GSE Assessment Fair 2015

School Counseling
Question:

Which areas of professional practice are reported by site supervisors to be the weakest amongst all factors of practice competence?
Data was collected from the internship performance evaluations which are completed by the site supervisors quarterly.
Data: 109 total evaluations were examined with significant emphasis on the 33 Spring term evaluations which reflect final scores.

Analysis: Examined scores less than 3.75 (3= Proficient; 4= Exemplary) by Spring Term reports (n.b. all averages were greater than 3.5 by conclusion of Spring Term)
Findings:

Professional Practice Standard

1(a)F: Understands the effects of: Atypical Growth and Development, health and wellness, language, ability level... (3.68)
1(a)G: Understands the operation of the school emergency management plan and the roles & responsibilities of the school counselor during crises, disasters, and other trauma-causing events (3.61)

2(a)D: Knows how to design, implement, manage and evaluate transition programs including school-to-work, postsecondary planning and college admissions counseling (3.67)

3(b)D: Demonstrates the ability to use procedures for assessing and managing suicide risk (3.68)

4(a)C: Understands the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families (3.74)
4(b)A: Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development (3.71)

5(b)D: Makes appropriate referrals to school and/or community resources (3.71)

7(a)C: Understands curriculum design, lesson plan development, classroom management strategies and differentiated instructional strategies (3.68)
7(b)B: Implements strategies and activities to prepare students for a full range of postsecondary options (3.67)
7(b)C: Implements differentiated instructional strategies (3.68)

8(b)E: Uses referral procedures with helping agents in the community such as: mental health centers, businesses, and service groups; to secure assistance for students and their families (3.68)
Standards with lower scores were content-analyzed then tied to the courses in which the content is expected to be covered.
Professional Practice Standards and courses in which standards/content is to be covered:

1(a)F: Understands the effects of: Atypical Growth and Development, health and wellness, language, ability level...
(3.68)  COUN 569: DEVELOPMENTAL FOUNDATIONS
1(a) G: Understands the operation of the school emergency management plan and the roles & responsibilities of the school counselor during crises, disasters, and other trauma-causing events (3.61) COUN 545: YOUTH AT RISK

2(a)D: Knows how to design, implement, manage and evaluate transition programs including school-to-work, postsecondary planning and college admissions counseling (3.67) COUN 568: CAREER AND LIFESTYLE PLANNING; COUN 527: INDIV WITH DIVERSE NEEDS

3(b)D: Demonstrates the ability to use procedures for assessing and managing suicide risk (3.68) COUN 545: YOUTH AT RISK

4(a)C: Understands the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families (3.74) COUN 527: INDIV WITH DIV NEEDS
4(b)A: Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development (3.71) COUN 527: INDIV WITH DIV NEEDS

5(b)D: Makes appropriate referrals to school and/or community resources (3.71) COUN 576: PARENTS, FAMS, COMMUNITIES

7(a)C: Understands curriculum design, lesson plan development, classroom management strategies and differentiated instructional strategies (3.68) COUN 526: EFFECTIVE TEACHING
7(b)B: Implements strategies and activities to prepare students for a full range of postsecondary options (3.67)
7(b)C: implements differentiated instructional strategies (3.68) COUN 526: EFF TEACHING

8(b)E: Uses referral procedures with helping agents in the community such as: mental health centers, businesses, and service groups; to secure assistance for students and their families (3.68) COUN 576: PARENTS, FAMS, COMMUNITIES
Action steps:
Examine course content/syllabi
Discuss needs with adjunct who teach the courses
Provide content assistance as needed
Reassess upcoming cohorts to learn whether there is progress

Take Action