UTAH STATE UNIVERSITY
PROFESSIONAL SCHOOL GUIDANCE COUNSELOR EDUCATION PROGRAM

DATA BASED DECISION MAKING

The steering and advisory committee and faculty of the Professional School Counselor Education Program participate in ongoing self-assessment and evidence-based program improvement. Program faculty share in the responsibility of reviewing outcome data and making adjustments to curriculum, methods of instruction and assessment in classes, program organization, and evaluation procedures. The program adheres to a model of collaborative decision-making, with a goal of responding appropriately to trends in the profession and to outcome data derived from ongoing program evaluation. A variety of data inform programmatic discussion and decision-making. These include:

1) Student Feedback

    a. The USU Professional School Counselor Education Program Graduate Survey, an on-line survey, was created in 2009 to assess student satisfaction on various components of the training program. Since 2009 the survey has been emailed in February or March to program graduates from the most recent three years. The survey consists of items on which graduates rate their satisfaction with a broad spectrum of topics related to participation in the program. A copy of the survey is included in the Appendix of this section.

    b. During the program, student evaluations of teacher and course effectiveness are conducted by USU at the conclusion of each course. These evaluations are compiled and analyzed by USU's Office of Analysis and Research. A summary report is sent to individual course instructors and department heads. Our department head, Dr. Gretchen Peacock, passes the report onto the program director who reviews them with instructors. If course and/or instructor ratings fall below average, the evaluation is reviewed by the Program steering and advisory committee and a plan of action is put in place to address weaknesses and concerns.

    c. Graduates of the Professional School Counselor Education Program are contacted by the College and are requested to provide feedback via a written questionnaire. The form allows students to rate various aspects of the program on a numerical scale as well as to provide written comments about the program. Evaluations are reviewed by the head of the department of Psychology and the program director. The director presents findings to the faculty of the program. A copy of the survey is included in the Appendix of this document.

2) Employer Feedback

    The Graduate Employer Survey was developed over academic year 2014-15 with faculty and employer input. The survey was first launched in March 2015 to employers of Program graduates from the past three years. The return rate has been 10 percent, which is typical of

employer surveys of education program graduates. Basic quantitative and qualitative analysis was undertaken and outcomes were reported to program faculty. The Employer survey will be sent each spring and will be used to guide programmatic change where indicated. A copy of the survey is included in the Appendix of this document.

3) Praxis Exam II. The Praxis School Guidance and Counseling test is intended primarily for persons who are completing master's-level programs for counselors and intend to become counselors in the public schools. It measures knowledge and skills required of the professional school counselor in relation to those areas that constitute most of the work of the counselor. Students in the School Counseling Program take the Praxis II Exam at the end of the second year when didactic course work is complete. The Praxis II is deemed to be an appropriate exit exam, and informs faculty of relative strengths and weaknesses of our training program. This decision was informed by data showing that all program completers have passed the Praxis with a score at or above the Utah cut-off for the past five year. To view Praxis Exam II performance by our students, please utilize this link to the Outcomes Data section of this report: http://cehs.usu.edu/assessment/files/SC%20Tables%20for%20Website%202016%20CAEP%20Annual%20Report.pdf

4) Evaluations by practicum and internship classroom and site supervisors. Each student in the Professional School Counselor Education program is required to meet with their individual practicum and internship supervisors for evaluation. During these meetings, the evaluation form is discussed and feedback is encouraged. The evaluation form is completed by practicum and internship supervisors, who are Level 2- Highly Qualified School Counselors in the State of Utah. Items are answered on a 9-point Likert scale. Additionally, supervisors are asked to write comments about students' strengths and weaknesses. Copies of the Practicum and Internship Evaluation forms are in the Appendix to this document. Please note that the practicum evaluation is identical to the internship evaluation, with the exception of four areas on the Internship evaluation that are not included on the practicum evaluation. The four areas are reflective of course work not yet completed by practicum students. Copies of the Practicum and Internship Supervisor Evaluations are in the Appendix of this section. To view results of the Internship Evaluation, please utilize this link to the Outcomes Data section of this report: http://cehs.usu.edu/assessment/files/SC%20Tables%20for%20Website%202016%20CAEP%20Annual%20Report.pdf

5) TEAC-CAEP Accreditation. USU's Professional School Counselor Education program received full, 7-year accreditation with no weaknesses or stipulations in June 2012 by the Teacher Education Accreditation Council (TEAC), which merged with NCATE to become the Council for the Accreditation of Educator Preparation (CAEP). Development of our original Inquiry Brief, the follow-up formal site visit in fall 2011 and annual reports since that time have provided opportunities for program evaluation by our faculty.

Changes have been made to the Professional School Counselor Education program, based upon data gathered from the sources listed above and other sources. Modifications made since the last Northwest Accreditation in 2009 appear first in the list below. Changes made prior to 2009 are maintained later in the list for their historical value.

Changes listed below have been made since our last Northwest accreditation review in 2009:

October 2016

Policy regarding what is acceptable as a minimum grade in courses on the Program of Study for the Professional School Counselor Education program was established. Program faculty recognized that the program did not have a formal policy on minimum acceptable grades for students. Current best practices in graduate-level education instructs the faculty to develop a policy that is informed by data, reflects the experience of the faculty, and is consistent with Psychology department and School of Graduate Study policy. An examination of causes regarding the infrequent awarding of a grade below the B-range by a faculty member indicated that students in this situation were underperforming due to a variety of reasons. At the crux of the issue is the faculty's unanimous agreement that a student performing below the B range are not exhibiting mastery learning. The following policy statement was approved by program faculty on August 17, 2016 and is now in the Handbook and on the program's website:

> Students must maintain a minimum of a 3.0 GPA overall.   Work below a B range is not acceptable. In cases where a student earns a grade of C+ or below, the situation will be considered by a committee comprised of program faculty, including the instructor of the course the grade was earned in. The committee will outline what actions should be taken. Actions may include retaking the course, remediation, probation, or dismissal.

Make the Praxis II Exam in School Counseling a requirement for graduation. In August 2016 the faculty of the School Counselor Education program voted that in order to graduate, a student is required to earn a score at or above the Utah cut-off for obtaining a Level 1 license in school counseling. This decision was informed by data showing that all USU School Counseling program completers have passed the Praxis with a score at or above the Utah cut-off for the past five years. Program faculty agreed that a score below the Utah cutoff is unacceptable and may indicate lack of mastery-level learning. A student who scores below the Utah cutoff may be in need of remediation. The faculty also identified the Praxis II as a reliable exit measure to be used to examine trends in student performance on each of the four subtests and the overall. This analysis and will allow faculty to identify relative strengths and weaknesses of the training program. Weaknesses will be reviewed, analyzed and addressed. To view Praxis Exam II performance by our students, please utilize this link to the Outcomes Data section of this report:
http://cehs.usu.edu/assessment/files/SC%20Tables%20for%20Website%202016%20CAEP%20Annual%20Report.pdf

Change in the overall GPA required for admission to the Program. Analysis of metrics associated with the required GPA indicated that students admitted to the program who had lower than a 3.2 GPA struggled in the program. The admissions committee of the program was advised of these findings and proposed to the program faculty that the minimum GPA be increased to 3.2 overall. The faculty voted to raise minimum GPA for admission to 3.2 for applicants of the program beginning with the 2010 cohort.

Change to the degree designation on transcripts of graduates of the Professional School Counselor Education Program. When he was appointed Vice President for Research and Dean of Graduate Studies, Dr. Mark McLellan initiated a review of policies associated with the degree designation for graduate programs. The review indicated that the Master of Science degree designation was not appropriate for programs which do not require formal research nor a thesis or dissertation. Like the vast majority of master's-level training programs in school counseling across the U.S, USU's school counselor education program does not require formal research nor a thesis. Rather, the focus is on highly specific, didactic course work and significant experience in applied settings. Beginning in

October 2016

December 2012, degrees awarded for the School Counselor Education program are the Master of Education (MEd) with specialization in school counseling.

PSY 6610 – College and Career Readiness for School Counselors. This course was added to bring curriculum for the program in line with state and national trends for school counseling. The three-credit course was developed by the program director, a faculty member in the program, a district comprehensive guidance specialist, and a practicing school counselor. Funding for course development was provided by the College Access Challenge Grant. Curriculum is based on the College and Career Counseling Initiative (CCCI) developed by the Southern Regional Education Board. The course was piloted with our students during summer 2011 in a hybrid course which combined PSY 6340 – Consultation in the Schools and the new course. The following summer the full course was taught as a stand-alone class.

PSY 6260 – Career Development. In response to faculty input and discussion this course was changed from a 3-credit course utilizing a lecture format to a 2-credit, online course. The course instructor suggested that the material could be covered in two credits rather than three, and that the online format would work equally as well if not better for covering the curriculum in a way conducive to student learning and experience. Reducing the credits associated with the course and changing the format to an online format allowed the program to add the previously mentioned course in college and career readiness to be added to our program of study without lengthening the time required to complete the program.

PSY 6250 – Internship. Required credits for this experiential course was reduced from 10 to 6 in an effort to address issues surrounding a national awareness that students in professions requiring internships often require students to pay for courses which are not didactic in nature.   Program graduates indicated that they felt the credit hours should be reduced, and program administration and faculty agreed. The consensus was that these experiential, applied courses do not require as much formal faculty instruction or involvement as didactic classes. The number of hours devoted to the experiential process remains the same at 600 clock hours (400 for teachers with 3 years of experience in the schools). This meets the requirements of the Utah State Office of Education as well as conforming to national standards. Supervision practices at both the university and on-site in the schools has not changed. The outcome of this modification is a significant financial savings for students without negatively impacting the educational experience.

Changes to the Practicum and Internship Supervisor Evaluation Form. Analysis of data collected by the Practicum and Internship Supervisor Evaluation Forms for TEAC-CAEP accreditation indicated a range of restriction which impacted data analysis. Beginning in fall 2011 the Likert scale was changed from 5-point to 9-point Likert scale. (Please see Appendix A under Outcomes Data to view the evaluation in its entirety)

<u>Changes cited below were made prior to our Northwest review in 2009:</u>

Curriculum changes to PSY 6150 Evidence-Based Practice: Children and Adolescents and PSY 6370 - Practicum. Feedback from Program graduates cited the desire for additional instruction in behavior management for K – 12 students.   After consultation with program faculty, steering and advisory committee members and the Director of Curriculum, additional instruction on the topic was added to course curriculum. For example, this past fall, an instructor from USU's Department of Secondary Education was paid by the Program to lecture on behavior management in K – 12 settings. Additionally, the topic was covered in greater detail in lectures in our practicum course. Finally, the Practicum and

Internship Student Contracts were revised through the addition of a goal which requires students to develop a mini-lesson appropriate to the school setting, present it to a K-12 classroom, and receive feedback from the school supervisor. The formal Practicum and Internship Supervisor Evaluations now ask for a rating of skill level in behavior management.

Change in prerequisites for admission to the Program.   To prepare students for instruction in behavior management, Program faculty, steering and advisory committee members changed the prerequisite requirements for the program to include a class in analysis of behavior.

All courses in the Program utilize Blackboard.   Student evaluations of teacher and course effectiveness, and graduate student responses indicated that students preferred courses which utilized Blackboard. Through consultation with faculty members, the steering and advisory committee, and USU's FACT Center, all courses in the Professional School Counselor Education Program now utilize Blackboard, including the Practicum course and Internship.

Increased emphasis on communication skills. Responses to the online graduate survey, and feedback from program faculty indicated that our students may be leaving the program with a deficit in communication/presentation skills. This is possibly due to the fact that our students attend classes at broadcast sites, where they are not required to verbalize in front of large numbers of students.   At our semi-annual faculty meeting in June 2009, this topic was discussed. Consensus of the faculty consisted of a three-part intervention: 1) During program orientation and in advisement sessions, the program associate director will encourage students to engage in classroom verbal discussion, citing the need for students to develop this critical skill for professional success; 2) Instructors will encourage, and when deemed appropriate, require students to participate verbally during class. This may include additional assignments which require presentations in front of classmates; 3) During the Practicum class specific instruction on presentation skills for job interviews and formal presentations will be provided and students will practice the skills for an assignment.

Communication between the Program, interns and internship supervisors will be increased. Feedback from interns and internship site supervisors indicated that both interns and site supervisors felt the need for a stronger connection to USU during the internship experience. In consultation with Program faculty and the steering and advisement committee a decision was made to hire a liaison to increase communication between the Program, site supervisors and students. Dr. Carolyn Barcus was hired for this position. Dr. Barcus will communicate with interns and their supervisors at least once during each semester via a conference call. She and the Associate Director will be available for telephone calls and emails throughout the internship. A graduate teaching assistant was hired to assist with facilitating scheduling of the conference calls.

Program faculty will keep student projects to provide evidence needed for TEAC accreditation. At our spring 2009 faculty accreditation workshop we were informed by Richard Rhees, USU TEAC Coordinator, that we would need evidence for our claim that we meet the three Quality Principals of TEAC. While we have meaningful evidence already, it was postulated that we need additional documentation. Program faculty members committed to saving a selection of student-submitted work, including student-produced DVDs, written assignments and projects. Each instructor will file one or two appropriate items per student. The items will be referred to in the Inquiry Brief and will be available for perusal by TEAC site visitors.

October 2016

USU SCHOOL COUNSELOR EDUCATION PROGRAM

Data-Based Decision Making

APPENDIX

Graduate Student Survey

In what year did you graduate from the USU Professional School Counselor Education Program?

○ 2011

○ 2012

○ 2013

○ 2014

Which format did you use for the majority of your courses?

○ Statewide broadcast

○ Face-to-Face Instructorship in Kaysville

What is/are your current primary employment position(s)? (Check all that apply)

☐ Level 1 school guidance counselor

☐ Level 2 school guidance counselor

☐ Head of school-level school guidance program

☐ Head of district-level school guidance program

☐ Other:

In what setting(s) are you currently employed? (Check all that apply)

☐ Elementary School

☐ Middle School/Junior High

☐ High School

☐ College/University

☐ Other:

Which best describes the school(s) where you are employed? (Check all that apply)

☐ Private

☐ Public

☐ Charter

☐ Other:

[   ]

Are you working in a rural or urban setting (rural < 50,000)?

○ Rural

○ Urban

(Please fill in the blank) What is the estimated counselor to student ratio at your school? One counselor to _____ students.

[   ]

How long have you been working in this position?

○ Less than 1 year

○ 1 Year

○ 2 Years

○ 3 Years

○ 4 Years

○ 5 or more years

Are you currently working full-time or part-time in this position?

○ Full-time

○ Part-time

What is your current annual salary based on a full-time salary? (This question is optional, however,

your response would be greatly appreciated. Your response will be anonymous.)

- ○ $25,000 - $29,999
- ○ $30,000 - $34,999
- ○ $35,000 - $44,999
- ○ $45,000 - $54,999
- ○ $55,000 - $64,999
- ○ $65,000 - $69,999
- ○ >$70,000

With regards to the USU Professional School Counselor Education Program, how would you rate the following:

	Poor	Below Average	Average	Above Average	Excellent
The overall quality of the instruction?	○	○	○	○	○
The overall availability of the faculty?	○	○	○	○	○
Program curriculum?	○	○	○	○	○
Technology?	○	○	○	○	○
Course availability?	○	○	○	○	○
Course scheduling?	○	○	○	○	○
Your satisfaction with the practicum experience?	○	○	○	○	○
	Poor	Below Average	Average	Above Average	Excellent
Your satisfaction with the internship experience?	○	○	○	○	○
Effectiveness of advising?	○	○	○	○	○
Given the cost, how would you rate the value of your education?	○	○	○	○	○
How well do you feel your training compares to the training received by school counselors you have worked with who graduated from other school counselor education programs?	○	○	○	○	○
How well do you feel your training in the program prepared you to use technology in your professional position?	○	○	○	○	○
How well do you feel your training in the program prepared you to use your school data management system?	○	○	○	○	○
How well do you feel your training in the program prepared you to deal with					

issues surrounding diversity/multiculturalism in your school(s)?

	Poor	Below Average	Average	Above Average	Excellent
Please rate the contribution of the program to your development of the skills necessary to evaluate and make changes to your program based on empirical evidence?	○	○	○	○	○
How well did the program prepare you in terms of the content and information which you provide to students, parents, and educators?	○	○	○	○	○
Please rate your preparation in terms of the skills required to be an effective school counselor?	○	○	○	○	○
How well do you feel the program prepared you to act in a caring and professional manner with your students?	○	○	○	○	○
Please rate the degree to which you think the children and adolescents with whom you work see you as caring about them.	○	○	○	○	○
Please rate your preparation to work towards the goal specified in the mission statement of the Utah Comprehensive Counseling and Guidance Model, "Every student in Utah will graduate from high school with the skills, knowledge and dispositions essential for success."	○	○	○	○	○
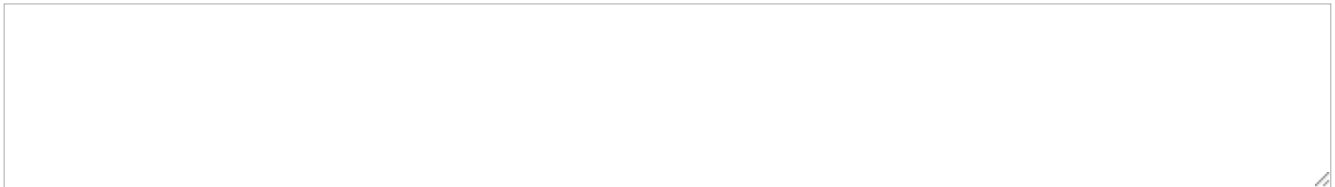
What did you like best or find most useful about the program?
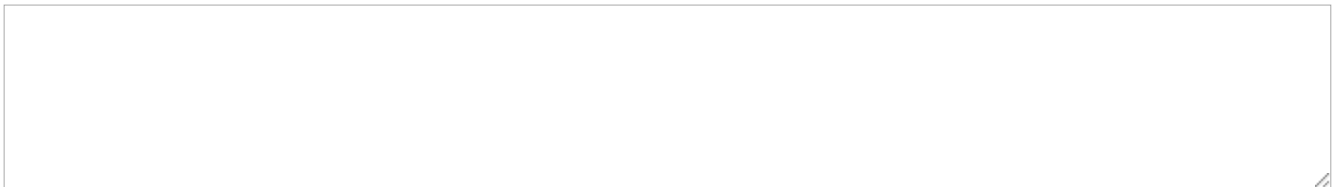
How could the program improve?

[text box]

What skills do you need as a school counselor that were not addressed by the program?

[text box]
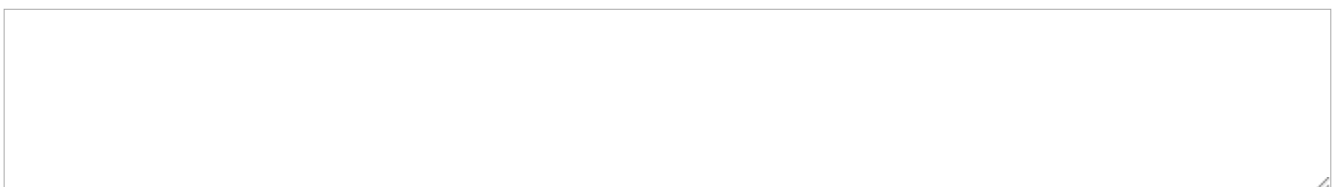
What do our present students need to know to help them succeed upon graduation?

[text box]

How satisfied are you in your career as a school counselor?

○ Very Satisfied

○ Satisfied

○ Neutral

○ Dissatisfied

○ Very Dissatisfied

Thank you again for your participation in this survey. In closing, is there any other information that might be useful to us as we work towards maintaining a high-quality program?

[text box]

EDUCATOR LICENSING
PROGRAM EVALUATION

The College of Education is constantly evaluating its educator licensing programs and we need your feedback Please be honest in the anonymous response. The information will be used in a confidential way to help improve our programs. Turn this form into EDUC 103 or mail to 2800 Old Main Hill, Logan UT 84322-2800.

••

1a.   Degree completed: Elem Educ (1-8) _____   Elem Educ (K-6) _____   Early Childhood _____
                                             Spec Educ _____   Sec. Ed. _____   **(if Sec Ed, list major/minor)**
                                                         Major _____   Minor _____
                                                         Audiology _____   Speech Language _____   Deaf Educ _____
                                                         School Psychologist _____   School Counseling _____
                                                         School Library Media ____   Administrative/Supervisory _____

1b.   Which USU Center did you receive the majority of your certification course?

                              Main Campus (Logan) _____   Western Utah (Tooele) _____
                              Uintah Basin (Roosevelt, Vernal) _____
                              Southwestern, Price, Moab, Blanding, Monticello) _____
                              South Central (Ephraim, Manti) _____   Northern (SLC, Brigham) _____

(If you are in Secondary Education, please direct your responses to the Secondary Education Department rather than your Major/Minor Department)

2.   Evaluate the following:

   a.   The teaching ability and effectiveness of the faculty was generally:
        1) ____ poor   2) ____ satisfactory   3) ____ excellent

   b.   The curriculum for the program was:
        1) ____ too flexible   2) ____ well planned   3) ____ too structured

   c.   The courses taken were generally:
        1) ____ not as demanding as expected in time and effort
        2) ____ well planned
        3) ____ too demanding in time and effort

   d.   The department's interest and commitment was:
        1) ____ marginal   2) ____ average   3) ____ enthusiastic

   e.   The **availability** of advising in this program was:
        1) ____ poor; impossible to find an advisor most of the time
        2) ____ satisfactory; adequate, but not outstanding
        3) ____ excellent; advising assistance was available always when needed

f.   The **quality** of general program advisement was:
1) ____ poor   2) ____ satisfactory   3) ____ excellent

	Very Little				Extensively
			(circle one)		

3.   To what extent did the **<u>Department</u>**:

Keep you informed about requirements and deadlines	1	2	3	4	5
Keep your records straight	1	2	3	4	5
Encourage you to feel like part of a team effort	1	2	3	4	5
Provide opportunities to meet and talk to					
visiting professionals	1	2	3	4	5
Give you a clear picture of the opportunities in					
your chosen field	1	2	3	4	5
Inform you regularly of job openings in your field	1	2	3	4	5
Assist you in obtaining a job	1	2	3	4	5

4.   To what extent did your **educational experience**:

Develop your ability to organize and present ideas	1	2	3	4	5
Expose you to innovative teaching methods	1	2	3	4	5
Provide you with useable research and writing skills	1	2	3	4	5
Improve your ability to communicate ideas	1	2	3	4	5

5.   Which classes or experiences were <u>most</u> rewarding to you? (be specific) _____

_____

_____

6.   Which classes or experiences were <u>least</u> rewarding to you? _____

_____

_____

7.   Other comments or suggestions on improving the program _____

_____

Employer Survey

What grade level is your school or institution? (Check all that apply)

☐ Elementary

☐ Middle/Jr. High

☐ High School

☐ College/University

☐ Other (please specify)

[   ]

What is your position in the school?

○ School Counseling Department Head

○ Principal

○ Vice Principal

○ Other (please specify)

[   ]

The USU graduate is employed at your school (select one):

○ Full-time

○ Part-time

The USU graduate has been employed at your school for:

○ 1 year or less

○ 2 years

○ 3 years

○ 4 years

5 or more years

How would you rate the USU graduate's performance in the following skill areas:

	Poor	Below Average	Average	Above Average	Excellent	Not Applicable
Communication skills - uses tact and diplomacy with other professionals, teachers, parents, and students						
Acts in a professional and ethical manner						
Effectively seeks and responds to feedback to improve performance						
Effectively seeks out new information and engages in professional development activities						
Demonstrates awareness of multi-cultural issues and their potential impact on the school environment						
Advocates for all students						
	Poor	Below Average	Average	Above Average	Excellent	Not Applicable
Engages in activities to remedy bias, prejudices, oppression, and discrimination						
Applies leadership strategies designed to enhance the learning environment for all students						
Skills in assisting successful transitions for students						
Demonstrates strategies for facilitating optimal personal, career, and academic development.						
Use of essential interviewing and counseling skills						
Use of developmentally appropriate group counseling skills and interventions						
	Poor	Below Average	Average	Above Average	Excellent	Not Applicable
Understands successful individual and group approaches to assessment and evaluation						
Understands procedures for data gathering, analysis, and presentation in terms of program research and evaluation						
Understands and successfully						

implements the Utah School Comprehensive Counseling and Guidance Program (or your state program)

Functions as an effective change agent in school improvement

Ability to collaborate with students and other professionals

Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies

	Poor	Below Average	Average	Above Average	Excellent	Not Applicable
Use of technology to promote student learning and support the school comprehensive guidance system						
Demonstrates knowledge of career development models and applies the knowledge to the SEOP process						
Ability to plan and present guidance curriculum to students, school personnel and parents						
Demonstrates knowledge of prevention and crisis intervention strategies						
Overall performance as a school counselor while under your supervision						

Using the skill areas listed above, compare the USU graduate to school counselors with similar years of experience who graduated from other school counseling preparation programs.

The USU graduate is: (Choose from below)

significantly more skilled than school counselors who graduated from other programs

more skilled than school counselors who graduated from other programs

equal to school counselors who graduated from other programs

less skilled than school counselors who graduated from other programs

significantly less skilled than school counselors who graduated from other programs

Given your experiences with its graduates, what is the likelihood that your institution would hire more Utah State University graduates as school counselors?

○ Very likely

○ Likely

○ Undecided

○ Unlikely

○ Very Unlikely

Given your experiences with Utah State University School Counselor Education program graduates, what are the major strengths of our graduate(s)?

What would strengthen the preparation of Utah State University's School Counselor Education Program graduates?

Thank you again for your participation in this survey. In closing, is there any other information that might be useful to us as we work towards maintaining a high-quality program?

USU Professional School Counselor Education Program
PRACTICUM STUDENT EVALUATION

Practicum Information	
Student Name	A#
Practicum Site	Date
Supervisor	School District
Number of years the supervisor has been a Level-II School Counselor	
Review Period Start Date	Review Period End Date
Total hours completed (from log) **(REQUIRED)**	

Instructions for Reviewer: On the following pages check the box that best matches the practicum student's demonstration of the skill or task listed. Please choose your rankings based on either of the following:

1. Review USU's Professional School Counselor Education expectations for practicum students **(below)**, and compare the performance of the practicum student to practicum students you have worked with in the past.

 OR

 2. If you have never supervised a practicum student please review USU's expectations for practicum students which are listed below to inform your rankings.

USU's Professional School Counselor Education Program expectations for practicum students:

- **Initiative and responsibility**. Practicum students should be looking for opportunities to enhance the school's Comprehensive Guidance program and be willing to share in the work of doing so. With minimal prompting, practicum students should show a willingness to expend effort necessary to assess students' needs and execute activities and programs that meet those needs.
- **Responsiveness to feedback**. We are also interested in the degree to which students are *open and willing to listen to constructive* criticism about their work and expect them to follow through on such criticism without excuses and/or defensive explanation.
- **Professional Identity**. Students are expected to write, speak and perform in ways that establish a firm foundation of professionalism. Our students' everyday behavior in the role of school counselor should establish a reputation of competence and professionalism with teachers, administrators, parents and students.
- **Ethical Behavior**. We expect that our students to *base all decisions on strong ethical principles* and engage in empirically-based best practices for school counselors.

TURN PAGE TO BEGIN

1. PROFESSIONAL SCHOOL COUNSELOR IDENTITY

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Proper attire, professional appearance										
Arrives on time										
Completes assignments on time										
Communication skills – uses tact and diplomacy with other professionals, teachers, parents and students										
Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards										
Comments										

2. SOCIAL AND CULTURAL DIVERSITY

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Awareness of own culture and its impact on counseling activities										
Knowledge and application of theories of multi-cultural counseling										
Engages in social justice, advocacy, and conflict resolution										
Engages in activities to remedy bias, prejudices, oppression, and discrimination										
Comments										

PLEASE CONTINUE ON TO THE FOLLOWING PAGES OF THIS EVALUATION

11/2012

3. HUMAN GROWTH AND DEVELOPMENT

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates understanding of the nature and needs of individuals and families across the lifespan										
Demonstrates skills in assisting in successful transitions for students										
Recognizes different learning styles and is familiar with associated strategies for student success										
Demonstrates strategies for facilitating optimal personal, career, and academic development										
Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior, addictive behavior, and psychopathology										
Comments										

4. CAREER DEVELOPMENT

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates knowledge of career development theories and decision-making models and applies the knowledge to the SEOP (Plan for CCR) process										
Demonstrates ability to use electronic career information systems effectively										
Demonstrates the ability to identify and interpret student academic, career, and personal/social competencies and effectively implements processes and activities in achieving these competencies										
Demonstrates an understanding of the relationship between economic and labor market factors and career development										
Comments										

11/2012

5. HELPING RELATIONSHIPS

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates an understanding of essential interviewing and counseling skills										
Demonstrates knowledge of counseling theories that effectively conceptualizes client presentation and selects and implements appropriate counseling interventions										
Demonstrates knowledge of a systems perspective that recognizes family and other systems theories and related interventions										
Makes wise decisions regarding counseling the practicum student should engage in and what is beyond the scope of a school guidance counselor or practicum student										
Demonstrates knowledge of ethical and legal considerations in counseling relationships (i.e., confidentiality, transference, professional boundaries)										
Comments										

6. ASSESSMENT

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates an understanding of individual and group approaches to assessment and evaluation										
Demonstrates an understanding of basic concepts of standardized and non-standardized tests and other assessment techniques										
Demonstrates appropriate use of strategies for selecting, interpreting and explaining assessment instruments and results										
Ability to conduct assessments that consider multiple sources of information										
Comments										

7. COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM MANAGEMENT

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance										
Ability to develop and implement individual planning that supports the SEOP (Plan for CCR) process at the secondary level										
Ability to plan and present guidance curriculum to students										
Ability to present guidance curriculum to school personnel and parents										
Demonstrates the ability to design and implement preventive, developmental and organized systems for delivering responsive services										
Comments										

8. FOUNDATIONS OF SCHOOL COUNSELING

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates an understanding of the relationship between guidance counseling and student service programs										
Applies leadership strategies designed to enhance the learning environment, organization, and administration of the school										
Demonstrates knowledge of current issues, policies, laws and legislation relevant to school counseling										
Demonstrates knowledge of current and emerging technology in school guidance counseling, and implements appropriate new technologies										
Comments										

11/2012

9. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Advocates for all students										
Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school-wide settings										
Comments										

10. ADDITIONAL KNOWLEDGE AND SKILL REQUIREMENTS

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates ability to prepare and implement an action plan and/or school counseling calendar										
Demonstrates an awareness of the need for seeking and securing enhancement funding for program expansion										
Demonstrates knowledge of strategies for identifying and utilizing corporate, individual and community resources to provide support for student achievement (i.e., grants)										
Demonstrates the ability to recognize and assist children and adolescents who may use alcohol or other drugs or who may reside in homes where substance abuse occurs										
Comments										

EVALUATION

SUPERVISORS: THE PRACTICUM STUDENT WILL RECEIVE A PASS/FAIL GRADE FOR THE PRACTICUM. WHICH GRADE SHOULD THE STUDENT RECEIVE? PASS_____ FAIL_____

PLEASE CONTINUE ON TO THE FINAL PAGES OF THIS EVALUATION

11/2012

PLEASE IDENTIFY THE STRENGTHS OF THE PRACTICUM STUDENT. PLEASE PROVIDE AS MUCH DETAIL AS POSSIBLE.

PLEASE IDENTIFY THE WEAKNESSES OF THE PRACTICUM STUDENT. PLEASE PROVIDE AS MUCH DETAIL AS POSSIBLE AND SUGGESTIONS FOR ADDRESSING THE WEAKNESSES.

VERIFICATION OF REVIEW

Students: By signing this form, you confirm that you have discussed this review in detail with your supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.

Student Signature (Required)	
Supervisor Signature (Required)	Date
Supervisor preferred telephone number	Supervisor preferred e-mail address
Evaluation reviewed by (Office Use Only)	Date (Office Use Only)

Note: Please contact Camille Odell, School Counselor Education Director, if you have questions or concerns about this form or the process of supervising and evaluating USU School Counseling practicum students. Thank you for supervising this pre-professional.

Contact Information:
Email: Camille.Odell@usu.edu
Phone: 435-797-5576

IMPORTANT - After your supervisor has filled out your evaluation and you have both signed the document please submit this form via Canvas.

USU Professional School Counselor Education Program
INTERNSHIP STUDENT EVALUATION

Intern Information	
Student Name	A#
Internship Site	Date
Supervisor	School District
Number of years the supervisor has been a Level-II School Counselor	
Review Period Start Date	Review Period End Date
Total hours completed (from log) **(REQUIRED)**	

Instructions for reviewer: Please check the box that best matches the appropriate demonstration of the skill or task listed. PLEASE DECIDE ON YOUR RANKINGS BY COMPARING THE PERFORMANCE OF YOUR INTERN TO A SCHOOL COUNSELOR IN THE FIRST YEAR OF PROFESSIONAL PRACTICE.

1. PROFESSIONAL SCHOOL COUNSELOR IDENTITY										
	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Proper attire, professional appearance										
Arrives on time										
Completes assignments on time										
Communication skills – uses tact and diplomacy with other professionals, teachers, parents and students										
Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards										
Comments										

2. SOCIAL AND CULTURAL DIVERSITY

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Awareness of own culture and its impact on counseling activities										
Knowledge and application of theories of multi-cultural counseling										
Engages in social justice, advocacy, and conflict resolution										
Engages in activities to remedy bias, prejudices, oppression, and discrimination										
Comments										

3. HUMAN GROWTH AND DEVELOPMENT

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates understanding of the nature and needs of individuals and families across the lifespan										
Demonstrates skills in assisting in successful transitions for students										
Recognizes different learning styles and is familiar with associated strategies for student success										
Demonstrates strategies for facilitating optimal personal, career, and academic development										
Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior, addictive behavior, and psychopathology										
Comments										

06/14

4. CAREER DEVELOPMENT

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates knowledge of career development theories and decision-making models and applies the knowledge to the SEOP process										
Demonstrates ability to use electronic career information systems effectively										
Demonstrates the ability to identify and interpret student academic, career, and personal/social competencies and effectively implements processes and activities in achieving these competencies										
Demonstrates an understanding of the relationship between economic and labor market factors and career development										
Comments										

5. HELPING RELATIONSHIPS

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates an understanding of essential interviewing and counseling skills										
Demonstrates knowledge of counseling theories that effectively conceptualizes client presentation and selects and implements appropriate counseling interventions										
Demonstrates knowledge of a systems perspective that recognizes family and other systems theories and related interventions										
Makes wise decisions regarding counseling the intern should engage in and what is beyond the scope of a school guidance counselor or intern										
Demonstrates knowledge of ethical and legal considerations in counseling relationships (i.e., confidentiality, transference, professional boundaries)										
Comments										

06/14

6. GROUP WORK

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates an understanding of group dynamics and processes										
Demonstrates knowledge of group leadership styles and approaches										
Demonstrates use of developmentally appropriate group counseling skills and interventions										
Demonstrates an understanding of ethical and legal considerations for engaging elementary and secondary students in group work										
Comments										

7. ASSESSMENT

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates an understanding of individual and group approaches to assessment and evaluation										
Demonstrates an understanding of basic concepts of standardized and non-standardized tests and other assessment techniques										
Demonstrates appropriate use of strategies for selecting, interpreting and explaining assessment instruments and results										
Ability to conduct assessments that consider multiple sources of information										
Comments										

8. RESEARCH AND PROGRAM EVALUATION

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates an understanding of the importance of research in the school counseling profession as a tool for evaluation of programs and interventions										
Demonstrates an understanding of procedures for data gathering, analysis, and presentation										
Demonstrates an understanding of the ways that technology and statistical methods are used in conducting research and program evaluation										
Ability to communicate research to administrators and policy makers										
Comments										

9. COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM MANAGEMENT

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance										
Ability to develop and implement individual planning that supports the SEOP process at the secondary level										
Ability to plan and present guidance curriculum to students										
Ability to present guidance curriculum to school personnel and parents										
Demonstrates the ability to design and implement preventative, developmental and organized systems for delivering responsive services										
Comments										

06/14

10. FOUNDATIONS OF SCHOOL COUNSELING

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates an understanding of the relationship between guidance counseling and student service programs										
Applies leadership strategies designed to enhance the learning environment, organization, and administration of the school										
Demonstrates knowledge of current issues, policies, laws and legislation relevant to school counseling										
Demonstrates knowledge of current and emerging technology in school guidance counseling, and implements appropriate new technologies										
Comments										

11. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Advocates for all students										
Demonstrates the ability to collaborate with administration, teachers, support personnel and community resources to support a student or guidance program										
Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school-wide settings										
Demonstrates knowledge of prevention and crisis intervention strategies										
Comments										

06/14

12. ADDITIONAL KNOWLEDGE AND SKILL REQUIREMENTS

	Very Poor	Poor	Well Below Average	Slightly Below Average	Average	Slightly Above Average	Well Above Average	Excellent	Outstanding	N/A
Demonstrates ability to prepare and implement an action plan/and or school counseling calendar										
Demonstrates an awareness of the need for seeking and securing enhancement funding for program expansion										
Demonstrates knowledge of strategies for identifying and utilizing corporate, individual and community resources to provide support for student achievement (i.e., grants)										
Demonstrates the ability to recognize and assist children and adolescents who may use alcohol or other drugs or who may reside in homes where substance abuse occurs										
Comments										

EVALUATION

SUPERVISORS: THE INTERN WILL RECEIVE A PASS/FAIL GRADE FOR THE INTERNSHIP. WHICH GRADE SHOULD THE STUDENT RECEIVE?
PASS_____ FAIL_____

PLEASE CONTINUE ON TO THE FINAL PAGES OF THIS EVALUATION

PLEASE IDENTIFY THE STRENGTHS OF THE INTERN. PLEASE PROVIDE AS MUCH DETAIL AS POSSIBLE.

06/14

PLEASE IDENTIFY THE WEAKNESSES OF THE INTERN. PLEASE PROVIDE AS MUCH DETAIL AS POSSIBLE AND SUGGESTIONS FOR ADDRESSING THE WEAKNESSES.

VERIFICATION OF REVIEW	
Students: By signing this form, you confirm that you have discussed this review in detail with your supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.	
Intern Signature	
Supervisor Signature	Date
Supervisor preferred telephone number	Supervisor preferred e-mail address
Evaluation reviewed by	Date

Note: Please contact Camille Odell, School Counselor Education Director, if you have questions or concerns about this form or the process of supervising and evaluating USU School Counseling interns. Thank you for supervising this pre-professional.

Contact Information:
Email: Camille.Odell@usu.edu
Phone: 435-797-5576

IMPORTANT - After your supervisor has filled out your evaluation and you have both signed the document please submit this form via Canvas.