 670-750, the acceptable level is set at 600-669, and below 600 total points is considered unacceptable.

Alignment with Standards: PRAXIS II: School Guidance and Counseling addresses four of the KSDE ten standards as identified by the subscales in the order as follows:
Standard 1 relates to the candidate's ability to demonstrate knowledge and skills associated with counseling practices, preparation and credentialing practices, and ethical behaviors. Standard 1 is addressed directly in the subscale: Professional Issues. Approximately 10 % (12 questions) of the exam pertains to this area;

Standard 2 involves the candidate's understanding and implementation of management skills necessary for program development. Standard 2 is assessed through approximately 15 % (18 questions) of the subscale: Coordinating;

Standard 4 is assessed through the subscales: Counseling and Guidance and Taped portion (approximately 55 % or 66 questions). Standard 4 relates to the candidates understanding of counseling theory as it is applied to individual and group counseling, and classroom guidance lessons/activities; and
Standard 7 focuses on the candidate’s ability to understand the importance and skills used in effective consultation and collaboration to facilitate positive interactions between students and their environment. This standard correlates directly with the subscale: Consulting, which includes approximately 20% (24 questions) of the PRAXIS II exam.


Data Summary: As can be seen from Assessment 1 Data Tables-Table 1, the mean score and percent correct during the years 2007-2008, 2008-2009, and 2009-2010 for the subscales Professional Issues, Coordinating, Counseling & Guidance (including Taped portion), and Consulting were as follows.

Professional Issues (Standard 1): For 2007-2010 the mean was 15.1, 13.7, and 13.0 respectively with the average for three years equal to 13.8 (not shown in table due to space limitations). The average percent correct for ESU candidates during these years ranged from 75 to 83%. Over the three years, 46.3% of ESU candidates scored at target level and 53.7% at acceptable. Coordinating (Standard 2): overall, 55.6% of candidates scored at target level, 37.0% at acceptable, and 7.4% at unacceptable with a mean of 12.7 (13.5, 12.3, & 12.6 for 2007-2010) and an average percent correct rate at 77.1. Counseling & Guidance and Taped portion (Standard 4): the mean score for the three years for the Counseling & Guidance subtest was 52.0, 46.6, and 46.7 (47.9 average) with 77.7% average correct (50.0% at target, 48.1% at acceptable, and 1.9% at unacceptable levels), and the average percent correct was 82.9%. For the Taped portion the target level was reached by 66.7% and the acceptable level was achieved by 33.3%, with a mean of 32.2. Consulting (Standard 7): the average percent correct for the three years was 83.1% (with data indicating 59.3% at the target, 38.9% at acceptable, and 1.8% at unacceptable levels) with a three year mean equal to 15.2.

The table in Assessment 1 Data Tables-Table 2 provides results for PRAXIS II-Total Scores indicate that during the years 2007-2010, 98.2% of the 54 candidates passed the PRAXIS II: School Guidance and Counseling assessment with a Total Score mean of 686 (passing score is 600 points). The range for these scores was 580-750. These scores indicate that for the last three years 72.2% of candidates were at the target, 26.0% at acceptable, and 1.8% at the unacceptable levels.

Interpretation of Data: Although validation studies do not verify or “prove” evidence of effectiveness or performance, candidate subscale scores on the PRAXIS II (2007-2010) can be used as partial indicators to determine whether candidates are meeting KSDE Standards 1, 2, 4, & 7. Total scores on PRAXIS II can allow a comparison of candidates with peers who are also preparing to enter the field of school counseling.

Standard 1: For the subscale on Professional Issues, candidates correctly scored 78.8% (with 100% achieving at least the acceptable level). Since the questions on Professional Issues relates directly with Standard 1, these results along with the positive ratings from Assessment 3-Item 1 (Internship Evaluation: On-Site Supervisor’s Rating), which focus on the candidate’s “professional attitude and ethical behavior” provide evidence of the program’s fulfillment of Standard 1.

Standard 2: In the area of Coordinating, candidates correctly scored 77.1% (and more than 92% scored at least at the acceptable level). Since this
scale is related directly to the school counselor’s understanding and implementation of management and coordinating skills necessary for program planning it can be concluded that the program demonstrates partial evidence for meeting the requirements for Standard 2. This conclusion is also supported by the ratings from Assessment 3-Item 2 (Internship Evaluation: On-Site Supervisor's Rating), which assesses the candidate's ability to “implement a counseling program based on the needs of students, parents, and teachers;” and the results from Assessment 5-Comprehensive Exam (essay-type question) that relates directly with program development, implementation, and evaluation.

Standard 4: In the area of Counseling & Guidance, candidates scored a total of 77.7 % correct on the written (98.1 % at acceptable or above) and 82.9 % correct on the Taped portion (100 % at acceptable or above). Since these subscales are directly related to Standard 4, which reflects the candidate’s knowledge and skills in the area dyadic counseling, small group counseling, and classroom guidance, it can be concluded that the program meets partial fulfillment of Standard 4.

Standard 7: On the Consulting subscale, candidates scored a total of 83.1 % correct (98.2 % at acceptable or above). This subscale relates directly to Standard 7 and candidates’ knowledge of working successfully as part of a team with other professionals and parents as they assist students in their adjustment/transition with the environment. Thus, it can be concluded that the program meets partial achievement of Standard 7.

In terms of Total Score on the PRAXIS II, the percent passing, percent correct, and mean scores well above the state and national average provide evidence of the performance level for ESU candidates compared to peers. From the tables for Assessment 1 it can be seen that ESU candidates for 2007-2010 scored well above the passing score (600) and at or above the high range on all individual subscales. During 2007-2008, 100 % of the thirteen scored above the passing score with a mean of 709. For 2008-2009, 95.0 % (19/20) passed the exam with a mean of 687. In 2009-2010, 100 % successfully passed with a mean of 670. The total score mean for these three years was 686 or 86 points above the passing score (98.2 % passing rate) indicating ESU candidates are performing at a superior level compared to peers at other institutions. Although validation studies do not verify or “prove” evidence of effectiveness or performance, candidate subscale scores on the PRAXIS II scores (2007-2010) can be used as partial indicators to determine whether candidates are meeting KSDE Standards 1, 2, 4, & 7. Total scores on PRAXIS II can also allow a comparison of candidates with peers who are also preparing to enter the field of school counseling.

(No more than 2 pages)

<table>
<thead>
<tr>
<th>Attachments</th>
<th>Scoring Guides/Criteria/ Rubric</th>
<th>Data Table11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1</td>
<td></td>
<td>Click the box if attached.</td>
</tr>
<tr>
<td>1a—Praxis II Content-Overall score</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11 Licensure test data must reflect the percentage of candidates who have passed the state licensure test for each year since the last accreditation visit. The most recent year of data must include the range of total scores and sub-scores on the licensure test. Data must be presented for all program completers, even if there were fewer than 10 test takers in a given year. Sub-score data tables will report the N, the % of candidates’ performance and the average performance range provided in the Praxis report.
#2 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS: Assessment that demonstrates candidates can effectively plan to meet the needs of the school counselor program. Examples of assessments include the evaluation of candidates’ abilities to develop comprehensive program planning, curriculum development projects, curriculum integration and collaboration, and program evaluation. Provide assessment information as outlined in the directions for Section IV.

Assessment 2: Classroom Guidance Lesson Plan

Description: All ESU school counseling candidates are required to demonstrate the ability to plan an effective Classroom Guidance Lesson. During SC881: Internship in School Counseling, candidates complete a classroom guidance lesson plan that includes the following ten areas:

1. “Title/Topic” provides a title/topic that best describes the nature of the activity as it applies to classroom/counseling curriculum.
2. “Grade Level/Age/Stage” lists the grade level and age of students for which activity is designed and explains why this activity is appropriate for this grade/age level.
3. “Social/Cultural Diversity” explains how activity demonstrates social and cultural sensitivity and meets the needs of all students.
4. “Rationale” provides a brief explanation of the reason this activity is important and how it fits into the classroom and counseling curriculum.
5. “Purpose/Objectives” describes the main goal(s) and the objectives (stated in behavioral terms) of this activity,
6. “Materials” identifies the materials necessary to conduct the activity.
7. “Procedures” describes the specific steps involved in this activity.
8. “Evaluation” describes follow-up activities needed and how to assess whether the goals and objectives of the activity were accomplished.
9. “References/Resources” lists important resources used in the preparation of this activity.
10. “Conventions/Organization” evaluates the organization and the use of correct grammar in written communication.

The primary purpose of these areas is to ensure that ESU candidates are able to successfully design a guidance lesson plan that aligns with the school counseling program curriculum and the three domains: personal/social, academic, and career as described in the American School Counselor Association National Model (2005). The lesson should be appropriate for the developmental grade/age/stage of students and sensitive to socio-economic, cultural, and learning style differences. Candidates are evaluated by faculty instructors on the attached rating scale (Assessment 2-Rating Scale) and receive points (Target-2, Acceptable-1, and Unacceptable-0) for each of the ten items with items number 4 (Rationale), 5 (Purpose/Objectives), & 8 (Evaluation) receiving a weighted value of times 4, item number 10 (Conventions/Organization) times 3, items 2 (Grade Level/Age/Stage), 3 (Social/Cultural Diversity), 6 (Materials), & 7 (Procedures) times 2 and items numbered 1 (Title/Topic) and 9 (References/Resources) times 1 for a total score of 50 points possible. These sections are weighted as to the importance and relevance to an effective and developmentally sensitive guidance lesson. The criterion for success for this assessment is 40 out of 50 points (80%) or higher. Since Assessment 2 represents a pedagogical (planning) type of assessment, the Classroom Guidance Activity Lesson Plan Rating Scale was developed.
by the program faculty to evaluate the candidate’s ability to develop a successful guidance lesson. The criteria for success are established as follows: Target: 46-50 points, Acceptable: 40-45 points, and Unacceptable: below 40 points.

Alignment with Standards: The Classroom Guidance Lesson Plan is applicable to KSDE Standard 3 for School Counselors. Standard 3 states that “The school counselor demonstrates an understanding of the nature and needs of individuals throughout the stages of human development and possesses knowledge of related human behavior.” The Classroom Guidance Lesson relates directly to the candidate’s ability to demonstrate understanding of behavior and development across stages (primarily ages 5-18) and theories of learning and personality at each developmental stage and effectively use this knowledge to develop appropriate strategies for interventions with individuals and groups (in this case, a large group guidance activity).

Data Summary: The table in Assessment 2 Data Table includes candidates’ total scores and means reported for each of the years 2007-2010. For 2007-08 the mean score for the 12 candidates was 48.8 with 83.3% scoring in the target range and 16.7% at the acceptable level. During 2008-09 the mean score for the 21 candidates was 49.6 with 95.2% at target and 4.8% at acceptable levels. For 2009-2010, 100% of the candidates scored in the target level with a mean score of 50.0. Combining these totals for 2007-2010 shows an overall mean of 49.5 with 93.7% in the target and 6.3% at the acceptable level. The scores ranged from 44-50 for the 48 candidates.

Interpretation of Data: The data provides partial evidence for meeting Standard 3 as follows: For 2007-2010 all ESU school counseling candidates were able to develop an effective classroom guidance lesson meeting the criteria for understanding the nature and needs of students and the importance of identifying appropriate counseling/instructional strategies with respect to these developmental needs. All of the ESU school counseling candidates being successful on this assessment is evidence in support of meeting Standard 3.

<table>
<thead>
<tr>
<th>Attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #2</td>
</tr>
<tr>
<td>[Assessment that demonstrates candidates can effectively plan to meet the needs of the school counselor program] * (Required) Classroom Guidance Lesson Plan</td>
</tr>
</tbody>
</table>

#3 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS: Assessment of clinical experience that demonstrates candidates' knowledge and skills are applied effectively in practice. The assessment instrument used to evaluate internships, practicum, or other clinical experiences should be submitted. Provide assessment information as outlined in the directions for Section IV.
Assessment 3: Internship Evaluation: On-Site Supervisor's Rating

Description: This required assessment is completed for all candidates during field experience while enrolled in SC881: Internship in School Counseling. The instrument (Assessment 3-Rating Scale) assesses the candidate’s knowledge and skills necessary for working as a professional counselor in schools PK-12 and includes the on-site supervisor’s average ratings for the mid-term and final evaluation using the following (1-5) scale as a guide: 1 = below expectations (unacceptable); 3 = at expectations (acceptable); and 5 = above expectations (target). The instructions read:

The intern demonstrates:
1. a professional attitude and ethical behavior (Standard 1)
2. the implementation of a counseling program based on the needs of students, parents, and teachers (Standard 2)
3. an understanding of students from a developmental perspective (Standard 3)
4. skills in individual and group counseling, and classroom guidance lessons and activities (Standard 4)
5. knowledge of assessment data and how to analyze and interpret students data (Standard 5)
6. knowledge of career exploration and development and skills in conducting career related activities (Standard 6)
7. skills in participating in teams and collaborating with other professionals to facilitate the positive interaction between students and their environment (Standard 7)
8. skills and sensitivity in understanding social and cultural diversity (Standard 8)
9. an understanding of how current issues and change affect students, their growth and development (Standard 9)
10. professional involvement, growth and development.” (Standard 10)

These items were developed with the assistance of the program’s advisory board/focus group (Spring 2007) to match directly with the ten KSDE Standards. Each item includes knowledge and performance indicators to provide the criteria needed to effectively assess the intern's demonstration of each standard. This rating scale was used for the first time during 2007-08. Assessment 3 represents a pedagogical (application) type of assessment and as such was developed to evaluate the candidate’s performance regarding the demonstration of attitudes and skills required in the position of school counselor. Candidates are evaluated at midterm and again at the end of the semester, and the average of these two ratings is used to determine final rating. Since specific items relate to KSDE standards and given that this evaluation represents a performance rating by on-site supervisors, criteria for success for individual items related to standards is as follows: Target: 4.5-5.0, Acceptable: 3.0-4.4, Unacceptable: below 3.0. While the total mean score for the ten items does not reflect individual standards, it is used to compare candidates across time periods (2007-2010).

Alignment with Standards: Assessment 3 aligns with the ten KSDE Standards in the following ways:
Standard 1 addresses the candidate’s knowledge and skills regarding the school counseling profession including preparation and credentialing standards, and ethical behavior. Item 1 on the assessment includes aspects of this standard as it relates to “a professional attitude and ethical behavior.”
Standard 2 focuses on understanding and implementing skills necessary for program planning, development, and evaluation. Item 2 assesses “the implementation of a counseling program based on the needs of students, parents and teachers.”
Standard 3 requires candidates to demonstrate an understanding and sensitivity to the needs of all students with regard to their development and behavioral repertoire. Item 3 assesses the candidate’s ability to “understand students from a developmental perspective.”

Standard 4 focuses on candidates’ understanding and use of skills regarding the practice of counseling in individual, small group, and large group (classroom) settings. Item 4 assesses candidates’ knowledge and skills in this area by asking on-site supervisors to rate candidates on their “skills in individual and group counseling, classroom guidance lessons and activities.”

Standard 5 focuses on understanding and demonstrating knowledge of the assessment process. Item 5 assesses “knowledge of assessment data and how to analyze and interpret students’ data.”

Standard 6 addresses the candidate’s knowledge of career development and the practice of assisting students in the life-career planning process. Item 6 measures the candidate’s ability to demonstrate “knowledge of career exploration and development and skills in conducting career related activities.”

Standard 7 focuses on the candidate’s knowledge and skills regarding consultation and collaboration with other professionals and the ability to coordinate programs designed to facilitate student growth and development. Item 7 assesses candidates on “skills in participating in teams and collaborating with other professionals to facilitate the positive interaction between students and their environment.”

Standard 8 involves the importance of understanding the issues of social and cultural diversity and how candidates can use appropriate culturally sensitive counseling skills and practices in their work with students. Item 8 relates to this area by asking supervisors to rate candidates on their skills and sensitivity in understanding social and cultural diversity.”

Standard 9 involves the candidate’s understanding of how current issues affect students. Item 9 assesses “an understanding of how current issues and change affect students, their growth and development.”

Standard # 10 emphasizes the importance of continual lifelong professional development. Item 10 focuses on “professional involvement, growth and development.”

Data Summary: As can be seen from the table in Assessment 3 Data Table, each of the ten standards assessed display the following information. For Standard 1 (Item 1) 82.7 % of candidates scored at target and 17.3 % at acceptable levels and a rank-order mean of 4.70/5.0. On Standard 2 (Item 2) with a mean score of 4.60/5.0, candidates scored 71.2% and 28.8 % in the target and acceptable levels, respectively. On Standard 3 (Item 3) 71.2 % scored at the target and 28.8 % scored at acceptable levels with a mean of 4.57/5.0. For Standard 4 (Item 4) the mean was 4.54/5.0 with 67.3 % at target and 23.1 % at acceptable levels. The data for Standard 5 (Item 5) shows that 59.6 % of candidates scored at target with 40.4 % at acceptable levels with a mean of 4.39. Standard 6 (Item 6) shows 67.3 % at target with 32.7 % at acceptable levels with a mean equal to 4.46/5.0. For Standard 7 (Item 7) the mean was 4.74/5.0 with 78.8 % at target and 21.2 % at acceptable levels. Standard 8 (Item 8) shows candidates scoring 78.8 % at target and 21.2 % at acceptable levels with a mean of 4.78/5.0. The ratings for Standard 9 (Item 9) indicate that 84.6 % of candidates were at target, 15.4 % at acceptable levels with a mean of 4.68/5.0. Finally on Standard 10 (Item 10) 84.6 % of the candidates scored at target and 15.4 % at acceptable levels with a mean of 4.74/5.0. The overall mean score was 4.62/5.0 with 75.8 % at target and 24.2 % at acceptable levels for years 2007-2010.

Interpretation of Data: With an overall mean score of all ten items equal to 75.8 % at the target level and 24.2 % at the acceptable level, this data provides evidence that the program prepares candidates with knowledge and skills in the ten areas required for effective school counseling. In particular, along with the high scores on the Praxis II Subscale-Professional Issues, the fact that 100 % of candidates scored above the acceptable
level on Item 1 “The intern demonstrates a professional attitude and ethical behavior” (82.7 % of candidates scored at target and 17.3 % at acceptable levels and a rank-order mean of 4.70/5.0) this provides evidence that the program exceeds the requirements for Standard 1. Likewise, with the positive scores from Assessment 2 (Classroom Guidance Lesson Plan) and the on-site supervisor’s ratings on Item 3 “The interns demonstrates an understanding of students from a developmental perspective” (71.2 % scored at the target and 28.8 % scored at acceptable levels with a mean of 4.57/5.0) these data support the conclusion that the program exceeds the criteria established for Standard 3. The data from the remaining eight items on Assessment 3 provides supportive evidence to demonstrate that the program is meeting the additional eight KSDE Standards for the years 2007-10.

(No more than 2 pages)

<table>
<thead>
<tr>
<th>Attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #3</td>
</tr>
<tr>
<td>[Assessment of clinical experience-demonstrates candidates' knowledge and skills are applied effectively in practice.](^\text{12})</td>
</tr>
<tr>
<td>* (Required) Internship Evaluation: On-Site Supervisor's Rating</td>
</tr>
</tbody>
</table>

\#4 (Required) EFFECTS ON STUDENT LEARNING:\(^\text{13}\) Assessment that demonstrates candidate effects on the creation of supportive learning environments for student learning. Examples of assessments include those based on student work samples, comprehensive portfolio tasks and score/s, case studies, follow-up studies, and intervention studies. Provide assessment information as outlined in the directions for Section IV.

Assessment 4: Research Study on Student Learning

Description: All candidates enrolled in SC881: Internship in School Counseling are required to design and conduct a research study to evaluate the effectiveness of a classroom guidance lesson and reflect on the impact this lesson has on students. Candidates plan and conduct a guidance lesson that is appropriate for a specific grade level and once the lesson is conducted, evaluate and reflect on the lesson by completing a written evaluation

\(^{12}\) Clinical experience includes practica, student teaching and internships.

\(^{13}\) Effects on student learning include the creation of environments that support student learning.
of the lesson and the impact on students. Assessment 4 examines the candidate’s ability to demonstrate knowledge of assessment and research procedures by the following:

I. Method
   1. Evaluation method is clearly identified. (Include a description of the students, the design method used, and how data will be collected.);
   2. Criteria for success (minimally accepted performance standards) for students is established. (Describe the procedure, how data will be analyzed, and what level or percentage of completion is considered a success);

II. Results
   3. Results indicate if goals/objectives are accomplished. (After collecting data, determine if criteria for success was reached and if goals/objectives of interventions (s) were accomplished);

III. Discussion
   4. Reflection identifies strengths and limitations of the study. (Identify at least three strengths and three limitations of the study including possible counselor effects);

IV. Conclusions/Recommendations
   5. Reflection identifies conclusions reached and ways to improve the study. (Identify at least three ways to improve the study and recommendations for further research).

Candidates are graded on this evaluation by faculty instructors using the Rating Scale for Research Study on Student Learning (Assessment 4-Rating Scale) on a 1-5 point rating scale (1 = Unacceptable, 3 = Acceptable, and 5 = Target). The five items are assessed with a total of 25 points possible. The minimum evidence of success for completion is at least 20/25 total points. Criteria established by level are as follows: Target: 23-25 points, Acceptable: 20-22 points, Unacceptable: below 20 points.

Alignment with Standards: The five items on the Rating for Research Study on Student Learning involve the knowledge and skills necessary to demonstrate successful partial evidence that Standard 5 has been reached. Standard 5: The school counselor understands and demonstrates knowledge of assessment and research procedures and instruments needed to assist all students. To evaluate this standard, all candidates are required to conduct a study on the effectiveness of a classroom guidance lesson: develop an evaluation method, establish criteria for success, conduct the lesson, collect data to determine if lesson objectives/goals were reached, reflect on the results of the lesson, and provide a critique of the study, including conclusions and recommendations.

Data Summary: Assessment 4 uses the Rating for Reflection on Student Learning (Assessment 4-Rating Scale). The table in Assessment 4 Data Table provides data for years 2007-2010. For the year 2007-08 scores ranged from 17-25 with a mean of 22.9. Of the 12 candidates, 58.3 % (7/12) scored at the target level, 33.3 % (4/12) scored at the acceptable level, and 8.3 % (1/12) scored unacceptable. In 2008-09 the mean score for the 21 candidates was 25.0 with 100 % scoring at the target level. During 2009-10, 93.3 % (14/15) of the candidates scored at the target level and 6.7 % (1/15) scored at the acceptable level. The mean was 24.7. The total for years 2007-2010 shows a mean score of 24.4 out of a possible 25 points with 87.5 % at target, 10.4 % at acceptable, and 2.1 % at unacceptable levels.

Interpretation of Data: The data provides evidence for meeting Standard 5 as follows: For the years 2007-2010, 97.9 % of candidates scored at the acceptable level or above, and only 2.1 % (1/48) scored at the unacceptable level using the Rating for Research Study on Student Learning. This
form assesses candidates’ knowledge and skills in the areas of assessment and research procedures needed to assist all students in their personal-social, academic, and career growth and development. The one candidate scoring at the unacceptable level was required to re-teach the lesson and reassess whether students were successful in accomplishing the lesson objectives and student outcomes. After the faculty member provided feedback, the candidate was successful in demonstrating student learning on the second attempt by revising his or her evaluation methods and procedures. This process of identifying a proper evaluation method, establishing criteria for success, and collecting data indicating if the lesson was successful requires efficient planning and timely administration. Given this process, with all of the ESU school counseling candidates successful on Assessment 4, and achievement was demonstrated on Assessment 3 (Internship Evaluation: On-Site Supervisor’s Rating-Item 5: “The candidate demonstrates knowledge of assessment data and how to analyze and interpret student data”), it can be concluded that the program demonstrates the necessary criteria for achievement of Standard 5.

(No more than 2 pages)

<table>
<thead>
<tr>
<th>Attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment #4</strong></td>
</tr>
<tr>
<td>[Assessment that demonstrates candidate effects on the creation of supportive learning environments for student learning] * (Required) Research Study on Student Learning</td>
</tr>
</tbody>
</table>

**#5 (Required) CONTENT KNOWLEDGE:** **Assessment of content knowledge.** Examples of assessments include comprehensive examinations, projects, comprehensive portfolio tasks and score/s aligned to standards OR the option of submitting course grades-based assessment related to content knowledge evaluation. Provide assessment information as outlined in the directions for Section IV. If submitting course grades-based assessment, the detailed description for Assessment #5 must clearly delineate the alignment of the course description and assessments to the standard that is assessed during the course in order to assure that the course grade reflects candidate knowledge of the standard. Describe course key activities, projects, assessments that show specificity to the standard. If course grades are used, include the program or unit definition of grades in the narrative or as an attachment to assessment 5. If the course grades-based assessments are used as evidence for meeting two standards, the course key assessments’ data (exams, projects, portfolio tasks) must be disaggregated in a data table for each of the two standards. This is necessary to provide evidence of meeting each standard. This narrative must state the proficiency level or grade acceptable by the program. COURSE GRADES-BASED ASSESSMENTS ARE LIMITED TO SIX COURSES.

Assessment 5: Comprehensive Exam
Description: The comprehensive exam is composed of eight essay questions. Each candidate must answer a total of six questions with four specifically relating to the following areas: Knowledge of Content and Skills for Standard 2 (Implementation of Counseling Program), Knowledge of Content and Skills for Standard 6 (Career Exploration & Development), Knowledge of Content and Skills for Standard 7 (Teaming & Collaboration), and Knowledge of Content and Skills for Standard 9 (Current Issues Affecting Students). This written exam requires candidates to use the content knowledge gained during the program in an integrative fashion as they begin their preparation for the actual practice of professional school counseling. Candidates’ responses are rated independently by at least two program faculty members on a 0, 1, or 2 point scale (0-Unacceptable (Rewrite), 1-Acceptable, or 2-Target). Inter-rater reliability is maintained with target responses discussed for each question and a consensus reached for each response in an anonymous (or blind) fashion. In terms of the criterion of success for this assessment, candidates must pass all six areas (questions) before they are considered successful in passing the exam. If candidates are scored a “0” or unacceptable in an area, they are required to successfully rewrite the question or defend orally at a later date before successfully passing the exam. Program faculty have created a scoring rubric designed to evaluate knowledge of content and skills, self-knowledge and understanding, and writing style and grammar on candidates respond to questions relating specifically to four of the KSDE standards for school counselors (Assessment 5-Scoring Rubric).

Alignment with Standards: During the final semester of the program all candidates in the School Counseling Program at ESU are required to take and successfully complete Assessment 5 (Comprehensive Exam). This exam is designed to assess candidates’ knowledge and skills representing the standards as follows:
Standard 2: This standard reflects the candidate’s knowledge and skills in the area of program planning, development, implementation, and evaluation.
Standard 6: This standard relates to knowledge of career development and the ability to apply a systematic method of assisting all students through their developmental stages.
Standard 7: Counselors working in a school setting must be able to work successfully as part of a team with other professionals and parents as they assist students in their adjustment/transition with the environment.
Standard 9: This standard relates to the need for counselors (candidates) to be able to understand the effects that environments (various human systems) have on students and their growth and development.

Data Summary: The data for ESU candidates on the Assessment 5 from 2007-2010 (Assessment 5 Data Table) indicate that the majority of candidates demonstrate the ability to integrate knowledge of content in the major counseling areas and can apply this knowledge to working with specific students, teachers, and families. The overall data representing each standard follows:
Standard 2: For 2007-2010, 33.3% of the candidates scored at the target, 50.0% at the acceptable, and 16.7% at the unacceptable levels respectively. The mean score was 1.33.
Standard 6: For 2007-2010, 46.1% of the candidates scored at the target, 38.5% at the acceptable, and 15.4% at the unacceptable levels respectively. The mean score was 1.45.
Standard 7: For 2007-2010, 62.3% of the candidates scored at the target, 33.9% in the acceptable, and 3.8% in the unacceptable levels respectively. The mean score was 1.58.
Standard 9: For 2007-2010, 41.2% of the candidates scored at the target, 52.9% at the acceptable, and 5.9% at the unacceptable levels respectively. The mean score was 1.41.
Interpretation of Data: The data reported for years 2007-2010 provides evidence for meeting the standards in the following manner.

Standard 2: In the area of the implementation of a counseling program, 83.3% of candidates were successful in passing on the first attempt, with 97.5% of the candidates passing on the second, and 100% passing on the third attempt. Since this standard reflects the candidate’s knowledge and skills in the area of program planning, development, implementation, and evaluation, and taking into account the results from Assessment 1 (PRAXIS II- Coordinating) it can be concluded that the program meets Standard 2.

Standard 6: This standard relates to knowledge of career exploration and development and the ability to apply a systematic method of assisting all students through their developmental stages. As the data indicate, 84.6% of candidates were scored with a passing rating on the first attempt, 97.5% on the second and 100% on the third attempt. Taking this into account with the results from Assessment 3 (Internship Evaluation: On-Site Supervisor’s Rating)- Item 6: ‘The candidate demonstrates knowledge of career exploration and development and skills in conducting career related activities”) it can be concluded that the program meets the requirements for Standard 6.

Standard 7: The data from 2007-2010 indicate that 96.2% of the candidates were able to demonstrate knowledge of working successfully as part of a team with other professionals and parents as they assist students in their adjustment/transition with the environment on the first attempt with 100% successful by the third attempt. Taking this into account with the results from Assessment 1 (PRAXIS II-Consulting), it can be concluded that the program shows evidence of meeting Standard 7.

Standard 9: For the years 2007-2010, 94.1% of the candidates were successful in passing this area on the initial attempt, 97.5 on the second, and 100% on the third. Since this standard relates specifically to the need for candidates to be able to understand the effects that environments (various human systems) have on students and their growth and development, and taking this into account with the results from Assessment 3 (Internship Evaluation: On-site Supervisor’s Rating)- Item 9: “The candidate demonstrates an understanding of how current issues and changes affect students, their growth and development.”) it can be concluded that the program fulfills the expectations for meeting Standard 9.

If submitting comprehensive examinations, projects, comprehensive portfolio tasks and scores/s aligned to standards, the program must use the table below and submit the Scoring Guides/Evaluation Criteria/Rubric and a Data Table. DO NOT USE THIS TABLE FOR COURSE GRADES-BASED ASSESSMENTS!!!

| Attachments |
|---|---|---|
| **Assessment #5** | Scoring Guides/Criteria/Rubric | Data Table |
| [Content based assessment that addresses Kansas content standards] * Required Examples of assessments include comprehensive examinations, projects, | Click the box if attached. | Click the box if attached. |

(No more than 5 pages)
### Attachments

<table>
<thead>
<tr>
<th>Assessment #5</th>
<th>Scoring Guides/Criteria/Rubric</th>
<th>Data Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprehensive portfolio tasks and score/s aligned to standards. Comprehensive Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IF COURSE GRADES-BASED ASSESSMENTS** are submitted, the following matrix MUST be used in addition to the narrative detailed description of the assessments the program provides in the above #5 Content Knowledge description!

| Alignement Matrix and Course Description for Course Grades-Based Assessment |
|---|---|---|
| Assessments 5.A-F for SIX courses | Program Standard Addressed by Course Assessment | Brief Description of how the Course addresses and assesses the standard from an AUTHENTIC source—such as a syllabus or a course catalog. Cite the most current source. The description should provide evidence of the alignment of the course to the standard indicated on the chart in Section III. Cite your source in each description below. |
| Course Name & Number | Standard 6 | Calculus of algebraic functions of one variable: limits differentiation, implicit differentiation, definite and indefinite integrals. Mean value theorem, maxima and minima, area, and volume. Vectors, polar coordinates, parametric equations, and vector valued functions and use of technology. Applications to other fields. Source: Blank University Undergraduate Catalog |

**EXAMPLE:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus I Math 172</td>
<td>Standard 6</td>
</tr>
</tbody>
</table>

5.A.

5.B.

5.C.

5.D.

5.E.
Alignment Matrix and Course Description for Course Grades-Based Assessment

<table>
<thead>
<tr>
<th>Assessments 5.A-F for SIX courses</th>
<th>Program Standard Addressed by Course Assessment</th>
<th>Brief Description of how the Course addresses and assesses the standard from an AUTHENTIC source—such as a syllabus or a course catalog. Cite the most current source. The description should provide evidence of the alignment of the course to the standard indicated on the chart in Section III. Cite your source in each description below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.F.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#6 (Required) CONTENT KNOWLEDGE: Assessment of content knowledge. Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards and related to content knowledge. Provide assessment information as outlined in the directions for Section IV.

Assessment 6: Oral Examination of Candidate’s Portfolio and Structured Job Interview

Description: Each candidate enrolled in SC881: Internship in School Counseling is required to complete a mock job interview during which they present a professional portfolio containing course related documents and class products developed during the 48-hour graduate program. The interview is designed to allow candidates the opportunity to effectively demonstrate the knowledge and skills necessary to conduct an effective interview (as the interviewee) as they respond to structured questions about the role of the school counselor, the school counseling program, and their understanding of working effectively with students, teachers, and parents. During the interview candidates use their professional portfolio as a means of providing examples of products they have developed and assignments completed. This portfolio is organized by the ten KSDE Standards for School Counselor and serves as a method of helping candidates to understand the relationship between course requirements and assignments and their relationship to the KSDE Standards. It also helps them begin the integration process as they review prior content covered in earlier classes and the skills practiced during various field-based courses. The Rating Scale for Candidate Interview with Portfolio (Assessment 6 Rating Scale) was developed for 2009-2010 and is a ten-item scale assessing knowledge and skill of positive job interviewing behaviors along with knowledge of students, the culture of the classroom, and the school counseling profession in general. Each item is rated from a score of 1 (Ineffective) to 5 (Effective). The total possible is 50 points. Criterion for success for this assessment is established as follows: Target: 46-50 points, Acceptable: 40-45 points, Unacceptable: below 40 points. During the years 2007-2009, two separate scales were used: one to assess candidates’ portfolio (Rubric for Assessment of Candidate’s Portfolio) and the other to evaluate the mock job interview (Counselor Interview Assessment Checklist). The scores from these two assessments were combined for a total of 49 points. In the 2009, these two scales were merged with essentially the same items being represented to create the Rating Scale for Candidate Interview with Portfolio (total of 50 points possible). The Rubric for Assessing the Candidate’s Portfolio included three items, each with a 1-3 scale for a total of 9 points possible. The Counselor Interview Assessment Checklist was a ten-item scale covering areas that assess positive interviewing behaviors along with knowledge of students,
the culture of the classroom, and the school counseling profession. Each item is rated on a score of 1 (poor) to 4 (excellent). The total possible for the checklist was 40 points. Combining scores on both scales equaled 49 points possible for the previous Assessment 6.

Alignment with Standards: This assessment focuses on the candidate’s knowledge and skills to demonstrate successful achievement of Standard 10. The Oral Examination of Candidate’s Portfolio and Structured Job Interview requires candidates to demonstrate an understanding of and appreciation for “the importance of continual lifelong professional development,” which is the focus for Standard 10. During this assessment candidates participate in an interview process using a structured mock interview format. In order to meet (or exceed) expectations on this assessment, candidates must be able to effectively respond to questions on current trends in the field of counseling and also demonstrate how to use research and resources to both improve personal/professional development and their ability to maintain an effective counseling program.

Individual items on the Rating Scale for Candidate Interview with Portfolio (Assessment 6-Rating Scale) which code directly with Standard 10 are as follows:

The candidate...
1. gave positive evidence (orally and body language) of interest in position.
2. demonstrated a pleasant tone of voice and was easy to hear.
3. maintained appropriate eye contact with interviewer(s) throughout the interview
4. demonstrated understanding of self and position by answering all questions thoroughly and adequately.
5. asked relevant questions when given the opportunity.
6. demonstrated knowledge of school counseling and the counseling profession.
7. demonstrated knowledge of the role of counselor in working with teachers and parents.
8. demonstrated knowledge of students and their developmental needs.
9. demonstrated understanding of portfolio and how materials are organized and related to the KSDE standards.
10. demonstrated use of portfolio as an opportunity for professional development.

Data Summary: For the years 2007-09, Assessment 6 used two instruments: Rubric for Assessment of Candidate’s Portfolio and the Counselor Interview Assessment Checklist to assess candidates (combined together for a total of 49 points). The table in Assessment 6-Data Table shows that for 2007-08, 91.7 % (11/12) scored at the target level and 8.3 % (1/12) were rated unacceptable with a mean of 47.7 and a range of 39-49. For 2008-09, the mean score was 48.8 with range of 46-49. One hundred percent (21/21) of candidates scored at the target level. For 2009-10, the Rating Scale for Candidate Interview with Portfolio was used (50 total points possible) resulting in 100% (15/15) of candidates scoring in the target range with a mean of 49.7. Converting the 2007-2009 scores to a 50 equivalent shows the total mean for the years 2007-2010 was 49.1 with 97.9 % of candidates scoring in the target level and 2.1 % at unacceptable.

Interpretation of Data: The data reported in Assessment 6 Data Table for years 2007-2010 provides evidence for meeting Standard 10. Approximately 98 % of ESU candidates have demonstrated the ability to understand the importance of lifelong professional development through the use of a portfolio with a practice job interview. Overall the program faculty believe that this assessment helps candidates to identify the KSDE standards and indicators required for a professional license and to organize and document their efforts throughout the program through the use of a portfolio. The skills required to demonstrate knowledge needed to conduct an effective job interview are considered essential for professional
growth and continued developed. Taking this along with results from Assessment 3 (Internship Evaluation: On-Site Supervisor’s Rating)-Item 10: “The candidate demonstrates professional involvement, growth, and development”) it can be concluded that the program meets the requirements for Standard 10.

<table>
<thead>
<tr>
<th>Attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment #6</strong></td>
</tr>
<tr>
<td>[Content based assessment that addresses Kansas content standards] * Required</td>
</tr>
<tr>
<td>Examples of assessments include comprehensive standard examinations, case studies involving many content standards, projects, comprehensive portfolio tasks and score/s aligned to standards, and related to content knowledge. Oral Examination of Candidate’s Portfolio and Structured Job Interview</td>
</tr>
</tbody>
</table>

#7 (Optional) Additional assessment that addresses Kansas content standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV.

Assessment 7: Conducting an Effective Diversity Experience (Application)

Description: Candidates enrolled in SC881: Internship in School Counseling are evaluated on their demonstration of knowledge and skills involved in conducting an effective diversity experience with a group of students. Candidates develop and conduct an experience appropriate to a specific age and with respect to learning style and cultural diversity and are evaluated using items from the Rating Scale for Diversity Experience (Assessment 7-Rating Scale). This scale includes the following items:

- 1. conducting an intervention that appreciates the values and history of a specific group and is appropriate for the grade level, age, and developmental stage of student(s).
2. conducting an intervention that recognizes social, cultural, and learning style differences and diversity.
3. clearly stating culturally sensitive goals and objectives of the intervention and explaining why they are important to students within their setting and community.
4. engaging students in the learning process by about topic with respect for student’s motivation and perception.
5. use of appropriate interpersonal skills (verbal and nonverbal responses) to establish a trusting relationship with student(s).
6. use of appropriate instrumental techniques (counseling skills/theory) that demonstrates respect for student(s) and families.
7. appropriate use of closure and generalization of skill(s) being taught through the intervention and how these can be applied in a specific setting and situation.
8. employing a method of collecting data in terms of assessing goal/objective accomplishment with the appreciation of potential for bias with regard to race ethnicity, SEC, ability level, and learning style.

Faculty supervisors using the Rating Scale for Diversity Experience observe and evaluate each candidate using a 1-5 scale on the eight areas above required for an effective diversity experience. Two items are given double weighting (e.g., Item 5- "use of appropriate interpersonal skills (verbal and nonverbal responses) to establish a trusting relationship with student(s)", and Item 6- "use of appropriate instrumental techniques (counseling skills/theory) that demonstrates respect for student(s) and families") as these areas are considered to be primary ingredients for the delivery of an effective diversity experience. The total score for the evaluation form equals 50 points. The criterion for success has been established as follows: Target: 45 out of 50 total points (90%), Acceptable: 40 out of 50 total points (80%), and Unacceptable: below 40 points.

Alignment with Standards: This assessment aligns with Standard 8. Conducting an Effective Diversity Experience provides evidence of the candidate’s ability to understand social and cultural diversity across developmental stages and is able to identify appropriate counseling practices. The eight items above code specifically to Standard 8.

Data Summary: The table in Assessment 7 Data Table provides the following data for each of the academic years 2007-2010.
For the year 2007-08, the mean score was 47.6 with a range of 39-50. Of the 12 candidates, 75% (9/12) scored at the target level, 16.7% (2/12) scored at the acceptable, and 8.3% (1/12) scored unacceptable. During year 2008-09 the mean score was 49.9 with 100% (21/21) of candidates scoring in the target level. For the year 2009-2010, 100% scored at the target level and the mean was 49.8. The overall mean score for the three years, 2007-2010, was 48.6 (range was 39-50) with 86.6% of the candidates scoring at the target level, 11.1% scoring at the acceptable, and 2.2% scoring at the unacceptable level.

Interpretation of Data: Data from this assessment for years 2007-2010 indicates that almost all candidates (97.8 %) have demonstrated the ability to conduct an effective diversity experience with an overall mean of 48.6 well within the target level. These data (along with the results from Assessment 3 (Internship Evaluation: On-Site Supervisor’s Rating)-Item 8: “The interns demonstrates skills and sensitivity in understanding social and cultural diversity.”) provide evidence of ESU candidates’ ability to understand social and cultural diversity across developmental stages and is able to identify appropriate practices. Thus, the school counseling program exceeds the expectations for Standard 8.
#8 (Optional) Additional assessment that addresses Kansas content standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. Provide assessment information as outlined in the directions for Section IV.

Assessment 8: Assessment of Counseling and Case Conceptualization Skills

Description: All candidates enrolled in SC871: Supervised Practicum are required to conduct four individual counseling sessions with clients (students) and complete case summaries that examine and explain the client’s concern and situation from a theoretical perspective. During the semester candidates audio/video tape 40 hours of individual and small group counseling sessions (direct service) and are required to present at least four of these sessions for evaluation of counseling and conceptualization skills by faculty instructors/supervisors. The intent is to encourage candidates to understand and use appropriate counseling skills developed from a specific counseling theory and to create an effective intervention plan (demonstrating effective use of conceptualization skills) appropriate to the culture and specific nature of the clients (students) and their families.

Assessment 8 involves two distinct parts with ten items each (ten items representing counseling skills and ten items for conceptualization skills). For Part I, faculty instructors/supervisors rate candidates on ten items identified as “basic skills” involved in the counseling process. The items that follow represent these skills.

The counselor…

1. displays positive SOLER/voice tone and quality (S-sit squarely facing client, O-maintains an open posture, L-leans in or towards the client, E-maintains appropriate eye contact, and R-is relaxed and at ease in this position);
2. displays verbal following/tracking;
3. displays use of silence;
4. demonstrates use of questioning (open/closed/clarifying);
5. attempts to paraphrase/summarize (content);
6. attempts to understand/use reflection (feelings);
7. demonstrates use of self-disclosure;

<table>
<thead>
<tr>
<th>Assessment #7</th>
<th>Scoring Guides/Criteria/Rubric</th>
<th>Data Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Additional assessment that addresses Kansas content standards] * Optional Conducting an Effective Diversity Experience (Application)</td>
<td>Click the box if attached.</td>
<td>Click the box if attached.</td>
</tr>
</tbody>
</table>
8. demonstrates use of confrontation;
9. demonstrates movement toward goal setting/problem solving; and
10. demonstrates use of evaluation/termination/referral.

On Part II, the case summary serves as a plan or map for the counselor in understanding clients (students) and their situation during the counseling process. Ten areas are identified and assessed which include the following items necessary to demonstrate effective case conceptualization skills:

The counselor…

11. describes the client providing observations of verbal/nonverbal behavior;
12. provides information that helps in understanding the client and problem;
13. identifies the main topics covered and the assessment techniques used;
14. describes the client and problem from at least two theoretical models;
15. describes the client’s current status and coping behaviors;
16. provides specific goals and direction for next (future) session(s);
17. describes techniques to use to help client reach goals;
18. identifies possible consultation needed with other individuals/systems;
19. describes methods to assess counseling goal attainment; and
20. identifies methods client can use to maintain progress.

Assessment 8 represents an additional pedagogical (performance) type of assessment. The Assessment of Counseling & Case Conceptualization Skills rating scale (Assessment 8-Rating Scale) was developed by the program faculty to evaluate each candidate’s ability to display effective counseling and conceptualization skills required for effective counseling. Candidates are rated on four sessions during the semester on a 1-5 point scale (1-Unacceptable, 3-Acceptable, and 5-Target) and an average of these four sessions represents the candidates final score which is represented in the data table for Assessment 8. A total of 100 points (50 points for counseling skills and 50 points for conceptualization skills) is possible. In order to maintain inter-rater reliability with the evaluation process, faculty instructors/supervisors regularly participate in group supervision sessions with candidates to compare ratings and to provide feedback that is fair and consistent. The criterion for success for Assessment 8 has been established as follows: Individual Sub-Scales- Target: 46-50, Acceptable: 40-45, Unacceptable: below 40 points; Total Scores-Target: 90-100, Acceptable: 80-89, Unacceptable: below 80 points.

Alignment with Standards: This assessment addresses Standard 4. Standard 4: The school counselor understands the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom guidance activities designed to promote educational, career, personal, and social development of students. This assessment correlates directly with Standard 4 in two specific ways. First, in order to demonstrate the skills used in an effective counseling session candidates must not only understand the “basic skills” of counseling but be able to demonstrate them with a variety of clients (of age, stage, social-economic class and culture). Each of the first ten items relate directly to the use of counseling skills and candidates must understand how social and cultural differences affect the use of these skills (i.e., appropriate use of verbal and non-verbal skills, questioning, clarifying, reflecting feeling, confrontation, closure, etc.). Secondly, by completing the case summary (items 11-20), candidates must successfully demonstrate case
conceptualization skills in understanding the client’s situation with regard to his/her specific family/cultural system and are required to create interventions that address the needs of unique and diverse clients. Since effective counseling and conceptualization are directly related, these 20 items are combined to represent effective counseling performance in individual counseling and the intent of Standard 4.

Data Summary: The table in Assessment 8 Data Table provides the following data for the academic years 2007-2010. For 2007-08 the mean score of four sessions for Counseling Skills was 45.9 (range = 40.0-50.0) and Conceptualization Skills (range = 45.4-50.0) was 48.2 with a total score of 94.0 out of 100 (range = 85.4-100.0). Of the 11 candidates 72.7% scored at the target level with 27.3% scoring at the acceptable level on Counseling Skills. On Conceptualization Skills 90.9% scored at target and 9.1% scored at acceptable levels. For 2008-09 the mean score of four sessions for Counseling Skills was 48.2 (range = 45.7-50.0) with 89.5% at target and 10.5% at acceptable levels. For Conceptualization Skills the mean score was 49.5 (range = 48.6-50.0) with 100.0% at the target level. The combined total mean for 2008-2009 was 97.7 out of 100 points with a range of 94.3-100.0. For 2009-2010 the mean score for Counseling Skills was 46.9 (range = 42.0-50.0) with 66.7% at target and 33.3% at acceptable levels. For Conceptualization Skills the mean score was 46.0 (range = 29.0-50.0) with 66.7% at target, 22.2% at acceptable and 11.1% at unacceptable levels. The total combined score for 2009-2010 was 92.9 out of a possible 100 with a range of scores from 71.0-100.0. In summary, for years 2007-2010 the mean score for Counseling Skills was 47.0 (range = 40.0-50.0) with 77.1% at target and 22.9% at acceptable levels. For Conceptualization Skills the mean score was 47.9 (range = 29.0-50.0) with 81.6% at target, 13.2% at acceptable, and 5.2% at unacceptable levels. The combined mean score for 2007-2010 was 94.9 (range = 69.0-100.0).

Interpretation of Data: Given the data for 2007-2010, ESU candidates successfully demonstrated Counseling Skills at a 100.0% rate and Conceptualization Skills at 94.8% provides partial evidence for meeting the requirements for Standard 4. Taking into account scores from Assessment 1 (Praxis II-Counseling & Guidance and Taped subscales) and results from Assessment 3 (Internship Evaluation: On-Site Supervisor’s rating: Item 4—“The intern demonstrates skills in individual and group counseling…”) it can be concluded that the program is successful at demonstrating Standard 4.
Section V—Use of Assessment Results to Improve Candidate and Program Performance

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments, but rather, it should summarize major findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty have taken to use information from assessments for improvement of both candidate performance and the program.

Summary and Interpretation of the Data Results

Major Findings: Overall, the results from the data collected for the years 2007-2010 indicate that the School Counseling Program and faculty have been successful in developing candidates who have demonstrated the knowledge and skills necessary to meet or exceed each of the ten KSDE Standards for School Counselor (PreK-12). The data from the assessments designed to assess specific indicators of knowledge and content along with the assessments created to measure candidates’ levels of skills and performance provide ample evidence that school counseling candidates at ESU have achieved at the “Acceptable” or “Target” levels on indicators addressing all ten of the standards required of effective professional school counselors.

Strengths and Limitations: Areas (standards) in which candidates appear to be strongest (all candidates rated or scored at “Acceptable” to “Target” levels) include the following: Professional & Ethical Practice (Standard 1), Student Growth and Development (Standard 3), Individual/Group Counseling (Standard 4), Understanding and Appreciating Diversity (Standard 8), Current Issues Affecting Students (Standard 9), and Lifelong Professional Development (Standard 10). Areas at which candidates generally scored or rated at “Acceptable” levels include the following: Program Management (Standard 2), Assessment & Research (Standard 5), Career Development (Standard 6), and Teaming & Consulting (Standard 7). While the program faculty does not consider these later areas as limitations or weaknesses in candidates or in the program, they do represent important findings that can become the focus for continuous improvement and development.

Faculty Interpretation of Findings: The areas in which candidates demonstrated the highest ratings tended to include standards/indicators that are considered more “traditional” in terms of those generally found within the role of the school counselors for grade levels (PK-12). Areas in which candidates scored at a lower (while still “at expectations”) level may be considered more “non-traditional” (at least within the state of Kansas and in many regions of the country). It is important to note that employers (principals) and on-site supervisors in this region often expect candidates to spend much of their time conducting administrative-type activities (what could be considered as traditional or “old-school”), including planning and coordinating the building’s master schedule, enrolling students, coordinating the standardized testing program, etc. In turn, candidates while understanding these expectations, may consciously place more emphasis on learning what will be “expected” on-the-job rather than learning some of the what could be considered “nontraditional” responsibilities (i.e., developing and implementing a comprehensive developmental guidance
program, conducting assessment and research on student learning, etc.). Thus, although the ESU program continues to follow the program models provided by the national association (American School Counselor Association) and the state (Kansas School Counseling Model) in terms of focus and the delivery of program services, the lower scores in these areas could be the result of a conflict between the “ideal” (non-traditional) versus the “real” (traditional) expectations for school counselors in Kansas and in other regions of the country. This ongoing debate on the role of school counselors will no doubt continue and it will be the responsibility of the program and program faculty (with the ongoing support from accreditation groups like the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Kansas Counseling Association (KCA), the American School Counselor Association (ASCA), the Kansas State Department of Education (KSDE) and the administration at Emporia State University to help encourage candidates and counselors in the field to appreciate the importance of striving for the “ideal” in serving PreK-12 students, teachers, and parents in Kansas.

As previously mentioned, the overall data from the eight assessments indicate that ESU candidates in school counseling are successful in demonstrating proficiency in the knowledge and skills required for meeting or exceeding the KSDE Standards 1-10. Yearly data is reviewed by the program faculty, the department, and submitted to the university as part of the ESU Assessment Plan. Request for changes in curriculum must be presented to the Administrative Leadership Counsel (ALC) of The Teachers College. From there recommendations are presented to the Graduate Counsel for Teacher Education, which must approve curricular changes before being advanced to the appropriate committee at the university level. The results of the program’s evaluation, along with the cumulative totals, are also reviewed by the program’s advisory board, which serves as a focus group for the program’s required evaluation every two years. This information is both relevant and validating, as our program has made the change to a performance/outcomes-based instructional approach.

Finally, since the majority of candidates have done extremely well on the eight assessments within the program assessment system, it can be concluded that the basic structure, sequence, and delivery of the courses required to complete the 48-hour program are considered effective and serve to provide necessary and sufficient learning opportunities for candidates as they prepare to enter the field of school counseling. The plan of study provides a mixture of face-to-face and online courses (approximately 24 hours in each case) that are relevant and up-to-date in terms of information and content.

Changes and Steps Taken to Improve Program: Based on the data collected from the program assessment during years 2007-2010, the program has made the following changes:
1. revised the Internship Evaluation: On-Site Supervisor’s Rating Scale (used for Assessment 3) with the ten items coded directly to each of the ten KSDE Standards for School Counselor and provided the knowledge and performance indicators associated with each to improve the accuracy of scoring;
2. created and refined The Candidate’s Portfolio (used in Assessment 6) and introduced it at the time of candidate admission in order to help identify the ten standards, how to organize assignments/documents, and the importance of candidates’ reflection of learning during the program;
3. developed questions on Comprehensive Exam (Assessment 5) based on the ten standards and required specific questions to be answered by all candidates;
4. developed a specific scoring rubric with criteria for the content and skills evaluated on the four specific questions on the Comprehensive Exam;
5. encouraged use of Counseling and Case Conceptualization Skills (Assessment 8) prior to candidates taking internship (e.g., Pre-Practicum and Practicum) to encourage candidate knowledge and use of effective counseling skills with diverse students (clients) and the ability to summarize...
and reflect on individual and group counseling sessions to create appropriate interventions and counseling plans (conceptualization skills);
6. reinforced the knowledge and skills required for Standard 5 (Assessment 4: Research Study on Student Learning) through specific assignments in three of the school counseling concentration courses (e.g., SC705XA: Introduction to Elementary/Middle School Counseling, SC700XA: Introduction to Secondary School Counseling, and SC860XA: Leadership and Advocacy) prior to candidates enrolling in SC881: Internship in School Counseling;
7. encouraged better understanding and appreciation for diversity through refinement of the Classroom Guidance Lesson Plan (Assessment 2) and Conducting an Effective Diversity Experience (Assessment 7);
8. developed elective courses to provide candidates with exposure to needed knowledge and skills for special topics (Standard 7) (i.e., IEPs & 504s, Anger Management, Crisis Prevention at the Secondary Level, Counseling Boys & Men, etc.); and
9. created more effective online learning opportunities for candidates and instructors by faculty participation in workshops (i.e., Emporia State University E-learning Institute, Summer Institute of Distance Learning and Instructional Technology (SIDLIT), and Quality Instruction Pilot Program, etc.).

Changes needed: The following represent changes that are needed:
1. with three introductory courses being taught online, an online student handbook and orientation for candidates will be required as they begin the program to inform candidates of the importance of the KSDE Standards and introduce them to the use of The Candidate’s Portfolio (used in Assessment 6);
2. in order to make informed decisions for program growth and development, data from these assessments must continue to be systematically collected, analyzed, interpreted, and discussed by the program faculty and the advisory board/focus group;
3. in the area of data management, program faculty need to place all candidate data on The Teachers College’s AMS system (or other form of assessment management system);
4. program faculty need to continue creating a consistent data collection system assuring that, regardless of the type of course delivery (direct vs. online, taught by regular or adjunct faculty) candidates are evaluated with fairness, accuracy, and consistency; and
5. while still retaining the assessments required for accreditation, the program will reduce the number of assessments in order to create a more efficient assessment system.

Steps to be taken: In order to accommodate for the changes needed the program faculty plan to accomplish the following steps:
1. develop an online orientation for candidates to assist with information about program requirements, licensure, the KSDE Standards, and other advising issues;
2. update The Candidate’s Report Card revising the summary sheet to reflect new course numbers and assignments and criteria used to evaluate each of the ten KSDE standards;
3. continue to use the advisory board/focus group made up of graduates, employers and on-site supervisors to assist in analyzing and interpreting candidate data in order to determine which assessments are the best predictors of long-term counselor effectiveness; and
4. continue to work with The Teachers College to evaluate various assessment systems (pilot tested Quality Assessment Systems program during 2009-2010).
If these steps are taken the School Counseling Program at ESU will continue to provide the highest quality of training to candidates seeking
positions as Professional School Counselors in Kansas.