Touro College Graduate School of Education
Master of Science in School Counseling

<u>Overview</u>

The Master of Science in School Counseling consists of 60 credits of required courses that address the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Council for Accreditation of Educator Preparation (CAEP) standards. The fieldwork courses, SCPN 685 Practicum and SCPN 701/702 Internship I/II are the culminating experience for the program and consist of a total of 700 hours of fieldwork experience, 100 in practicum followed by 600 hours in the internships. The School Counseling program is rooted in community-based counselor training with a focus on multicultural concepts and skills that are developed through supervised fieldwork experiences. Students are trained to work as part of interdisciplinary teams and engage with local community agencies (Bryan & Henry, 2012).

<u>Key Assessment</u>

The MS program in School Counseling requires candidates to participate in four key assessments closely aligned with CACREP (2016) standards and CAEP standards.

The first Key Assessment is <u>The School Counseling Self-Efficacy Scale. (</u>Boderhorn, N <u>&</u> Skaggs, G. 2005). The scale is administered upon entering the program, after completion of 30 credits and at the end of the academic study. The scale assesses "counselor's perceived disposition", the objective is to measure candidates' self-confidence as they acquire knowledge and skills as they move through the program and become more familiar with the role of a school counselor. (See Rubric for School Counseling Disposition). The rubric was developed by the School Counseling Chair and faculty during the Fall 2017 semester and is used as a tool for modifying syllabi.

A second key assessment is the Case Study. Both the practicum and internship courses require a case study of a student with whom the candidate has been working. The case study is presented to the class and is assessed for analytical content as well as presentation skills. Upon completion of the presentation, the instructor meets with the presenter to give specific feedback. (See Rubric for Content and Presentation).

Additionally, in the Practicum as well as both Internships, field supervisors and Touro supervisors rate the students' performance. (See Rubric for rating student's performance).

A third key assessment is made during the course of the semester. The Touro supervising professor meets with the site supervisor to discuss progress.

The final key assessment is at completion of the program when the students take an exit exam. The exam and all key measurements in the program are closely aligned with CACREP (2016) Standards. The exam was developed by the School Counseling faculty and is closely parallels the National Counselor Examination. Since its inception two years ago, it was piloted to 11 students.

Criteria for Success

The primary goal of our School Counseling program is to provide candidates with classroom and field-based experiences that will allow them to meet the challenges of achieving state-mandated standards, while recognizing that people of all ages learn and develop in differing ways. The School Counseling program requires coursework in the areas of assessment, research, prevention, intervention, report writing, counseling and consultation and multicultural issues. The program chair and faculty also acknowledge the growing need for pupil personnel service providers to collaborate within the school system, especially concerning leadership. Such collaboration is necessary because of their pivotal role of promoting and leading school initiatives more effectively (Perusse, Lally, Haas, & Mische,2009).

The School Counseling Self-Efficacy Scale was introduced at the beginning of the 2017-2018 school year; the rubric was created by the faculty and based on the work of Boderhorn and Skaggs (2005). Self-efficacy, is a mediating factor in performance effectiveness. It was the belief of the faculty that confidence in skills such as "self-monitoring, and the ability to listen" (see rubric) could be infused in the syllabi and foster these skills.

Similarly, the faculty developed the rubrics for the case study: focusing on the variables necessary to become an effective counselor, such as being able to identify the problem and generate effective solutions. This rubric is a result of ongoing revisions based on the feedback from instructors in order to ensure that it represents a fair and accurate assessment of the candidate's work.

Finally, last year we began to administer the exit examination. The examination is given the last semester, during the second Internship (see rubric below). As we are a small program, to date, 11 students have taken the exam: We have developed the exit exam to closely align with CACREP standards - synthesizing practices aligned to the CACREP and CAEP standards. It was piloted during the Spring 2018 semester to establish benchmark outcomes for this year. The criteria for passing was 70%, and all 6 students passed. Furthermore, in most areas, they scored

above 75%, except in the area of Assessment and Testing. As a result of this pilot, the consensus of the faculty was to enhance the assessment course syllabus (SCPN 637). The exam was administered again in the Fall 2018 semester to 5 students, yielding very similar results.

Continuous Improvement

The program chair and faculty meet at the end of every semester to review and make changes to syllabi, training materials, and key assessments. The changes we made to the curriculum in the assessment class did not produce the desired results. The scores on the exit examination this fall, indicated similar results. As such, we enhanced the 637 and 654 courses and included additional materials (The latest articles recommended by the American School Counseling Association), and invited experts to lecture on assessment in multicultural/real world contexts.

References
Bryan, J., & Henry, L. (2012). A model for building school-family-community partnerships: Principles and process. *Journal of Counseling & Development, 90*(4), 408-420. CACREP (2016). CACREP Standards. Retrieved from http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf.
Brodenhorn, N.$ Skaggs, G. (2005). Development of the School Counseling Self-Efficacy Scale. *Measurement and Evaluation in Counseling and Development, 38,* 1.
Perusse, R., Lally, I., Haas, E., & Mische, S. (2009). Preparing future principals to work with school counselors. *AASA Journal of Scholarship and Practice, 5*(4), 39-48.

School Counseling Rubric for Dispositions

The rubric for disposition is used for measuring students' developmental level at the beginning, during the second year and at the completion of the program. Students are expected to develop the disposition of a counselor consistent with CACREP and CAEP standards.

	Exceeds Expectations	Meets Expectation	Needs Improvement	Below Expectations
Self- Monitoring and Emotional Maturity*(CAEP Standards 1.2, 3.3, 5.1)*	Ability to work –-and lead others- through crises and difficult situations.	Ability to work through crises and difficult situations.	Ability to work through crises and difficult situations with supervisory support.	Unable to work through crises and difficult situations.
Empathy *(CAEP Standards 2.2, 4.2)*	Demonstrates unconditional positive regard to clients with varied world views and relates to their subjective perspective.	Demonstrates unconditional positive regard to clients. Requires self-development concerning clients with varied world views and their subjective perspective.	Requires self-development concerning clients with varied world views and their subjective perspective and in demonstrating unconditional positive regard to clients.	Unable to demonstrate unconditional positive regard to clients with varied world views and cannot relate to their subjective perspective.
Showing Concern and an Ability for Listening *(CAEP Standards 5.1, 5.5)*	Shows genuine concern and demonstrates ability to listen "between the lines," for those things that aren't being said or that a client omits but speak just as clearly as what is communicated out loud.	Shows genuine concern and demonstrates ability to listen "between the lines," but requires the development of further skills for listening to those things that aren't being said or that a client omits but speak just as clearly as what is communicated out loud.	Shows genuine concern but needs improvement with listening skills and requires the development of further skills for listening to those things that aren't being said or that a client omits but speak just as clearly as	Unable to show genuine concern and rarely listens "between the lines," for those things that aren't being said or that a client omits but speak just as clearly as what is communicated out loud.

			what is communicated out loud.	

This Rubric was developed in 2017 by Touro College Program Chair and Faculty, synthesizing practices aligned to the CACREP and CAEP Standards and the assessment framework of Kurztown University.

Reference

Redekop, F. & Wlazelek, B. (2010). Counselor Disposition. Retrieved from https://www.counseling.org/resources/library/VISTAS/vistas12/Article_17.pdf.

Case Study and Presentation Rubrics

Students are expected to present a case study of a student with whom they have been working to the class and include a PowerPoint presentation. The cases study is measured both for content and presentation to ensure that the students possess both analytical and presentation skills.

I Content:

	Level 4 -Highly Effective	Level 3 - Effective	Level 2 - Developing	Level 1 - Ineffective
Identifies the main issues/problem	Identifies and understands **all** the main issues in the case study.	Identifies and understands **most** of the main issues in the case.	Identifies and understands **some** of the main issues in the case.	Identifies and understands **very few** of the issues in the case.
Analysis of the Issues	Insightful and thorough analysis of the issues.	Thorough analysis of most of the issues.	Superficial analysis of some of the issues in the case.	Incomplete analysis of the issues in the case.
Comments on effective solutions/stratégies.	Well documented, reasoned and appropriate comments on solutions or proposals for solution to all issues in the case.	Appropriate, well thought out comments about solutions, or proposal for solutions to most of the issues in the case.	Superficial and/or inappropriate solutions to some of the issues in the case.	Little or no action suggested, and/or inappropriate solutions to all of the issues in the case.

Links to Course Readings and/or Additional research	Excellent research into the issues with clearly documented links to readings.	Good research and documented links to material read.	Limited research and documented links to any readings.	Incomplete research and links to any readings.

This rubric was developed in 2018 by Touro College Program Chair and Faculty, synthesizing practices aligned to the CACREP and CAEP Standards and the assessment frameworks of Carnegie Mellon University and Winona University.

References

Carnegie Mellon University (n.d.) Creating and using Rubrics. Retrieved from https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html.

Fullerton (n.d.) Evaluation Rubric. Retrieved from https://business.fullerton.edu/Assessment/assets/GroupCaseStudyrubric3.pdf.

II Presentation:

	Level 4 - Outstanding	Level 3 - Satisfactory	Level 2 - Needs improvement	Level 1- Unsatisfactory
Delivery and Enthusiasm	Very clear and concise flow of ideas. Demonstrated passionate in the topic and engagement with the class	Clear flow of ideas Demonstrates interest in the topic and engagement with the class	Most ideas flow but focus is lost at times. Limited evidence of interest and engagement with topic	Hard to follow the flow of ideas. Lack of enthusiasm and interest.
Visuals	Visual augmented and extended comprehension of the issues.	Use of visuals related to the material	Visual loosely related to material.	Visuals unrelated to material
Involvement of the class: Questions, Discussion,	Excellent and salient discussion ensued that clarified issues presented	Questions and discussion addressed important information	Questions and discussion addressed surface features of topic	Little or no attempt to engage the class in discussion.
Response to Questions from class	Excellent response to student questions, and discussion with appropriate	Good response to class questions and discussion with some connection made to theory/research	Satisfactory response to class questions and discussion with limited	Limited response to questions and discussion with no reference to theory/research

	content supported by theory/research		connection to theory/research	

This rubric was developed in 2018 by Touro College Program Chair and Faculty, synthesizing practices aligned to the CACREP and CAEP Standards and the assessment frameworks of Carnegie Mellon University and Winona University.

References

Carnegie Mellon University (n.d.) Creating and using Rubrics. Retrieved from
https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html.
Fullerton (n.d.) Evaluation Rubric. Retrieved from https://business.fullerton.edu/Assessment/assets/GroupCaseStudyrubric3.pdf.

Rubric for supervisor's rating student performance in practicum and internships

During the middle and final stages of the practicum and internship courses a supervisor's rating of student performance is needed to review how the students' readiness to work as school counselors. The students are measured in three areas: Counseling Skills, College and Career Readiness and Collaboration and Leadership.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
Counseling Skills: The School Counselor (CAEP Standards 1.2, 2.2)	The school counselor demonstrates the ability to maintain structure, focus, and direction of the counseling sessions with students from varied backgrounds, proceeding through defined stages, and is able to end sessions effectively. The school counselor is able to lead	The school counselor demonstrates the ability to maintain structure, focus, and direction the counseling sessions with students from varied backgrounds, proceeding through defined stages, and is able to end sessions effectively.	The school counselor demonstrates some ability to maintain structure, focus, and direction of the counseling sessions with students from varied backgrounds, proceeding through defined stages, and is able to end sessions effectively.	The school counselor does not demonstrate the ability to maintain structure, focus, and direction of counseling sessions.	

	for school change based on impressions from counseling sessions per unique student needs.				
College and Career Readiness: The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and work and college life (CAEP Standards 1.4, 1.5)	The school counselor helps all students understand the relationship between educational achievement and success in the workplace, helping students with college readiness and in seeking personal success and satisfaction. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability	The school counselor helps all students understand the relationship between educational achievement and success in the workplace, helping students with college readiness and in seeking personal success and satisfaction.	The school counselor offers limited help to students for understanding the relationship between educational achievement and success in the workplace, helping students with college readiness and in seeking personal success and satisfaction.	The school counselor does not helps all students understand the relationship between educational achievement and success in the workplace, helping students with college readiness and in seeking personal success and satisfaction.	
Collaboration and Leadership: The school counselor collaborate with all stakeholders in planning,	The school counselor demonstrates effective communication and leadership skills and collaboration with teachers, families, and community stakeholders.	The school counselor demonstrates effective communication and leadership skills and collaboration with teachers, families, and	The school counselor is inconsistent in leadership efforts and community engagement. The School Counselor is effective with	The school counselor is an ineffective leader and communicator and is disengaged with teachers, the parents and community stakeholders.	

organizing and delivering an effective comprehensive school counseling program (CAEP standards 3.6, 5.1,5.5)	The school counselor demonstrates a direct impact of these collaborative activities on students.	community stakeholders.	a small population to the detriment of others.		

This rubric was developed in 2018 by Touro College Program Chair and Faculty, synthesizing practices aligned to the CACREP and CAEP Standards and the assessment frameworks of Eastern Washington University and University of Rochester.

References

Eastern Washington University (n.d.) Professional Counseling Dispositions. Retrieved from https://sites.ewu.edu/counselor-education-forms/professional-counseling-dispositions.

University of Rochester (n.d.) CACREP Systematic Evaluation Report. Retrieved from https://www.warner.rochester.edu/files/support/counseling/WarnerSchoolAnnualCACREPReport.pdf.

Exit Exam Performance Rubric

Adhering to the standards of the National Counseling Examination (NCE) students are required to pass the exit examination with a score of 70%. Students in our program are further required to have a 70% passing score in each of the eight CACREP areas in order to demonstrate their knowledge of all CACREP content areas.

Human Growth and Development			
Social and Cultural Diversity			

Counseling and Helping Relationships	High Performance (Passing) Above 75%	Average Performance (Passing) 70-75%	Low Performance (Not Passing) Under 70%
Group Counseling and Group Work			
Career Counseling			
Assessment and Testing			
Research and Program Evaluation			
Professional Counseling Orientation and Ethical Practice			

Results

Percentage of students who received scores categorized as High, Average, and Low Performance:

Spring 2018

	High Performance (Passing) Above 75%	Average Performance (Passing) 70-75%	Low Performance (Not Passing) Under 70%
Human Growth and Development	100%	0%	0%
Social and Cultural Diversity	100%	0%	0%
Counseling and Helping Relationships	100%	0%	0%
Group Counseling and Group Work	100%	0%	0%
Career Counseling	66.6%	33.3%	0%
Assessment and Testing	0%	100%	0%
Research and Program Evaluation	83.3%	16.6%	0%

	High Performance (Passing) Above 75%	Average Performance (Passing) 70-75%	Low Performance (Not Passing) Under 70%
Professional Counseling Orientation and Ethical Practice	100%	0%	0%

Fall 2018

	High Performance (Passing) Above 75%	Average Performance (Passing) 70-75%	Low Performance (Not Passing) Under 70%
Human Growth and Development	100%	0%	0%
Social and Cultural Diversity	100%	0%	0%
Counseling and Helping Relationships	100%	0%	0%
Group Counseling and Group Work	80%	20%	0%
Career Counseling	60%	40%	0%
Assessment and Testing	0%	100%	0%
Research and Program Evaluation	80%	20%	0%
Professional Counseling Orientation and Ethical Practice	100%	0%	0%

This rubric was developed in 2018 by Touro College Program Chair and Faculty, synthesizing practices aligned to the CACREP and CAEP Standards and the assessment frameworks of Argosy University and Wisconsin University.

References

Argosy University (n.d.) Guide to the comprehensive exam process. Retrieved from https://ucmrp.edmc.edu/idc/groups/webcontent/@edmc_ohe/documents/webcontent/edmc-03200468.pdf.

Wisconsin University (n.d.) Measures/Tools. Retrieved from https://www.uwosh.edu/coehs/departments/professional-counseling/report/measure-tools.