

## Guidance and Counseling Key Assessment Data

\*This form represents all data currently stored online using our Tk20 data system. During the unit's on campus visit the BOE will be able to view an updated version including data currently only available in paper format.

Mike McBride  
 Professional Education Unit Assessment Coordinator  
 2-12-16

### Midpoint Survey

Completed during 68-640. Diversity focus on Items 3 and 20

Scoring:

- 5: Exceeds Expectations
- 4: Meets Expectations
- 3: Progressing Towards Meeting Expectation
- 2: Marginally Meeting Expectations
- 1: Does Not Meet Expectation

Please answer the following questions. If you do not feel that you can answer a given question about your ability at this time, please leave it blank. To what degree can you:	Average (Spring 2013, n=5)
demonstrate knowledge of human development and personality and how these domains affect learners	4
demonstrate knowledge of factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles	3.6
demonstrate knowledge of established and emerging counseling theories and knowledge of techniques and strategies for innovative and differentiated interventions that are developmentally and culturally appropriate	3.8
demonstrate knowledge of helping skills and establish helping relationships with students through individual counseling, group work, classroom guidance, and mental health and well-being activities within the comprehensive guidance and counseling program	4
demonstrate knowledge of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families	3.8
define role in assessment consistent with a fully implemented comprehensive guidance and counseling program; demonstrate knowledge of the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, personal/social, and career development of all students	3.8
demonstrate knowledge of career development and planning processes across the life span	3.8

assist all students in their career awareness, exploration, decision-making, and planning	4
demonstrate knowledge of the structural components of a fully implemented comprehensive guidance and counseling program including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns	3.6
demonstrate knowledge of the four program components of a fully implemented comprehensive guidance and counseling program	3.8
promote and conduct classroom and school-wide, results-based guidance activities that facilitate all students' academic, career and personal/social development	4
implement planning, goal setting and decision making processes that all students need to develop personal plans of study that promote their academic, personal/social and career development	4.2
conduct individual counseling, small group counseling, consultation and referral	3.8
demonstrate knowledge of management of a district-wide comprehensive guidance program, aligned with district/building mission and goals, and support district/building educational programs	3.6
demonstrate knowledge of how to integrate and utilize technology for program delivery and management	3.4
demonstrate knowledge of program, personnel, and results evaluation procedures to plan, design, implement, evaluate and enhance a comprehensive guidance and counseling program	3.6
promote, model, and teach interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other professional school counselors	3.6
develop collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other professional school counselors	3.8
demonstrate knowledge of theories, models, and processes of consultation strategies to improve communication, develop and promote professional, family, and school relationships and coordinate school and community resources	3.8
demonstrate knowledge of school and community involvement including how to identify, evaluate, and use community resources ,referral procedures, participation and contribution to school and community organizations/activities	3.6
demonstrate knowledge of the value of self-care and begins to apply techniques of self-care including the use of supervision and professional boundaries	4
demonstrate knowledge of professional Identity competencies, preparation standards, credentials, accreditation policies;	3.6
use continuous learning and growth, personal reflection, and feedback from others to make and follow a professional development plan	3.8
demonstrate knowledge of student advocacy processes needed to address individual, institutional and social factors that influence access, equity, and success for all students	3.6
demonstrate knowledge of comprehensive guidance and counseling program concepts to contribute to the development of a positive and safe school climate and culture	3.6
demonstrate knowledge of and practices in accordance with ethical standards appropriate to the school counseling profession	4

demonstrate knowledge of standards associated with the counseling profession including MoSPE standards, School Counselor Mentoring Program, and consultation resources	3.4
demonstrate knowledge of the role of local school policy and procedures and how to access them	4
demonstrate knowledge of local, state, and federal statutory requirements and is familiar with legal resources	3.8

### Midpoint Disposition Assessment

Completed during 68-628. (18 hours in). Diversity focus on items 9 and 11.

<b>Disposition Assessment Results</b> Strongly Disagree=1 Disagree=2 Neutral/Not Observed=3 (data removed) Agree=4 Strongly Agree=5	<b>Fall 2013 (n=11)</b>	<b>Fall 2014 (n=6)</b>	<b>Fall 2015 (n=3)</b>
Maintains confidentiality as appropriate	4.91	4.83	4.67
Demonstrates enthusiasm toward teaching, learning and leading	4.82	4.67	4.67
Understands and complies with laws and policies at the local, state, provincial and national level	4.91	4.83	4.00
Exhibits professional standards in appearance	4.91	5.00	4.33
Is prepared and punctual	4.73	4.50	4.33
Is enthusiastic about instructional content	5.00	5.00	4.67
Demonstrates academic honesty	4.91	4.83	4.67
Maintains high expectations for self and others	4.91	4.83	4.33
Considers diverse opinions and perspectives	4.82	4.67	4.33
Exemplifies respect for self and others	4.91	4.83	5.00
Recognizes and promotes diversity of individuals and groups	4.73	4.50	4.00
Acts compassionately towards others	4.91	4.83	5.00
Is patient and flexible	4.82	4.67	4.67
Collaborates with peers and supports their development	4.91	5.00	4.33
Is able to think critically and effectively solve problems	4.91	4.83	4.33
Addresses issues and concern in a professional manner	4.91	4.83	4.33
Accepts critical feedback in a professional manner	5.00	5.00	5.00
Seeks and accepts help when needed	4.91	4.83	4.67
Reflects upon his/her professional practice	5.00	5.00	4.33
Sets goals for continuous improvement	4.82	4.67	4.00
Evaluates attainment of professional goals	4.64	4.50	4.00

## Final Advisor/Supervisor Disposition Assessment

Completed in 68-629/630—final field practicum. Diversity focus on items 9 and 11

<b>Disposition Assessment Results</b> <b>Strongly Disagree=1</b> <b>Disagree=2</b> <b>Neutral/Not Observed=3 (data removed)</b> <b>Agree=4</b> <b>Strongly Agree=5</b>	Fall 2014 (n=4)	Spring 2015 (n=10)
Maintains confidentiality as appropriate	5.00	4.88
Demonstrates enthusiasm toward teaching, learning and leading	5.00	4.89
Understands and complies with laws and policies at the local, state, provincial and national level	5.00	4.75
Exhibits professional standards in appearance	5.00	4.78
Is prepared and punctual	4.50	4.78
Adheres to high standards of truthfulness and honesty.	5.00	4.78
Initiates responsibility for continuous self-learning	5.00	4.67
Maintains high expectations for self and others	5.00	4.56
Considers diverse opinions and perspectives	5.00	4.78
Exemplifies respect for self and others	5.00	4.78
Recognizes and promotes diversity of individuals and groups	5.00	4.67
Acts compassionately towards others	5.00	4.89
Is patient and flexible	4.67	4.89
Collaborates with peers and supports their development	5.00	4.63
Is able to think critically and effectively solve problems	5.00	4.78
Addresses issues and concern in a professional manner	5.00	4.78
Accepts critical feedback in a professional manner	5.00	4.89
Seeks and accepts help when needed	4.67	4.88
Reflects upon his/her professional practice	5.00	4.88
Sets goals for continuous improvement	4.67	4.50
Evaluates attainment of professional goals	4.33	4.44

## MoSCPA

Missouri School Counselor Pre-Service Assessment, the performance-based capstone for counselor certification.

<b>MoSCPA Fall 2015 (n=1)</b>	<b>Raw Points Earned</b>	<b>Raw Points Available</b>
Task 1 Step 1: Identifying Resources and Collecting Data	3	4
Task 1 Step 2: Analyzing Data	3	4
Task 1 Step 3: Planning for the Implementation	3	4
Task 1 Step 4: Reflecting	3	4
Task 2 Step 1: Planning and Designing	2	4
Task 2 Step 2: Implementing	2	4
Task 2 Step 3: Analyzing	2	4
Task 2 Step 4: Reflecting	2.5	4
Task 3 Step 1: Planning the Interactive Presentation for the Internship Site	2	4
Task 3 Step 2: Implementing the Interactive Presentation for the Internship Site	2	4
Task 3 Step 3: Analyzing the Interactive Presentation for the Internship Site	2.5	4
Task 3 Step 4: Reflecting	3	4
Final Outcome	Pass	