

Key Assessments Summary: PPS School Counseling (Summary by Measure)

Measure Title	Practicum Supervisor Evaluation																													
Program Standards Covered	17, 18, 25, 19, 20, 21, 30, 32																													
Course Number(s) Related to this Assessment if Any	PPS 6001A; Assesses skills developed in 6009, 6010, 6016																													
Measure Type (Student Artifact, Exam, Portfolio, Survey, Focus Group, Interview, or other)	Field Supervisor Evaluation																													
Measure Level (Course, Program, Institution, Other)	Course/Program																													
Details/Description	Assesses skills and knowledge																													
Acceptable Target	Rating of 2																													
Ideal Target	Rating of 3																													
Implementation Plan (timeline)	End of Fall semester year one																													
Key/Responsible Personnel	Practicum Instructor and Field Supervisor/Student																													
<p>Assessment Rubric Description: The Practicum Evaluation of Competency Development is to be completed by the Field supervisor as well as via the Student's self evaluation with the following caveat: "We recognize that professional competencies are developed over time and across multiple settings. Therefore, we ask you to provide two types of ratings for each competency area: -Degree of Competency Development -Evaluation of Competency Development for Stage in the Program"</p> <p>The competency areas include: Professional School Psychology Research/Program Evaluation Social and Cultural Foundations Psychological Foundations Educational Foundations Assessment for Intervention Intervention</p>	<p>Assessment Rubric <i>Degree of Competency Development</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Rating</th> <th style="text-align: center;">Descriptor</th> <th style="text-align: center;">Definition</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td>Not seen</td> <td>No opportunity or not yet demonstrated/observed in this setting</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Emerging</td> <td>Beginning to show this knowledge/skill</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Established</td> <td>Basic knowledge/skills attained and demonstrated routinely</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Integrated</td> <td>Uses knowledge/skills flexibly as part of an overall repertoire (not expected prior to the culminating internship)</td> </tr> </tbody> </table> <p><i>Evaluation of Competency Development for Stage in the Program</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Rating</th> <th style="text-align: center;">Descriptor</th> <th style="text-align: center;">Definition</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Concern</td> <td>Stronger development expected; Focus for further development</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Satisfactory</td> <td>Development consistent with expectations at this stage</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Commendable</td> <td>Above and beyond expectations at this stage</td> </tr> </tbody> </table>			Rating	Descriptor	Definition	0	Not seen	No opportunity or not yet demonstrated/observed in this setting	1	Emerging	Beginning to show this knowledge/skill	2	Established	Basic knowledge/skills attained and demonstrated routinely	3	Integrated	Uses knowledge/skills flexibly as part of an overall repertoire (not expected prior to the culminating internship)	Rating	Descriptor	Definition	1	Concern	Stronger development expected; Focus for further development	2	Satisfactory	Development consistent with expectations at this stage	3	Commendable	Above and beyond expectations at this stage
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Program Standards Covered	17, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 30, 31, 32																											
Course Number(s) Related to this Assessment if Any	PPS 6002A; Assesses skills developed in 6022, 6025, 6570, and previous Practicum training																											
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Measure Title	Internship Field Supervisor Evaluation
Program Standards Covered	All (17-32)
Course Number(s) Related to this Assessment if Any	PPS7210: assesses skills developed throughout the entire program
Measure Type (Student Artifact, Exam, Portfolio, Survey, Focus Group, Interview, or other)	Field Supervisor evaluation
Measure Level (Course, Program, Institution, Other)	Course/Program
Details/Description	Internship Field Supervisor evaluation: Assesses skills and knowledge
Acceptable Target	Ratings of 4 out of 7
Ideal Target	Ratings of 5-7
Implementation Plan (timeline)	End of 300 Internship hours usually accomplished around the end of Fall semester during Internship year
Key/Responsible Personnel	Internship Field Supervisor
Assessment Rubric Description: The Internship Evaluation is to be completed by the Intern's Field Supervisor two times during the Internship experience. These evaluations should occur as the Intern accumulates approximately 300 hours of Internship experience (formative assessment) and again at the completion of the 600 hour experience (summative evaluation)	Assessment Rubric Rating <ol style="list-style-type: none"> 1. Significantly Below Standard 2. Well Below Standard 3. Emerging Skills 4. Generally Meets Competency 5. Competent 6. Very Competent 7. Highly Competent

Measure Title	Internship Field Supervisor Evaluation
Program Standards Covered	All (17-27)
Course Number(s) Related to this Assessment if Any	PPS 7211: assesses skills developed throughout the entire program
Measure Type (Student Artifact, Exam, Portfolio, Survey, Focus Group, Interview, or other)	Field Supervisor Evaluation
Measure Level (Course, Program, Institution, Other)	Course/Program
Details/Description	Internship Field Supervisor evaluation: Assesses skills and Knowledge
Acceptable Target	Ratings of 4 out of 7
Ideal Target	Ratings of 5-7
Implementation Plan (timeline)	End of Internship experience (completion of 600 hours)
Key/Responsible Personnel	Internship Field Supervisor
Assessment Rubric Description: The Internship Evaluation is to be completed by the Intern's Field Supervisor two times during the Internship experience. These evaluations should occur as the Intern accumulates approximately 300 hours of Internship experience (formative assessment) and again at the completion of the 600 hour experience (summative evaluation)	Assessment Rubric Overall Rating <ol style="list-style-type: none"> 1. Significantly Below Standard 2. Well Below Standard 3. Emerging Skills 4. Generally Meets Competency 5. Competent 6. Very Competent 7. Highly Competent

Measure Title	Praxis Exam – Professional Counselor 5421
Program Standards Covered	All (17-32)
Course Number(s) Related to this Assessment if Any	Entire Program
Measure Type (Student Artifact, Exam, Portfolio, Survey, Focus Group, Interview, or other)	National Exam
Measure Level (Course, Program, Institution, Other)	Program
Details/Description	National exam assessing knowledge and skills
Acceptable Target	146
Ideal Target	156
Implementation Plan (timeline)	Upon completion of the Internship experience
Key/Responsible Personnel	Student/Program Director
<p>Assessment Rubric Description: Professional School Counselor (5421)</p> <p>The Professional School Counselor test measures whether entry-level school counselors have the standards- relevant knowledge, skills, and abilities believed necessary for competent professional practice. The test is designed to follow the American School Counselor Association’s ASCA National Model®. There are four major components of the test that mirror ASCA’s model. The Foundations component focuses on the history and role of the professional counselor, knowledge about human development, and ethical and legal principles. The Delivery of Services component focuses on individual, group, classroom- guidance and schoolwide interventions, as well as, consultation and collaboration. The Management component focuses on appropriate methods for developing and maintaining a comprehensive guidance program. Finally, the Accountability component focuses on program evaluation, research, and assessment.</p> <p>The Professional School Counselor test measures whether entry-level school counselors have the standards- relevant knowledge, skills, and abilities believed necessary for competent professional practice. The test is designed to follow the American School Counselor Association’s ASCA National Model®. There are four major components of the test that mirror ASCA’s model. The Foundations component focuses on the history and role of the professional counselor, knowledge about human development, and ethical and legal principles. The Delivery of Services component focuses on individual, group, classroom- guidance and schoolwide interventions, as well as, consultation and collaboration. The Management component focuses on appropriate methods for developing and maintaining a comprehensive guidance program. Finally, the Accountability component focuses on program evaluation, research, and assessment.</p> <p>Test questions call on the individual’s knowledge of research-based counseling practices as well as the ability to apply knowledge and principles to situations that occur in the schools. The test taker will be asked to analyze and respond to situations involving individual students, classroom situations, and school and community events at grade levels kindergarten through twelfth grade.</p>	<p>Assessment Rubric PROFESSIONAL SCHOOL COUNSELOR (5421) Cut of scores by State: AL - 151 AR - 156 DC - 156 HI - 156 KS - 156 LA - 156 ME - 156 MS - 156 MT - 156 NC - 156 ND - 156 NE - 156 NV - 156 PA - 156 RI - 156 SC - 156 TN - 156 UT - 164 WA - 156 WI - 156 WV - 156 GU - 156 MP – 156</p> <p>Acceptable Target: 146 Ideal Target: 155</p>

Measure Title	Program Comprehensive exam
Program Standards Covered	17-25
Course Number(s) Related to this Assessment if Any	6001A-6004A, 6009,6010, 6022, 6025, 6570, 6580, 6029, 6016, 6024, 6046, 6020, 6014, 6022, 6036
Measure Type (Student Artifact, Exam, Portfolio, Survey, Focus Group, Interview, or other)	Comprehensive program exam
Measure Level (Course, Program, Institution, Other)	Program
Details/Description	4 hour exam completed prior to entry into Internship. Assesses skills and knowledge
Acceptable Target	Pass: Score of 70
Ideal Target	Score of 85
Implementation Plan (timeline)	Spring of second year
Key/Responsible Personnel	Program Director/Instructor
Assessment Rubric Description: The comprehensive exam is administered at the conclusion of PPS 6036: Professional Roles. The purpose of the exam is to provide an opportunity for Candidates to demonstrate Internship entry levels of competence. The exam must be passed prior to entry in the formal Internship experience The 4 hour exam contains vignettes covering four main content areas of the NASP Practice Model: <ul style="list-style-type: none"> • Professional Practices, Practices that Permeate All Aspects of Service and Delivery • Direct and Indirect Services for Children, Families, and Schools (Student-Level Services) • System-Level Foundations of School Counseling Service Delivery 	Assessment Rubric The Comprehensive exam is based on a 0-100 reporting scale. Acceptable Target: 70 (Pass) Ideal Target: 85

Measure Title	Student Program Evaluation
Program Standards Covered	All (17-32)
Course Number(s) Related to this Assessment if Any	Entire Program
Measure Type (Student Artifact, Exam, Portfolio, Survey, Focus Group, Interview, or other)	Student rating of Program via Likert scale
Measure Level (Course, Program, Institution, Other)	Program
Details/Description	Student rating of Program based on NCATE/CAEP standards
Acceptable Target	Rating of 3
Ideal Target	Rating of 4
Implementation Plan (timeline)	During Exit Interview after Internship
Key/Responsible Personnel	Program Director
Assessment Rubric Description: The Student Program evaluation offers the candidate an opportunity to provide ratings on various aspects of the School Psychology program which are reflective of the NCATE/CAEP standards. The evaluation is completed anonymously during the exit interview process at the conclusion of meeting all program requirements	Assessment Rubric <ol style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree 5. Exceeds Expectation

Measure Title	Student Program Evaluation
Program Standards Covered	All (17-27)

Course Number(s) Related to this Assessment if Any	Entire Program
Measure Type (Student Artifact, Exam, Portfolio, Survey, Focus Group, Interview, or other)	Exam/Field Supervisor Rating
Measure Level (Course, Program, Institution, Other)	Program
Details/Description	Summative consideration of Internship rating combined with PRAXIS score
Acceptable Target	Rating of 2
Ideal Target	Rating of 3
Implementation Plan (timeline)	During Exit Interview after Internship
Key/Responsible Personnel	Program Director
<p>Assessment Rubric Description:</p> <p>This assessment is designed to assist the training faculty in determining the status of candidate, as they are about to complete their professional counseling internship training. The scoring rubric utilizes: 1) the overall intern rating and 2) the Praxis total score. These scores are combined to yield a quantitative score reflective of the candidate's overall ability to engage in autonomous professional psychology practice. The scores from these two instruments are combined to yield a mean competency score at the end of the candidates academic/experiential training. Mean competency scores that are found to be below an acceptable level will signal the need for a systematic remediation plan to be developed and implemented. Mean competency scores that are at or above the acceptable level will be viewed as a signal to the training faculty that the intern is ready to receive their Pupil Personal Services Credential and become a CCTC credentialed professional.</p>	<p>Assessment Rubric</p> <p>Scoring rubric for Independent Professional Practice combining the Internship Evaluation and Praxis</p> <p><i>Internship Evaluation Rating = Overall Value:</i></p> <ul style="list-style-type: none"> -Intern Overall Rating of 3 = Combined matrix score of 1 - Intern Overall Rating of 4 = Combined matrix score of 2 - Intern Overall Rating of 5 and above= Combined matrix score of 3 <p><i>Praxis Score = Overall Value:</i></p> <ul style="list-style-type: none"> -PRAXIS Score of 146 and below = Combined matrix score of 1 -PRAXIS Score of 147-154 = Combined matrix score of 2 -PRAXIS Score of 155 and above = Combined matrix score of 3 <p><i>Add two Matrix scores, divide by two.</i></p> <p>Acceptable Score: 2 Ideal Score: 3</p>