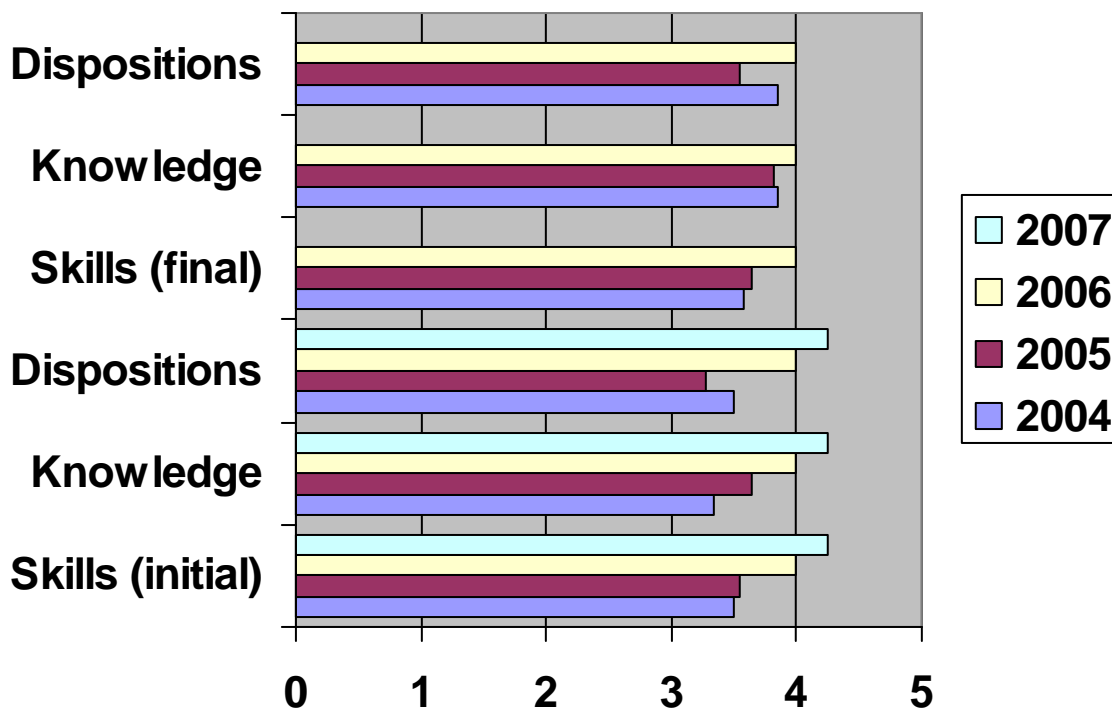


Aggregate Data for School Counseling

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Candidate Assessment of Progress



Students from the 2007 cohort will not receive their second evaluation until winter 2009. However, it is our first class with average, initial scores above the 4.0 level. We have high expectations for this cohort.

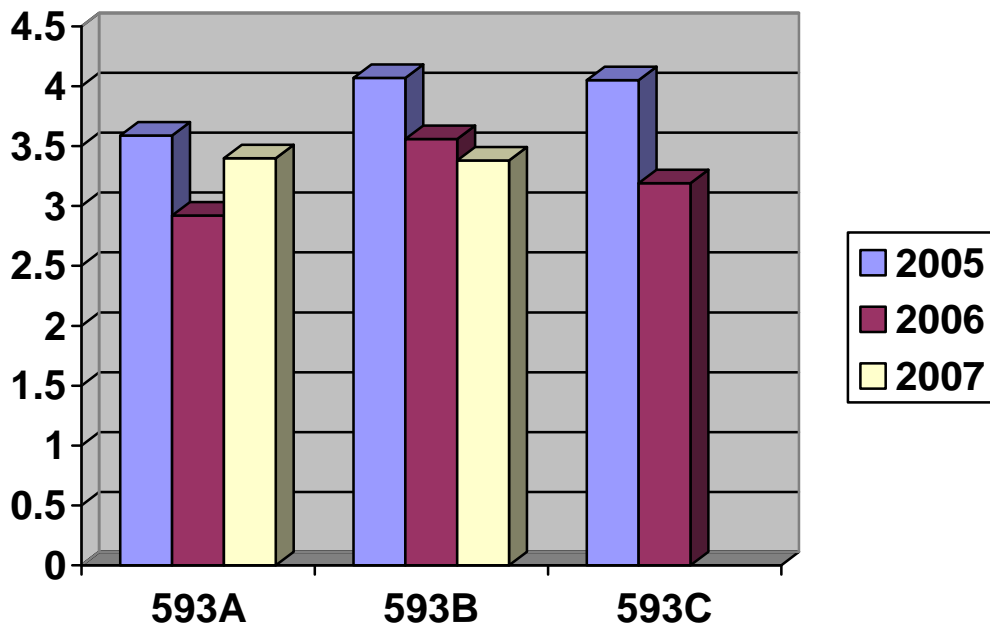
Practica

Students start practica classes during their second or third quarter in the program. PSY 593A is the foundations level practicum class. It provides brief contact with clients and allows students to get comfortable with the process. It is not surprising students receive lower scores, as they are often learning unfamiliar skills. PSY 593B focuses on goal setting and treatment planning. The final practicum, PSY 593C is an advanced practicum in counseling. The following are aggregate scores for the past three years. The following template was used for scoring:

5. **Very good performance:** performance on each skill category was better than expected at this state in

her/his training.

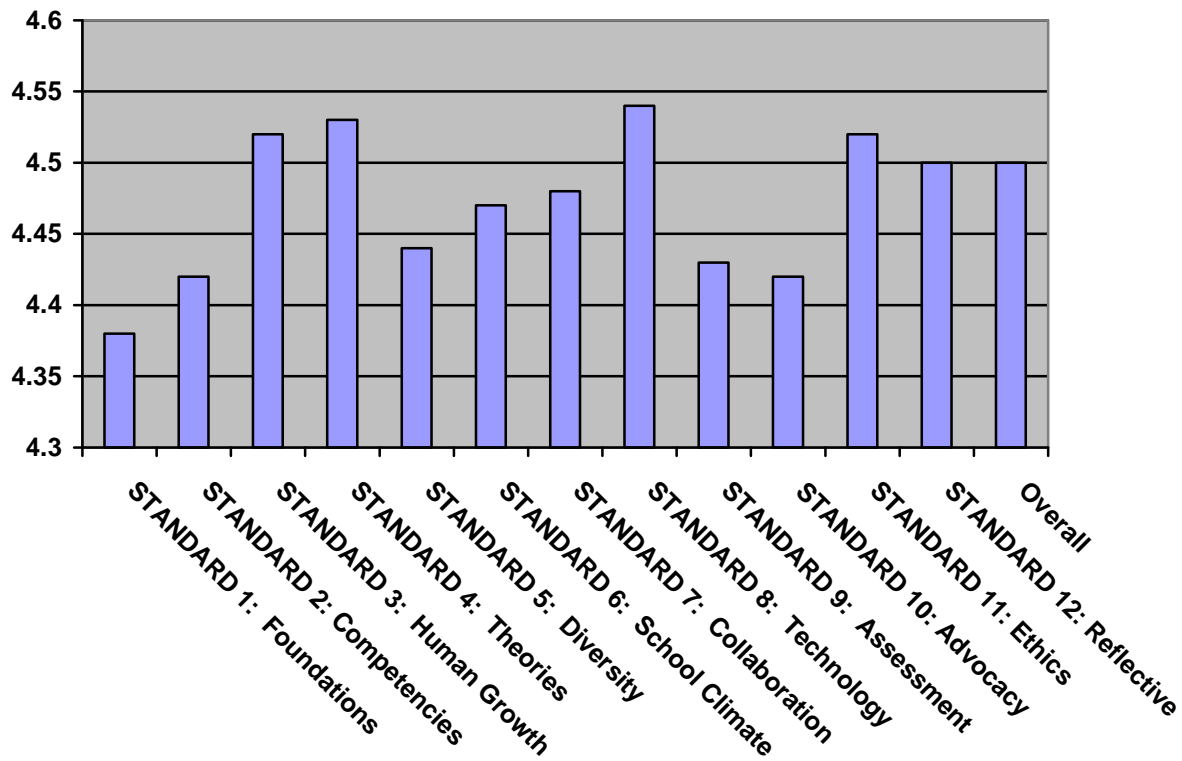
4. **Good performance:** performance on some of the skill categories was better than expected at this stage in his/her training.
3. **Expected performance:** performance on most or all of the skill categories was as expected at this stage in her/his training.
2. **Less than expected performance:** there were some problems in performance on one or more of the skill categories. Performance on one or more skill categories was less than expected at this time. Some improvement is needed in one or more skill areas prior to completing PSY 593A.
1. **Poor performance:** there were serious problems in performance on one or more of the skill categories. Performance on one or more skill categories will require significant improvement prior to satisfactorily completing PSY 593A.



Students admitted in 2007 will complete 593C in the fall or winter of 2008/2009.

PSY 682B: Internship

For the past three years, scores from student internship supervision evaluations ranged from a low of 4.38 (Standard 1: Foundations of School Counseling) to a high of 4.5 (Standard 8: Information Resources and Technology). Overall, student received a mean score of 4.5. A “4” indicates “The candidate has done a good job of achieving this competency”. A score of “5” indicates “The candidate has done an excellent job of achieving this competency.”



Dates below correspond to the candidate’s admission into the program. Typically, it takes two years for students to reach the internship stage. No students from the 2007-admitted cohort has reached the internship phase.

PSY 682 - Internship

	Average scores from 2006	Average scores from 2005	Average scores from 2004
WAC 180-78A-270 STANDARD 1: Foundations of the School Counseling Profession: Certified school counselors design, deliver, and evaluate student-centered, data-driven school counseling programs that advance the mission of the school in light of recognized theory, research, exemplary models, community context, and professional standards.			
1. Articulates key features, benefits, goals, and objectives of a comprehensive school counseling program;	4.8	4.3	5.0
2. Conducts counselor time utilization activity according to national ASCA model;	4.1	4.3	4.0
3. Collects and analyzes data to determine impact of school counselor program on student achievement;	4.3	4.4	5.0
4. Articulates and documents how the school counseling program and counselor activities support the mission of the school and impact student learning;	4.9	4.6	5.0
5. Demonstrates understanding of school district policies and procedures regarding counseling activities, student behavior, and general operation of the school;	4.9	4.4	5.0
6. Demonstrates understanding of School Improvement Plan (SIP) processes and how it relates to the school counseling program;	4.8	4.3	5.0
7. Uses school report card, other data, and SIP to design systemic interventions based on research and theory.	4.5	4.4	5.0

	Average scores from 2006	Average scores from 2005	Average scores from 2004
WAC 180-78A-270 STANDARD 2: School Counseling and Student Competencies: Certified school counselors know and can integrate academic, career, and personal/social student competencies, including Washington State Learning Goals and Essential Academic Learning Requirements, into the school counseling program; can teach counseling and guidance related material by using effective curriculum, instructional strategies, and instructional management; support teachers and parents in helping students develop knowledge and skill for learning, living and working; and provide information about best practices to a school community.			
8. Identifies needs of students in academic, career, personal, and social domains and determines positive impact on student learning;	4.9	4.4	5
9. Demonstrates knowledge and skills in curriculum development, instructional and assessment practices, and classroom management;	4.2	4.4	5
10. Uses student records to assist students and their parents/guardians to align academic and career expectations;	4.6	4.9	NA
11. Knows and integrates academic, career, and personal/social student competencies, including Washington State Learning Goals, Essential	4.6	4	4.5

Academic Learning Requirements, and Grade Level Expectations, into the school counseling program;

12. Guides individuals and groups of students through the development of educational and career awareness and/or plans in order to develop knowledge and skills for learning, living, and working;	4.8	4.6	4.5
13. Promotes academic rigor and helps prepare students for successful transitions to the next level of schooling from kindergarten to high school and beyond;	4.6	4.5	4.5
14. Assists teachers with infusing affective skills and career development, e.g., problem solving, goal setting and decisions making;	4.6	4	5
15. Able to design needs assessment, analyze results, and use data to set priorities.	4.5	4.5	4

	Average scores from 2006	Average scores from 2005	Average scores from 2004
WAC 180-78A-270 STANDARD 3: Human Growth and Development: Certified school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well being and to enhance resiliency; provide guidance to parents and teachers about developmentally appropriate practices that support students throughout their schooling experience.			
16. Demonstrates comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being;	4.6	4.5	5
17. Provides guidance to parents and caregivers about developmentally appropriate practices that support students to motivate and nurture growth in academic, career, and personal/social domains;	4.9	4.4	5
18. Consults with staff and families about developmental needs of students and increases resiliency of students through development of skills in academic, career, and personal/social domains and enhances personal connections to school, family and community;	4.7	4.5	5
19. Applies knowledge of learning theory, including styles, modalities, and multiple intelligences.	4.6	4.6	5

	Average scores from 2006	Average scores from 2005	Average scores from 2004
WAC 180-78A-270 STANDARD 4: Counseling Theories and Techniques: Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.			
20. Counsels individual students and small groups of students using appropriate theories and techniques with respect to each diverse learner;	4.8	4.8	5

21. Uses counseling strategies to help students so they can be emotionally and socially prepared to maximize their instructional time;	4.9	4.6	5
22. Applies career development theory in educational planning;	4.7	4.8	3.5
23. Articulates a personal and professional belief statement and counseling philosophy;	4.6	4.8	5
24. Demonstrates a knowledge of mental health disorders, including substance abuse, and knows how and when to make referrals;	4.8	4.5	4.5
25. Uses counseling strategies that maximizes students' success and instructional time.	4.5	4.6	4.5

	Average scores from 2006	Average scores from 2005	Average scores from 2004
WAC 180-78A-270 STANDARD 5: Equity, Fairness, and Diversity			
Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.			
26. Models, demonstrates, and advocates for fairness, equity, sensitivity, and respect for students, staff, parents/caregivers, and community members;	4.9	4.9	5
27. Advocates for equitable access to instructional programs and activities through the design and implementation of plans that remove barriers to learning;	4.5	4.7	4
28. Disaggregates data to identify areas where students may be negatively impacted by school practices and policies and proposes solutions;	4	4.5	4
29. Demonstrates an awareness of school climate and how it impacts student learning, especially for families and students who have been historically disadvantaged and marginalized;	4.7	4.6	5
30. Demonstrates knowledge and awareness of special education and IEP goals and objectives.	4.5	4.8	4

WAC 180-78A-270 STANDARD 6: School Climate: Certified school counselors work to establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.			
31. Advocates for a safe, inclusive, nurturing, and intellectually stimulating learning environment;			

- 32. Demonstrates knowledge of current law and best practices in the prevention of bullying/harassment, violence, and substance abuse as barriers to student learning;
- 33. Can articulate the school counselor's role as an active participant in the school improvement planning process to ensure a school climate that supports equitable learning for all students;
- 34. Understands the site's comprehensive safe schools plan and the role of staff, students, families, and community in this process, including peer helper and student leadership programs;
- 35. Facilitates new student integration into the school environment;
- 36. Demonstrates knowledge of the strategies and methodologies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest goals;
- 37. Collects and analyzes data regarding physical, social, psychological, and intellectual safety of the school environment;
- 38. Models caring, acceptance, communication, and human relations skills to students, staff, parents, and community;
- 39. Demonstrates knowledge of ways to identify child physical, sexual, emotional abuse, and child neglect. Knows mandated child abuse reporting laws. Understands the impact of abuse on student learning and behavior. Has knowledge of child abuse prevention programs. Can provide teachers with information the effects of abuse on the classroom environment and best practices for teaching children who have been the victims of child abuse.

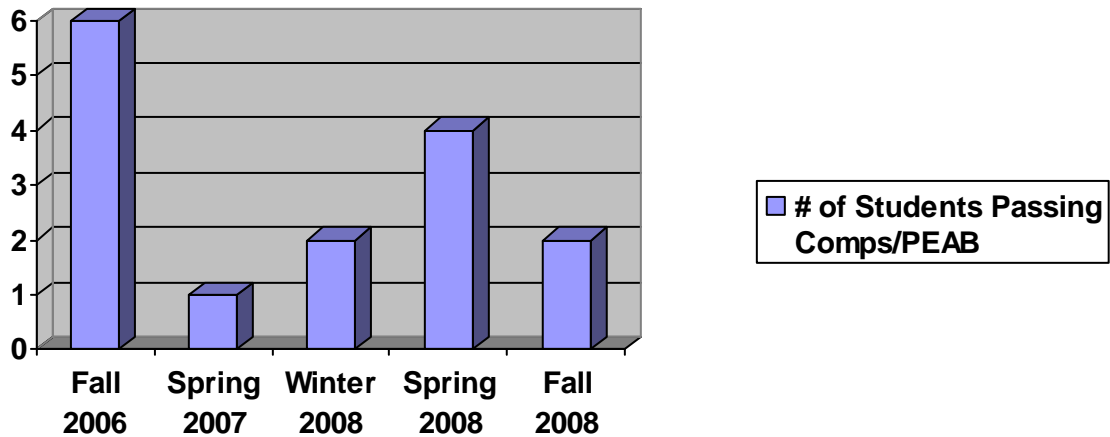
	Average scores from 2006	Average scores from 2005	Average scores from 2004
WAC 180-78A-270 STANDARD 7: Collaboration with School Staff, Family, and Community: Certified school counselors work collaboratively with school staff, families, and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.			
40. Recognizes and fosters the value of community involvement in the schools and the design of effective methods for formal and informal written and oral communication;	4.7	4.4	4.5
41. Demonstrates knowledge of effective methods for consultation;	4.6	4.6	4
42. Accesses appropriate social service providers;	4.7	4.5	5
43. Develops appropriate strategies to promote effective, positive support plans for students;	4.5	4.4	4
44. Reduces barriers to student learning through direct referred services and/or in-district options;	4.4	4.4	5
45. Provides support for students in crisis situations with a calm, effectual, and ethical manner consistent with school policies and procedures;	5	4.9	5
46. Works with teachers and administrators to promote and support behavior management strategies;	4.8	4.6	5

47. Regularly attends counseling staff meetings and other counseling related meetings;	4.9	5	4
48. Demonstrates knowledge of commonly used medications for school-aged children;	4	4	5
49. Adheres to laws and regulations governing limits of information sharing.	4.9	4.8	4.5

	Average scores from 2006	Average scores from 2005	Average scores from 2004
WAC 180-78A-270 STANDARD 9: Student Assessment and Program Evaluation: Certified school counselors understand the basic principles and purposes of assessment; collection and use of data; regularly monitor student progress and are able to communicate the purposes, design, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.			
53. Assesses, interprets, and communicates results to students, faculty, and parents and community with respect to aptitude, achievement, interests, and learning styles;	4.5	3.8	4
54. Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, academics, and careers);	4.6	4.3	4
55. Collaborates with staff concerning assessment of students with special needs;	4.6	4.4	4
56. Interprets results of Washington Assessment of Student Learning (WASL) and/or other informal/formal assessments to a variety of audiences;	4.5	4.3	4
57. Uses data to identify and support students at risk of school failure;	4.5	4.3	3.5
58. Articulates the basic principles and purposes of program evaluation;	4.6	4	4
59. Identifies a “closing the gap” activity, articulates a tentative hypothesis, and proposed a research-based intervention.	4.9	4.5	4

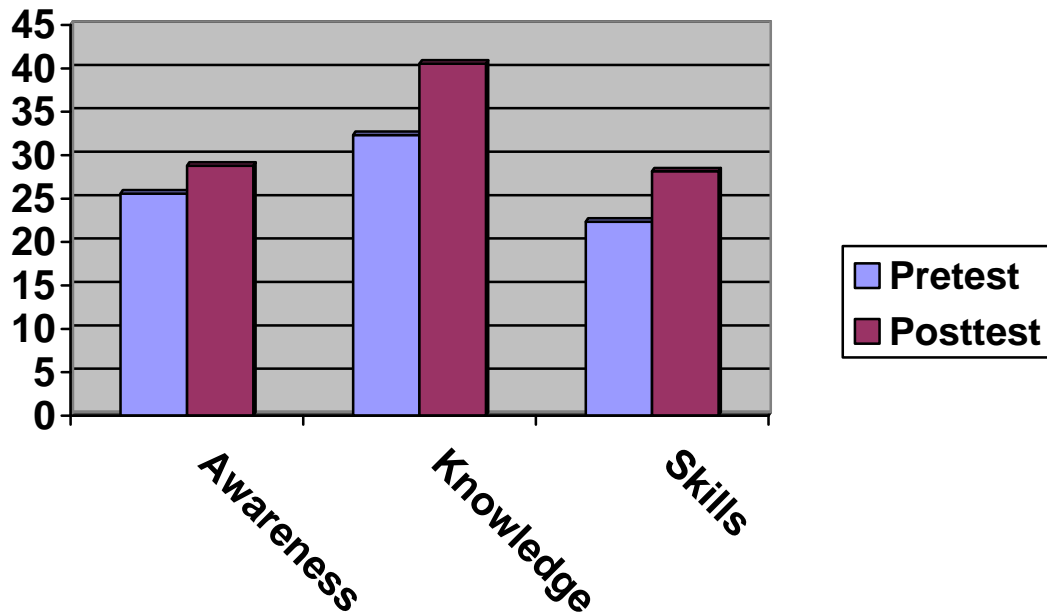
Comprehensive Examination and PEAB Defense

The written comprehensive examination and the oral PEAB defense are passed as a unit. Over the past three years, 100% of candidates have passed their comprehensive examinations. The tests are graded as pass/fail, so no additional data has been recorded.

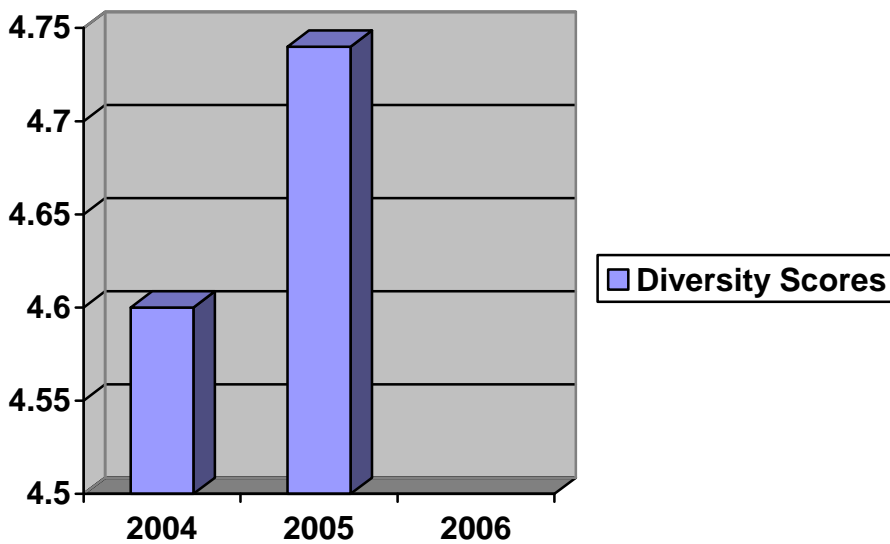


Multicultural Competencies

During every candidate's first quarter, they are required to take a multicultural counseling class (PSY 574). At the beginning of course, we provide them with a the Multicultural Awareness, Knowledge, Skills Survey Counselor Edition-Revised (Kim, Cartwright, Asay, & Daniels, 2003). This assessment consists of 33 questions and is split into three content areas: Multicultural Awareness, Multicultural Knowledge, and Multicultural Skills. The test is provided to students at the beginning and end of the course to assess their competency. It is provided again at the end of the course to measure their improvement. The data below is for the last three years. On average, students raised their scores on each of the three areas.



In addition to this pretest measurement, we also assess students in the capstone internship course.



Scores for the candidates admitted in 2006 will be available in fall of 2008. The data for the past three years, indicates that candidates are highly regarded in their multicultural competencies (with a score of “4” being “good” and “5” being “excellent.” Additionally, candidates are also required to track the number of hours they spend with multicultural clients. This latter was added to the internship in 2007. To date, all candidates have spent at least 35 hours working with students from ethnic minority groups.