

[PPS School Counseling Assessment data](#)

Data Table Explanation/Summary:

The program's assessment protocol includes assessments through key assignments embedded in coursework and at key transition points throughout the program. Fieldwork assessment protocol includes formative and summative evaluations by University and Site Supervisors for each of the three placements. In addition to formal assessments, the program includes multiple opportunities for self-reflection and dialogue with university faculty and site supervisors on the development of each Candidate's professional identity and their work as engaged practitioners that demonstrate knowledge, skills and professional dispositions. The culminating portfolio activity requires Candidates to reflect on personal and professional growth, provide exemplars of their work, discuss current issues, and celebrate the success and experiences of their time in the program.

- PPS 546- Introduction to School Counseling ([rubric](#)): This assessment is identified by the Educational Counseling faculty as evidence of a candidate's general knowledge of the history and development of school counseling and the three domains – academic, personal/social, and career – of the school counselor's work.
- Audit for PPS 543 ([rubric](#)): This assessment requires Candidates to use their knowledge and skills in planning, designing and implementing an evaluation of a comprehensive counseling and guidance program, including the collection of data and the preparation of an evaluation report. The assignment is assessed with an established rubric and requires Candidates to assess all aspects of the counseling and guidance program at a public K-12 education setting. This assessment is designed to utilize both the state standards and the American School Counseling Association Standards as a basis for comparison.
- Test Review summary for EDUC 501 ([rubric](#)): This assessment requires that candidates find standardized education or psychological test in one of the Buros Mental Measurements Yearbooks and write a clear, thorough review and evaluation, including validity, reliability and usability. Candidates must understand and synthesize key information about test quality and use.
- Diversity Project for PPS 573 ([rubric](#)): This assignment is an examination of diversity in a school setting from the culture-general to the culture-specific. Emphasis is placed on the previously learned counseling skills as applied to culturally diverse populations including, but not limited to, racial/ethnic, socioeconomic status, environmental factors, religious, sexual orientation, differently-abled, educational disability, and children in non-traditional homes.
- Technology-Based Presentation for PPS 565 ([rubric](#)): This assessment requires Candidates to utilize technological skills in gathering credible data on the internet, developing presentational material with packaged programs, and embedding self-generated audio visual material into a presentation on Career Related Resources. The assignment is assessed with an established rubric and requires Candidates to incorporate various technological skills throughout the activity. Candidates are then able to collaborate with other Candidates in developing a compendium of detailed career web site information.

The program reviews both the course enrollment and grade along with the assessment measurement 1) to determine compliance of the assessment and to assess if there were any correlations between overall course performance and key assessment performance.

There is a need to implement key assessments more consistently across all credentialed programs. Our Spring 2019 analysis of key assessments resulted the identification of these gaps. We have developed a plan to address this issue and look forward to increased participation and completion in Fall 2019. To support this initiative, we have increased our faculty and staff leadership in this area.