

# SCHOOL COUNSELING

## School of Education: Seattle Pacific University

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# Conceptual Framework

## Vision Statement

The Vision of the Seattle Pacific University School of Education is to influence the region, the nation, and the world through the equipping of educational leaders for public and private schools.

## Mission Statement

The mission of the School of Education is to equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning.

## Four Commitments

The School of Education's mission statement and the mission statement and Education Plan of the University share a common commitment to themes, informed by our Christian faith and values as articulated in Micah 6:8: *And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.* The themes include the commitment to leadership and service in the community, and the commitment to character and competence. All of these commitments are focused on the professional and personal growth of our graduates, and speak to the conception of educator as master of a particular discipline, but also as a person who finds meaning and hope in a professional vocation, a "calling." For this reason, the commitments include professional competence, and leadership in one's area of responsibility, but they also include a commitment to character and to a larger vision of service to the educational community and beyond. Through its integration of service, leadership, character and competence, the School of Education's mission captures the distinctiveness of a Christian University that prepares educators who are capable and committed to have a positive impact on the learning of a diverse community of K-12 learners.

*Service* - Effective educators are committed to service, an idea that is deeply imbedded in the language of education. The goal at Seattle Pacific is to find ways to integrate the idea of "vocation" and Christian service in a winsome and appropriate way in the predominantly secular field of education. This need has prompted such terms as "servant leadership," an approach to leadership and service in which serving others is emphasized and "service learning," a form of experiential education that combines occupational and academic learning with service to community. Both of these aspects of service shed light on ways in which SPU candidates can fulfill their mission of service in an ever-changing world.

*Leadership* - Effective educators acknowledge the responsibility of each educator for the learning and growth of children. It is inspirational, but also participatory. It includes demonstration of the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, to help teams work toward goals, and to manage them to completion. Leadership involves bringing groups together in order to share learning, and construct meaning and knowledge collectively and collaboratively.

*Competence* - Effective educators demonstrate competence in carrying out their respective roles in learning communities. As competent practitioners, SOE graduates are expected to demonstrate excellence and mastery in their ability to plan and deliver instruction, use technology to support the learning of all students, and address the diverse needs of all students and their communities.

*Character* - Effective educators demonstrate character which acknowledges the dispositional implications of teaching and learning. Graduates will be able to motivate and lead people, they must have a heart for service to students and the community, and they must be able to demonstrate significant professional expertise, but all of these within a framework of strong personal values and support for the explicit and implicit ethical standards for professional educators.

# School Counseling

Candidates in the School Counseling program earn the Educational Staff Associate certificate along with an optional MEd in School Counseling. The program is typically completed in three years. Coursework is organized around *Foundations and Research Core* (five courses) including educational research, *School Counseling Core* (15 classes) including two practica for a total of 100 hours completed year two, and Internship, with a minimum of 600 hours in schools across an entire academic year completed year three.

## Alignment of School Counseling Program to Conceptual Framework

The School Counseling Program is grounded in the mission of the School of Education and the University: to prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values. In a practical sense, this means that individuals earning certification as professional school counselors from Seattle Pacific University will practice ethical principles in their work in schools.

The conceptual framework of Seattle Pacific University's program in school counseling is based on theory and research that supports a developmental, systemic approach to facilitating the healthy development of students. It is consistent with the American School Counselor Association's National Standards for School Counseling Programs (Campbell & Dahir, 1997), National Model for School Counseling Programs (2003), and position statement on comprehensive school counseling programs (ASCA, 1997). This framework rests on the following principles:

School counselors

- Are integral to a comprehensive developmental approach to education;
- Focus on preventive and developmental strategies and sound educational interventions based on empirical research and best practice;
- Stress collaboration and consultation with other school personnel and community resources to meet the needs of all students;
- Maintain the highest level of professional and ethical competence.

The role of the school counselor in the school is central to assisting all students towards healthy development. Our students receive extensive in-class and school-site based training in the areas of lifespan development, counseling, collaboration, consultation, and coordination. Their role is that of an educator who engages in a preventative, developmental, systemic approach to counseling, education, family, and community.

Student development must be determined accurately with the highest and most current levels of professional knowledge and skill. Educational decision-making is based fundamentally on current best practice, assessment results, and legal and ethical guidelines. Thus decisions are made on solid, verifiable knowledge and grounded in professional guidelines. School counselors actively participate in educational decisions regarding students.

Schools are but one element in the student's world, and in order for students to find appropriate help and support, the family/community must be involved in the prevention and intervention process. School counselors are knowledgeable about school and community resources and can refer students when appropriate.

The School Counseling Program is grounded in the mission of the School of Education and the University: to prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values. In a practical sense, this means that individuals earning certification as school counselors from Seattle Pacific University will practice ethical principles in their work in schools.

In each of the aforementioned areas, the program emphasizes the role of research in the knowledge and evaluation of programs that will help students succeed. It is a performance-based program in that students are required to demonstrate high standards of knowledge and skills while working with faculty and students in K-12 schools throughout their program. Students completing this program will be able to support students and teachers in achieving the Washington State learning goals.

## Philosophy of the School Counseling Program

The philosophy and purposes of the school counseling program are to competently:

1. Educate students in the profession's history, developmental and counseling theoretical foundation, research, and best practices;
2. Prepare students for excellence in the professional use of skills in counseling, collaboration, consultation and referral, coordination of comprehensive school counseling programs, and evaluation/assessment;
3. Assist students experience the ongoing and direct application of classroom learning to the school counseling context;
4. Instruct students using research-based developmental theory and research to effectively assist all children and youth (and their families), including those with special needs and diverse backgrounds.
5. Help students integrate their whole person as they serve as professional school counselors. As faculty and students, we will seek to model Christian principles such as love, honesty, integrity, compassion, self-discipline, congruence, redemption, commitment, and community.

## Program Standards and Outcomes

1. School Counseling Program: Certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school. The school counselor demonstrates knowledge of:

- A. History, philosophy, and trends in school counseling and educational systems;
- B. Best practices of school counseling and guidance program design and implementation;
- C. Methods of evaluation for school counseling programs and counseling outcomes.

2. Student Learning and Assessment: Certified school counselors use their knowledge of pedagogy, child development, individual differences, learning barriers, and Washington State learning requirements to support student learning. They work effectively with other educators to monitor and improve student success. The school counselor demonstrates knowledge of:

- A. The factors influencing student development, achievement and engagement in school;
- B. Current Washington State learning goals, assessments, and requirements;
- C. Group dynamics and team facilitation strategies to enable students to overcome barriers to learning;
- D. Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.

3. Counseling Theories and Techniques: Certified school counselors use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, personal/social and career needs of all students. The school counselor demonstrates knowledge of:

- A. Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains;
- B. Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems;
- C. School and community resources to support student needs across the three domains; D. Research relevant to the practice of school counseling.

4. Equity, Advocacy, and Diversity: Certified school counselors understand cultural contexts in a multicultural society, demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities. The school counselor demonstrates knowledge of:

- A. The cultural, ethical, economic, legal, and political issues surrounding equity and student learning;
- B. The community, environmental, and institutional opportunities that affect the academic, career, and personal/social development of students;
- C. The ways in which educational decisions, programs, and practices can be adapted to be culturally congruent and respectful of student and family differences.

5. School Climate and Collaboration – Certified school counselors collaborate with colleagues, families, and community members to establish and foster an inclusive, nurturing, and physically safe learning environment for students, staff, and families. The school counselor demonstrates knowledge of:

- A. Elements of safe and effective learning environments;
- B. Effective approaches to build family and community partnerships to support student learning;
- C. Systems change theories and models of collaboration in school settings;
- D. The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school.

6. Professional Identity and Ethical Practice: Certified school counselors engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. They adhere to ethical practices and to the Washington State and federal policies, laws, and legislation relevant to school counseling. The school counselor demonstrates knowledge of:

- A. Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;
- B. The school counselor's role as member of and leader in the educational community;
- C. Ethical and legal considerations specifically related to the practice of school counseling.

## CACREP Standards

### SECTION II PROFESSIONAL IDENTITY: KNOWLEDGE

G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;

- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

## SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

### FOUNDATIONS

#### A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

#### B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

### COUNSELING, PREVENTION, AND INTERVENTION

#### C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

#### D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

### DIVERSITY AND ADVOCACY

#### E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. 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.

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

#### F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

#### ASSESSMENT

##### G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

##### H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career, and personal/social development.

#### RESEARCH AND EVALUATION

##### I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

##### J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

#### ACADEMIC DEVELOPMENT

##### K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

##### L. Skills and Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

#### COLLABORATION AND CONSULTATION

##### M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
7. Knows school and community collaboration models for crisis/disaster preparedness and response.

##### N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

## LEADERSHIP

### O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

### P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

## Assessments

### Competency Standard [Internship] Evaluation

The Competency Standard [Internship] Evaluation consists 47 items, aligned with each of the 12 [American School Counselor Association](#) Standards and Benchmarks. One sample standard includes *Foundation of the School Counseling Profession*, and related items beneath this standard include *Implements and promotes ASCA National Model*, *Demonstrates Leadership in the school*, and *Audits school counseling program to determine effectiveness*. Items represent knowledge, skills, and evidence-based practices for promoting the work of counselors as members of school and district leadership to support academic and social success for students. At the completion of each academic quarter, the candidates and site supervisor, in consultation with the university supervisor evaluate the degree to which the candidate is meeting competency. The rating scale for Competency Standard [Internship] Evaluation includes 3 Met – Substantial evidence for professional practice, 2 Emerging – Knowledge and skills evident, but in need of evidence, 1 Not Met – Needs assistance, and N – Did not have opportunity to demonstrate/observe.

### Practica and Internship Grades

EDCO 6930, Individual Counseling Practicum I is typically taken winter quarter during the second year of the program. This 3-credit course is the second in a sequence of four practicum courses designed to integrate counseling theory and practice. It provides students with a knowledge base in individual counseling in terms of counseling theories, principles and techniques. Students will be given opportunities to master entry-level counseling skills introduced earlier in the program with a strong emphasis on effective counseling strategies for assisting clients.

EDCO 6673 Group Counseling Practicum is also typically taken winter quarter during the second year of the program. This three-credit course focuses on the development and implementation of school-based (K-12) small groups. The course is organized around three components: Understanding group theory and process, facilitating a group in a school, and participating as a member of a group. This part of a series of four practicum courses designed to integrate counseling theory and research into the practice of group counseling skills.

EDCO 6931 Individual Counseling Practicum II is typically taken spring quarter during the second year of the program. This 3-credit course is the third in a sequence of three practicum courses designed to integrate counseling theory and practice. It provides students with a knowledge base in individual counseling in terms of counseling theories, principles and techniques.

EDCO 6940 School Counseling Internship is the capstone clinical practice experience for candidates. It begins autumn and concludes spring of year three. The course is designed to didactically and experientially meet some of the knowledge base criteria for Washington State ESA certification in school counseling: WAC Chapter 181-78A Approval Standards For Performance-Based Preparation Programs For Educational Staff Associates, such as foundations of the school counseling profession, school climate, school counseling and student competencies, reflective practice, collaboration with school staff, family, and community, among others.

## Electronic Portfolio

Students develop a website as a repository for assignments completed through coursework at the beginning of the program. Assignments, such as *Staff Training Presentation*, *Ethical Decision Making Model*, and *Classroom Guidance Lesson*, are aligned with program standards and developed in specific classes. For each standard, there is an identified course and assignment. Program faculty rate each portfolio entry before candidates begin internship, 4 Highly Competent, 3 Competent, 2 Approaching Competence, 1 Needs Improvement, or 0 Unavailable to Rate.

## Comprehensive Exams

Comprehensive exams are completed by candidates near the conclusion of the program. Exams are scored by program faculty, covering six open-ended items aligned with 1) Knowledge and Understanding or Content, 2) Examples Given to Support Responses 3) Authorities, Research Cited, 4) Logical and Coherent Arguments, 5) Quality of Writing, Vocabulary, Essay Organization, Punctuation, and 6) Demonstrated Ability to Analyze and Synthesize Information. Items are scored 5-Excellent to 1-Poor.

## End-of-Program Survey

The End-of-Program Survey includes 10 items surveying candidate perceptions of program features and counseling knowledge and skill, such as effectiveness of adjuncts, multiculturalism, and family advocacy. Items are scaled 1 strongly disagree to 4 strongly agree. There are four open-ended questions inviting feedback from completers on scaled items, program strengths, recommendations, and other comments.

## Completer Survey

The completer survey is deployed several months after program completion. Items cover employment, assignment, quality of preparation, work with diverse learners, and overall quality. Program quality is surveyed with items aligned with program standards scaled 5-Excellent to 1-Poor. Open-ended items enable completer response to program strengths and weaknesses. The survey consists of 10 items.

## Timetable

<i>Stage and Date</i>	<i>Information</i>	<i>Collection</i>
Selection: up to April 1	Previous GPA Dispositions Cultural competence Knowledge of profession Letters of recommendation Writing sample Interview	Graduate Center Selection committee
Each Quarter	Review of student performance at meetings GPA	Program faculty Graduate programs manager
Program End	Comprehensive exams End-of-Program Survey	Graduate programs manager Director of Assessment
First Year: November	Completer Survey	Director of Assessment
Three Year: January	Employer Survey	Director of Assessment



## Results 2013-2014

### Completers

Completers N	Female	Unidentified	White	Black or African American	Asian	American Indian	Alaska Native	Native Hawaiian	Pacific Islander	Hispanic or Latino	Undergrad GPA at admission			
											M	Median	Max	Min
12	8	1	8	0	3	0	0	0	0	0	3.21	3.27	3.65	2.62

\*Note. Completers defined as earning certification or degree between September 1, 2013 and August 31, 2014.

### Competency Standard [Internship] Evaluation

In process

### Practica and Internship Grades

Course Title	Year and quarter enrolled	N	Course Grade Mean
EDCO 6930 Individual Counseling Practicum I	Winter of year two	11	4.00
EDCO 6673 Group Counseling Practicum	Winter of year two	11	3.89
EDCO 6931 Individual Counseling Practicum II	Spring of year two	11	3.83
EDCO 6940 School Counseling Internship	Spring of year three	12	4.00

### Electronic Portfolio

Program Standard Content	Course	Evidence	Average	Max	Min
Leadership and Advocacy	EDCO 6676: Students at Risk	Staff Training Presentation	3.75	4	3
Professional Identity	EDCO 6675: Legal & Ethical	Ethical Decision Making Model	3.58	4	3
Reflective Practices	EDCO 6673: Group Counseling	Group Log	3.67	4	3
Foundations	EDCO 6670: Introduction to School Counseling	Observation Paper	3.75	4	3
Student Competency	EDCO 6679: Career Counseling	Classroom Guidance Lesson	3.75	4	3
Growth and Development	EDCO 6882: Spirituality	Integration Assignment	3.75	4	3
Theories and Techniques	EDCO 6931: Theory and Practice	Counseling Theory Spreadsheet	3.58	4	3
Equity, Fairness, and Diversity	EDCO 6677: Multicultural Counseling	Multicultural Presentation	3.75	4	3
School Climate	EDCO 6680: Special Education	Action Plan	3.75	4	3
Collaboration	EDCO 6681: Family Advocacy	Genogram	3.92	4	3
Assessment and Evaluation	EDCO 6674: Assessment	Psych Report Critique	3.42	4	2

## Comprehensive Exams

	<b>Knowledge and Understanding or Content</b>	<b>Examples Given to Support Responses</b>	<b>Authorities, Research Cited</b>	<b>Logical and Coherent Arguments</b>	<b>Quality of Writing, Vocabulary, Essay Organization, Punctuation</b>	<b>Demonstrated Ability to Analyze and Synthesize Information</b>
Average	4.00	4.00	3.85	4.15	3.92	4.00
Max	5	5	5	5	5	5
Min	3	2	1	3	2	2
N = 26 scored submissions						

## End of Program Survey

Ten completers, 83% of the graduating class of 12, responded to the survey.

<b>General Survey Items</b>	1 strongly disagree	2 disagree	3 agree	4 strongly agree
EDCO (school counseling) core courses are useful/relevant to my professional development.	0	0	3	7
EDU foundations classes are useful/relevant to my professional development.	0	0	8	2
The full-time (Drs. Edwards, Hyun, Sink) school counseling faculty were effective educators.	0	0	4	6
The part-time (Adjunct) school counseling faculty were effective educators.	0	0	4	6
I was prepared to facilitate a comprehensive school counseling program.	0	1	3	6
The spiritual distinctive of the program was integrated into the whole program (courses, practicum, internship).	1	1	4	4
The multiculturalism distinctive of the program was integrated into the whole program (courses, practicum, internship).	0	0	6	4
The family advocacy distinctive of the program was integrated into the whole program (courses, practicum, internship).	0	1	7	2
The child development distinctive of the program was integrated into the whole program (courses, practicum, internship).	0	1	4	5
I was well supervised in my practicum and internship experiences by my SITE Supervisor (school counselor on site).	0	1	2	7
<i>Comments regarding these items</i>				
<p>I enjoyed the multicultural aspect of the program, but I did feel as though the white privilege portion of the multiculturalism course was a bit heavy handed. I certainly agree whites enjoy privileges they may not realize, but it is certainly not the only type of discrimination in the U.S. It felt as though whites were under attack or being accused of some crime on an individual level rather than looking at the situation from both sides and systematically. It made me defensive and closed off, which is unfruitful to the academic setting.</p>				
<p>I think that the family advocacy component could be better integrated into the the counseling core classes and the family advocacy course could replaced with another core counseling course - possibly a consultation course.</p>				
<p>The family advocacy class felt like beating a dead horse -- same topics without feeling like I was learning something new (systems theory, multicultural lens &amp; considerations, developmental considerations, aligning with National Model, etc.) -- I think the content of that course could be absorbed into other similar courses.</p>				
<p>The "spiritual distinctive" was too general and encompassing of other faiths. It was not distinct to Christianity which would be expected at a Christian University. It was too "PC" and "safe" for fear of offending other beliefs.</p>				
<p>I feel that faculty taught course very well regardless of part-time and full-time. However, as much as I enjoyed my professors, I would like to have been taught by different faculty as well. I would like to have been taught from different perspectives instead of several classes being taught by the same professor.</p>				

### Program Strengths

I chose SPU over Seattle U mainly because of the way SPU is unapologetic about its Christian mission and integrating Christian teaching into graduate courses. That aspect was a huge strength because I felt like I was able to express, and hear expressed, Christian beliefs in the program. At the same time, instructors and students were respectful of other beliefs. Even while working in a public schools, counselings (and teachers) can't be expected to leave their faith at the door, just as students can't be expected to do the same.

I really enjoyed having a full year internship. I think this experience has given me irreplaceable knowledge and understanding as an intern student. Also, I feel that this experience has provided an advantage when applying to jobs for my first year out of school.

Very thorough, rigorous classes; great guest speakers with real world experiences. Caring, thoughtful professors who really do appreciate and value feedback and are constantly looking for ways to improve the program.

Excellent professors who were incredibly supportive.

Caring relationship(s) with professors inside and outside the classroom, alignment with ASCA National Model, relationship amongst cohort, required full year internship (so helpful!), depth and breadth of coursework -- I feel incredibly happy with how much I've learned!

\* Having a small cohort is a strength of the program. Being with peers and colleagues on the educational journey enhanced my learning and offered a great support system.

\* A lengthy practicum / internship experience is a strength as both provide ample opportunity to apply knowledge and develop counseling skills

\* In various classes, it was always good to hear from professionals / guest speakers in the field

Practicum and internship requirements were very extensive and providing a thorough foundation and experience for future positions as school counselors.

I love learning about systems, resilience, and positive psychology. I also loved career guidance and special ed.

How supportive the faculty are to learner and also your personal needs. The positive view of individuals and students. The comprehensive nature of the program.

### Program Weaknesses

Rearrangement of course sequences.

Combination of classes (At-Risk+Multiculturalism) (Classroom Management+Group Counseling).

A lot of the classes were overlapping.

I love the fact that the internship experience runs for an entire school year. There is no substitute for field experience. I did think there was too much of a gap between the observation experience, practicum, and internship. I would have liked even more time in schools as a graduate student by the end of the experience.

I feel that it would be beneficial to have the courses rearranged, even if to have the professors more equally distributed throughout the courses. Also, I think it would be helpful to have classroom management before running small group - some of those skills would be useful to use when running a small group.

I understand how hard it is to fit all of the material of this program into the timeframe. I would have liked the Special Education, Legal/Ethical and Career Counseling classes to be taught in a regular 10 week quarter rather than over the summer. There is a lot of information that is extremely relevant to our work in the schools and I felt like it was too condensed. On the other hand classes like At Risk, Multicultural Counseling and Family Advocacy could be moved to a summer course since there was a lot of overlap. I think that Practicum should be a full year and involve a lot more of shadowing in the first quarter and then individual/group experiences. This would allow a full year of experience in the school before beginning internship. It seems challenging to find

supervisors who are willing to give the time it takes for a practicum/intern student. These people are key in mentoring the next generation of school counselors. I understand that they are very busy, but it needs to be communicated to them exactly what their role is as a supervisor and if they can't provide the time then they should not be allowed to do it. I know this is probably easier said than done, hopefully your pool of supervisors will grow in the coming years. I was really bummed that the Supervisor Fair didn't take place, it would have been a great opportunity to start the match process in pairing practicum/interns with supervisors. This should be explored in the future and promoted because it is such an important part of the 2nd and 3rd years of this program.

Nothing

Cross-cohort networking and activities, group & individual practicum not in same quarter, all cohort members at Blakely at the same time, more consistent meetings with the PEAB, more meaningful/PLANNED curriculum in ICPII, vary the professors a little bit more (more adjuncts?!).

Perhaps a review of the comprehensive exam is in order. Could there be other options like a cumulative project or portfolio?

There was not nearly enough of a focus on comprehensive examination prep. It should be integrated into every EDCO course so students do not feel so completely lost as to what to study in order to be effectively prepared. Also, the practicum experience should be more structured, and it should be encouraged to co-lead a group before leading a group.

Maybe hiring more part time, adjunct or full time professors to add to the richness of the program. Perhaps learning about special ed earlier in the program would have been helpful because it could be well integrated throughout the program. There is so much to learn about special ed.

More diversity in the faculty and further interaction between the cohorts.

#### **Other Comments**

I would appreciate if the Intro class spoke a little bit more specifically about the practicum and internship experiences as well as the certification process for school counselors. I felt kind of in the dark until these things actually approached and would have liked a more well rounded vision at the beginning. I was involved with CSI and the mentor program, but I felt like it really didn't serve the purpose that it was set out to accomplish. I think more specific guidelines (ie. mentors are to have scheduled phone calls/meetings with mentee once a month) to help guide the actual purpose of this valuable relationship. Mentors could also be alumni as well rather than just 2nd years. Perhaps an online message board for all alumni would be worth looking into. It could look similar to ASCA Scene, but only be for SPU School Counseling graduates. We could start discussions and ask questions, share resources, stay connected, wherever we end up, etc.

## Completer Survey

Seven completers, 58%, responded to the Completer Survey.

<b>Which single choice best describes your current employment?</b>		
	<b>Response Percent</b>	<b>Response Count</b>
Employed in WA public school district	57.1%	4
Employed in public school district outside WA	14.3%	1
Employed in WA private school district	14.3%	1
Employed in private school district outside WA	14.3%	1

<b>Which role best describes your position?</b>		
	<b>Response Percent</b>	<b>Response Count</b>
School counselor	85.7%	6
Intervention counselor	14.3%	1
School social worker	0.0%	0
Drug and alcohol counselor	0.0%	0
Family school liaison	0.0%	0
Graduation coach	0.0%	0
Administrator	0.0%	0
Teacher	0.0%	0
Paraeducator	0.0%	0
Other (“Technology Teacher as well” and “Behavior Intervention”)		2

### **If you are working as a school counselor, which two or three factors do you believe helped you secure employment? (each new line break is a response from an individual)**

There are two counselors at my school and I believe the fact that I am male helped. The school was looking for a male-female counseling team. Also, detailed knowledge of the ASCA National Model and ethical standards was a key part of my interviews.

My extensive knowledge of the role of school counselor helped me gain employment. The school currently does not have a school counselor or counseling program.

Knowledge and skill with technology, experience from my internship within the district, having an extensive hands-on internship

I was already established in the school as a teacher for a number of years. This opened the door for me to transition into a school counselor position.

Being able to have knowledge in behavioral counseling was a big plus. Training PBIS was also the biggest thing that helped me and I wish I had more of.

The first factor would be comprehensive focus on all the levels of school counseling and what duties are entailed at each level as well as the focus on positive psychology and the importance of collecting data.

Practicum/internship experience, professional development experience (attending WSCA conferences), recommendations from internship supervisor

Which level best describes your school?		
	Response Percent	Response Count
Preschool	14.3%	1
Elementary	57.1%	4
Middle School	42.9%	3
Junior High	0.0%	0
High School	28.6%	2
Alternative	0.0%	0
Post-secondary	0.0%	0

District and School Site	
<i>District name</i>	<i>School name</i>
Everett Public Schools	Penny Creek Elementary
Lake Washington School District (private school)	Promise Christian Academy Northshore Christian Academy
Kent School District	Horizon Elementary
Edmonds	Meadowdale High School
Hillsboro School District 1J	Evergreen Middle School

<b>Consider whether you have been poorly or well prepared by the program.</b>	<b>1 Poorly prepared</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 Well prepared</b>
History, philosophy, and trends in school counseling and educational systems;	0	0	1	1	4
Best practices of school counseling and guidance program design and implementation;	0	0	0	1	5
The factors influencing student development, achievement and engagement in school;	0	0	0	2	4
Current Washington State learning goals, assessments, and requirements;	0	0	3	3	0
Group dynamics and team facilitation strategies to enable students to overcome barriers to learning;	0	0	2	3	1
Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	0	1	1	4	0
Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains;	0	0	1	4	1
Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems;	0	0	2	4	0
School and community resources to support student needs across the three domains; Research relevant to the practice of school counseling.	0	0	2	2	2
The cultural, ethical, economic, legal, and political issues surrounding equity and student learning;	0	1	0	3	2
The community, environmental, and institutional opportunities that affect the academic, career, and personal/social development of students;	0	0	0	3	2
The ways in which educational decisions, programs, and practices can be adapted to be culturally congruent and respectful of student and family differences.	0	0	2	2	2
Elements of safe and effective learning environments;	0	0	2	2	2
Effective approaches to build family and community partnerships to support student learning;	0	1	2	0	3
Systems change theories and models of collaboration in school settings;	0	0	2	1	3
The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school.	0	1	3	2	0
Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;	0	0	0	3	3
The school counselor's role as member of and leader in the educational community;	0	0	0	1	5
Ethical and legal considerations specifically related to the practice of school counseling.	0	0	0	2	4

What is your overall evaluation of					
	1 Poor	2	3	4	5 Excellent
Program quality	0	0	0	1	5
Preparation to work with diverse students and parents	0	0	0	3	3

Would you recommend this program to a colleague?		
	Response Percent	Response Count
1 Not at all	0.0%	0
2	0.0%	0
3	0.0%	0
4	0.0%	0
5 Absolutely	100.0%	6

Program strengths
Very strong assistance and coaching from faculty. I knew each professor very well. I always felt supported and challenged.
extensive, comprehensive, thorough in nature
Cohort Collaboration! Lengthy practicum and internship experiences.
The cohort model was great. I like the connection the professors have built with other people in the field which allows them to draw in several experts to come and talk.
A caring, supported, and knowledgeable faculty.
Well rounded, knowledgeable and respected-in-the-profession professors, good networking

Program weaknesses
Exposure to different grade levels. The different education levels are very, very different in real practice.
need more college/career counseling
My assessment class seemed lacking; However, I believe improvements have been made. A project or portfolio may be a good alternative to the comprehensive exam.
We had a class on working with SPED students but wish more time was spent on it. Perhaps it would be great if it was a non-summer course. Als
Having the same professor for the majority of the classes
Some classes were too much "higher level" theory and not enough "ground level" hands-on experience. For example, I knew what a FBA, BSP and 504 looked like but didn't feel prepared to walk into my job the first day and be a case manager of 15 plans. Same goes for suicide/self-harm intervention. Great higher level ideas/theories but did not feel prepared to walk into my job and conduct a suicide screening on my 3rd day of work. Lastly, need MORE variety of professors! Especially in year 2.

Additional comments
would have liked more information on certification process ahead of time

## Professional Educator Advisory Board Recommendations

Minutes from Professional Educator Advisory Board 3/4/2015 meeting:

PEAB members noted that overall, the surveys confirm the strength of the program with largely positive feedback. PEAB members recognized some comments seemed consistent with the comments from their class visits as well as feedback previously addressed by the PEAB, particularly in regard to the desire for more adjuncts or full-time faculty members

Five of ten respondents reported that they were currently employed, with five respondents skipping the question. The PEAB agreed that job placement is reflective of students who graduate from the program well-prepared. PEAB members asked about the definition of “quality of advising.” Chris explained that each faculty is assigned as an advisor to particular students, but this is aggregate data. The language does not clarify whether the advisor is a faculty member, a mentor, etc. The PEAB agreed that it would be important to collect more specific data on this item.

PEAB Recommendations include 1. The survey question on quality of advising should be broken out according to type of advisor. And 2. the program should obtain and compare 5 years of data for 1st year as a counselor surveys, particularly any consistent and currently applicable and actionable comments.

## Chair and Faculty Response with Recommendations

End of program survey showed students perceived EDU 6655 Human Development & Principles of Learning as unhelpful content. The course was replaced with another course focused on advocacy and social justice. In addition, students identified having one instructor for many courses as a weakness. The program chair began teaching a course to newly inducted students to provide increased exposure to different program faculty.