

Master of Arts in Education: Concentration in Counseling and Guidance
Pupil Personnel Services (PPS) Credential
Evidence of Candidate Learning
2011-12

The tables below show results of Signature Assignment data for the 4 courses included in the Clear credential. All candidates are expected to be at the “proficient level of performance with a score of “3” or above in each rubric criteria. The assessments are listed below.

GED641 – School Communities in a Pluralistic Society

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Use of Slides	26	3.96/4	99.04	0.2
Use of Information sources	26	3.81/4	95.19	0.4
Application of cultural information	26	3.88/4	97.12	0.33
Oral presentation	26	3.96/4	99.04	0.2

In review of the Rubric Criteria scores for this course it is noted that School Counseling candidates performed well in “*Use of slides*” (3.96 out of 4), “*Application of cultural information*” (3.88 out of 4) and their “Oral presentation” (3.96 out of 4) for this Signature Assignment. An area of concern is the lower score in the rubric area of “*Use of informational sources*” (3.81 out of 4).

Plan for Improvement:

The PPS Program Director along with the GED 641 professors will explore what current and appropriate information sources are available and how candidates can learn to access them and assess their appropriateness as sources. Additionally, they will review the rubric criterion for coherency of rationale.

GED662 – Foundations of Counseling & Counseling Theory

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Paper demonstrates the candidate's understanding of counseling theory and integrative perspective	38	3.74/4	93.42	0.5
Paper demonstrates the candidate's understanding of legal and ethical issues	38	3.45/4	86.18	0.6
Paper demonstrates the candidate's theoretical knowledge of individual counseling	38	3.87/4	96.71	0.41
Mechanics in Writing	38	3.50/4	87.5	0.65
Use of Resources	38	3.55/4	88.82	0.65

In review of the Rubric Criteria scores for this course it is noted that School Counseling candidates performed extremely well in the area of “*candidate's theoretical knowledge of individual counseling*” (3.87 out of 4), and very well in the area “*understanding of counseling theory and integrative perspective*” (3.74 out of 4) for this Signature Assignment. Areas of concern are the lower scores in the rubric areas of “*use of resources*” (3.55 out of 4), “*mechanics in writing*” (3.50 out of 4), and “*understanding of legal and ethical issues*” (3.45 out of 4) for this Signature Assignment.

Plan for Improvement:

The PPS Program Director along with the GED 662 professors will review the rubric criterion related to “*understanding legal and ethical issues*” for its efficaciousness and coherency of rationale as an expectation in this introductory course. Additionally, they will review the rubric

criteria for “*mechanics in writing*” and “*use of resources*” and how those expectations are explicitly taught in this course and throughout the program.

GED667A – Comprehensive Counseling and Guidance Programs

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Knowledge of the American School Counselor Association’s National Model	3	4.0/4	100	0
Communicates clearly and effectively during class presentations	3	4.0/4	100	0
Demonstrates knowledge of professional school counseling responsibilities	3	4.0/4	100	0
Leadership and collaboration	3	4.0/4	100	0

In review of the Rubric Criteria scores for this course it is noted that School Counseling candidates performed extremely well in all Rubric Criteria areas scoring 4.0 out of 4 in all four criterion areas. An area of concern is the consistently high scores in all criterion areas and the degree to which the criterion manifest sufficient rigor for the expectations in this course.

Plan for Improvement:

The PPS Program Director along with the GED 667 professors will explore the rubric criterion results and discuss the consistency of the high scores throughout the Rubric Criterion for this course.

GED667B – Comprehensive Counseling and Guidance Programs

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Category 1: Principal's message which demonstrates collaboration between student support services and administration	5	4.00/4	100	0
Category 2: Student Support Personnel Team demonstrates knowledge of collaboration needed in order to provide comprehensive services to students	5	3.80/4	95	0.45
Category 3: School Climate and Safety assessment. Using data to identify the needs of students and address barriers to learning	5	3.80/4	95	0.45
Category 4: Student Results; utilizing data to develop a comprehensive counseling program	5	3.80/4	95	0.45
Category 5: Community Partnerships/Resources; demonstrating collaboration of service and team-building	5	3.80/4	95	0.45
Category 6: Content	5	3.80/4	95	0.45

In review of the Rubric Criteria scores for this course it is noted that School Counseling candidates performed extremely well in the area of “*demonstrates collaboration between student support services and administration*” (4.00 out of 4) for this Signature Assignment. Candidates performed very well in each of the other four criterion, scoring 3.80 out of a possible 4 on the rubric for each.

Plan for Improvement:

The PPS Program Director along with the GED 667 professors will explore the rubric criterion results and discuss the consistency of the high scores throughout the Rubric Criterion for this course and explore which aspects of the course content can be accentuated to increase all criterion rubric scores to a score of 4.0 in the future.