

## **BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA**

### **Rubrics to Measure Institutional Progress Toward Meeting The *Regents' 2003 Principles and Actions for the Preparation of Educators for the Schools***

**Effective Fall 2004**

#### **SECTION III: SCHOOL COUNSELORS**

##### **I. Results:**

- IA. Counselor candidates are accomplished in increasing students' social/emotional development and career preparedness.
- IB. Counselor candidates are accomplished in enhancing students' academic success.
- IC. Graduates from school counseling programs show advanced levels of accomplishment in increasing students' social/emotional development and career preparedness after two years of service in counseling positions.
- ID. Graduates from school counseling programs show advanced levels of accomplishment in enhancing students' academic success after two years of service in counseling positions.

##### **II. Performance (school counseling candidates and institutions):**

###### **A. Performance Outcomes for School Counselor Candidates:**

- IIA(1). Advocate for school policies, programs and services that are equitable and responsive to cultural differences among students.
- IIA(2). Advocate for rigorous academic preparation of all students to close the achievement gaps among demographic groups.
- IIA(3). Coordinate a school to career transition plan for each student.
- IIA(4). Provide leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.
- IIA(5). Use student outcome data to facilitate student academic success.
- IIA(6). Provide individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students.
- IIA(7). Collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.
- IIA(8). Assess student needs and make appropriate referrals to school and/or community resources.
- IIA(9). Demonstrate mastery and application of the content knowledge in each of the following eight core areas of counseling recommended by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP): (1) Professional Identity and Orientation; (2) Social and Cultural Diversity; (3) Human Growth and Development; (4) Career Development; (5) Helping Relationships; (6) Group Work; (7) Assessment and Evaluation; and (8) Research and Program Evaluation.

**B. Institutions:**

- IIB(1). Guarantee that graduates meet all expectations listed under performance and results, and provide additional training for any graduate identified by a school system as not meeting expectations.
- IIB(2). Mentor graduates during their first two years of practice as newly certified school counselors in Georgia, in cooperation with the schools.
- IIB(3). Have at least an 80% annual pass rate on certification exam(s) for school counselor candidates from each reportable demographic group by 2006, and a 95% pass rate by 2010.
- IIB(4). Ensure that the number of school counselor graduates reflects the racial/ethnic diversity represented in the school-age population of the institution's service area.
- IIB(5). Increase the number of high quality applicants from each demographic group represented in the school-age population of the institution's service area.
- IIB(6). Ensure collaboration in the preparation of counselors, leaders, and teachers that is focused on the interrelated roles of all school personnel in improving student academic success.
- IIB(7). Utilize a network of partner schools (or Board of Regents' approved alternative) to work with area school systems and their community partners on the following goals:
  - 1. To increase P-12 student academic success and high levels of learning.
  - 2. To mentor beginning school counselors.
  - 3. To provide school counselor candidates with supervised field experiences of at least 700 clock hours, in which candidates demonstrate the outcomes of the Regents' Guarantee.
  - 4. To collaborate in the preparation and development of school counselors.
  - 5. To encourage practitioner research by providing appropriate training in research on school improvement.
  - 6. To produce quality school university partnership research aimed at the improvement of schools and counselor preparation programs.
- IIB(8). Demonstrate that faculty resources are of appropriate quality and sufficiency to satisfy the *Regents' Principles and Actions for the Preparation of School Counselors*.
- IIB(9). Support and recognize faculty for participation in school counselor preparation and in school improvement efforts through decisions in such areas as promotion and tenure, salary increases, appropriate workload, professional development, and allocation of resources.
- IIB(10). Seek and maintain national accreditation for school counseling program through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

**III. Inputs:**

- IIIA. A collaborative governance unit of the college of education, other academic units, and school and community partners with responsibility for meeting the *Regents' Principles*.
- IIIB. Practitioner-based advisory committee to provide ongoing feedback to the governance unit as to the success of graduates in meeting the outcomes of the guarantee; to provide on-going feedback on program design, evaluation, and curriculum development; and to suggest strategies for continuous improvement.
- IIIC. Supervised field experiences of at least 700 clock hours that are well integrated into the curriculum.
- IIID. Admission requirements comparable to those of other graduate programs in the institution.

## **I. Results**

### **IA. Counselor candidates are accomplished in increasing students' social/emotional development and career preparedness.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes theory-based methods and activities that are designed to increase P-12 students' social/emotional development and career preparedness
- 2 = Candidates have the opportunity during field placements to develop and implement activities that are designed to increase P-12 students' social/emotional development and career preparedness
- 3 = Candidates are assessed on their effectiveness in increasing P-12 students' social/emotional development and career preparedness
- 4 = Evidence confirms that candidates are effective in increasing P-12 students' social/emotional development and career preparedness at point of recommendation for counselor certification

### **IB. Counselor candidates are accomplished in enhancing students' academic success.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes theory-based methods and activities that are designed to increase P-12 students' academic success
- 2 = Candidates have the opportunity during field placements to develop and implement activities that are designed to enhance P-12 students' academic success
- 3 = Candidates are assessed on their effectiveness in enhancing P-12 students' academic success
- 4 = Evidence confirms that candidates are effective in enhancing the academic success of P-12 students at point of recommendation for counselor certification

### **IC. Graduates from school counseling programs show advanced levels of accomplishment in increasing students' social/emotional development and career preparedness after two years of service in counseling positions.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Graduates who move into school counseling positions in Georgia schools within two years of graduation are tracked
- 2 = Baseline data are collected on P-12 students' social/emotional development and career preparedness in Georgia schools where new graduates serve
- 3 = Induction and mentoring programs are in place for new counselors (graduates) during their first two years
- 4 = Evidence confirms that graduates show higher levels of accomplishment in increasing P-12 students' social/emotional development and career preparedness after two years of service as school counselors as compared to impact at time of graduation

### **ID. Graduates from school counseling programs show advanced levels of accomplishment in enhancing students' academic success after two years of service in counseling positions.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Graduates who move into school counseling positions in Georgia schools within two years of graduation are tracked
- 2 = Baseline data are collected on P-12 students' academic success in Georgia schools where new graduates serve
- 3 = Induction and mentoring programs are in place for new counselors (graduates) during their first two years
- 4 = Evidence confirms that graduates show higher levels of accomplishment in increasing P-12 students' academic success after two years of service as school counselors as compared to impact at time of graduation

## **IIA. Performance - Counselor Candidates**

### **IIA(1). Advocate for school policies, programs, and services that are equitable and responsive to cultural differences among students.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes the advocacy role of school counselors for school policies, programs, and services that are equitable and responsive to cultural differences among students
- 2 = Candidates have opportunities during field-placements to practice advocating for school policies, programs, and services that are equitable and responsive to cultural differences among students
- 3 = Candidates are assessed on their effectiveness in advocating for school policies, programs, and services that are equitable and responsive to cultural differences among students
- 4 = Evidence confirms that candidates have demonstrated effective advocacy for school policies, programs, and services that are equitable and responsive to cultural differences among students

### **IIA(2). Advocate for rigorous academic preparation of all students to close the achievement gaps among demographic groups.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes the advocacy role of school counselors for rigorous academic preparation of all students to close the achievement gaps among demographic groups
- 2 = Candidates have opportunities during field-placements to practice advocating for rigorous academic preparation of all students to close the achievement gaps among demographic groups
- 3 = Candidates are assessed on their effectiveness in advocating for rigorous academic preparation of all students to close the achievement gaps among demographic groups
- 4 = Evidence confirms that candidates have demonstrated effective advocacy for rigorous academic preparation for all students to close the achievement gaps among demographic groups

### **IIA(3). Coordinate a school to career transition plan for each student.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes the role of school counselors in the coordination of a career transition plan for each student
- 2 = Candidates have opportunities during field-placements to practice coordinating a career transition plan for multiple students
- 3 = Candidates are assessed on their effectiveness in coordinating a career transition plan for each student
- 4 = Evidence confirms that candidates have demonstrated effective coordination of a career transition plan for each student

### **IIA(4). Provide leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes the leadership role of school counselors in the development, implementation, evaluation, and revision of a comprehensive school counseling plan
- 2 = Candidates have opportunities during field-placements to practice providing leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students
- 3 = Candidates are assessed on their effectiveness in providing leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students

- 4 = Evidence confirms that candidates have demonstrated effective leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students

**IIA(5). Use student outcome data to facilitate student academic success.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes the use of student outcome data to facilitate student academic success
- 2 = Candidates have opportunities during field-placements to practice using student outcome data to facilitate student academic success
- 3 = Candidates are assessed on their effectiveness in using student outcome data to facilitate student academic success
- 4 = Evidence confirms that candidates have demonstrated effective use of student outcome data to facilitate student academic success

**IIA(6). Provide individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students
- 2 = Candidates have opportunities during field-placements to provide individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students
- 3 = Candidates are assessed on their effectiveness in providing individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students
- 4 = Evidence confirms that candidates are effective in providing individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students

**IIA(7). Collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes the role of school counselors in collaborating with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs
- 2 = Candidates have opportunities during field-placements to collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs
- 3 = Candidates are assessed on their effectiveness in collaborating with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs
- 4 = Evidence confirms that candidates have demonstrated effective collaboration with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs

**IIA(8). Assess student needs and make appropriate referrals to school and/or community resources.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes the role of school counselors in assessing student needs and making appropriate referrals to school and community resources
- 2 = Candidates have opportunities during field-placements to assess student needs and make appropriate referrals to school and community resources
- 3 = Candidates are evaluated on their effectiveness in assessing student needs and making appropriate referrals to school and community resources
- 4 = Evidence confirms that candidates effectively assess student needs and make appropriate referrals to school and community resources

**IIA(9). Demonstrate mastery and application of the content knowledge in each of the following eight core areas of counseling recommended by CACREP: 1) Professional Identity and Orientation; 2) Social and Cultural Diversity; 3) Human Growth and Development; 4) Career Development; 5) Helping Relationships; 6) Group Work; 7) Assessment and Evaluation; and 8) Research and Program Evaluation.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Curriculum includes content in the eight core areas recommended by CACREP
- 2 = Candidates have opportunities during field-placements to apply their knowledge in the eight core areas recommended by CACREP
- 3 = Candidates are assessed, using multiple measures, on the mastery and application of their content knowledge in the eight core areas of counseling recommended by CACREP
- 4 = Evidence confirms that candidates have demonstrated mastery and application of their content knowledge in the eight core areas of counseling recommended by CACREP

**IIB. Performance – Institutions**

**IIB(1). Guarantee that graduates meet all expectations listed under performance and results, and provide additional training for any graduate identified by a school system as not meeting expectations.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Written guarantee is in place that graduates meet all expectations
- 2 = A plan is in place to provide additional training for any graduate identified by a school system as not meeting expectations
- 3 = The institution assesses employers' satisfaction with graduates in meeting performance expectations and provides a plan for any necessary additional training
- 4 = Evidence confirms employer satisfaction with graduates' performance and the success of the plan

**IIB(2). Mentor graduates during their first two years of practice as newly certified school counselors in Georgia, in cooperation with the schools.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = A cooperative plan is in place for mentoring graduates during their first two years of practice as newly certified school counselors in Georgia
- 2 = Plans have been implemented with cooperating schools to mentor graduates during their first two years of practice as newly certified school counselors in Georgia
- 3 = The institution assesses the effectiveness of plans for mentoring graduates during their first two years of practice as newly certified school counselors in Georgia
- 4 = Evidence confirms that plans have been effective in mentoring graduates during their first two years of practice as newly certified school counselors in Georgia

**IIB(3). Have at least an 80% annual pass rate on certification exam(s) for school counselor candidates from each reportable demographic group by 2006, and a 95% pass rate by 2010.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = A plan is in place to facilitate candidates' success on certification exam(s) at an 80% annual pass rate for each reportable demographic group
- 2 = Plan to ensure candidates' success on certification exam(s) at an 80% annual pass rate for each reportable demographic group has been implemented

- 3 = The institution assesses candidates' performance on certification exam(s) and makes use of exam results in program review
- 4 = Evidence confirms that each reportable demographic group has at least an 80% annual pass rate on certification exam(s)

**IIB(4). Ensure that the number of school counselor graduates reflects the racial/ethnic diversity represented in the school-age population of the institution's service area.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = A plan is in place to increase the number of school counselor graduates in underrepresented groups
- 2 = Plans have been implemented to increase the number of school counselor graduates in underrepresented groups
- 3 = The institution assesses the effectiveness of the plan to increase the number of school counselor graduates in underrepresented groups
- 4 = Evidence confirms that institution's graduates reflect the racial/ethnic diversity represented in the institution's service area

**IIB(5). Increase the number of high quality applicants from each demographic group represented in the school-age population of the institution's service area.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = A plan is in place to increase the number of high quality applicants from each demographic group
- 2 = Plan has been implemented to increase the number of high quality applicants from each demographic group
- 3 = The institution assesses the effectiveness of the plan toward increasing the number of high quality applicants from each demographic group
- 4 = Evidence confirms an increase in the number of high quality applicants from each demographic group

**IIB(6). Ensure collaboration in the preparation of counselors, leaders, and teachers that is focused on the interrelated roles of all school personnel in improving student academic success.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = A collaborative school improvement model for the preparation of all educators is in place
- 2 = The collaborative model has been implemented
- 3 = The institution assesses candidates' knowledge of school improvement planning and skills in collaborating with other professionals
- 4 = Evidence confirms that graduates are effective in collaborating with other professionals to develop and implement school improvement plans

**IIB(7). Utilize a network of partner schools (or Board of Regents' approved alternative) to work with area school systems and their community partners on the following goals: 1) To increase P-12 student academic success and high levels of learning; 2) To mentor beginning school counselors; 3) To provide school counselor candidates with supervised field experiences of at least 700 clock hours, in which candidates demonstrate the outcomes of the Regents' Guarantee; 4) To collaborate in the preparation and development of school counselors; 5) To encourage practitioner research by providing appropriate training in research on school improvement; and 6) To produce quality school-university partnership research aimed at the improvement of schools and counselor preparation programs.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = A plan is in place to develop a network of partner schools or approved Board of Regents' alternative, that addresses the articulated commitments in *Principle 3*
- 2 = A network of partner schools is in place that is focused on meeting the six goals

- 3 = The institution assesses progress of the network of partner schools in meeting the six goals
- 4 = Evidence confirms that the network of partner schools has been successful in meeting the six goals

**IIB(8). Demonstrate that faculty resources are of appropriate quality and sufficiency to satisfy the *Regents' Principles and Actions for the Preparation of School Counselors*.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = Data are available that summarize qualifications and instructional load for faculty who prepare school counselors
- 2 = Plan is in place to ensure sufficient numbers of competent faculty to prepare school counselors in assigned area(s) of instruction
- 3 = The institution assesses progress toward ensuring sufficient numbers of competent faculty to prepare school counselors in assigned area(s) of instruction
- 4 = Evidence confirms that there are sufficient numbers of competent faculty to prepare school counselor candidates to satisfy the *Regents' Principles and Actions for the Preparation of School Counselors*.

**IIB(9). Support and recognize faculty for participation in school counselor preparation and in school improvement efforts through decisions in such areas as promotion and tenure, salary increases, appropriate workload, professional development, and allocation of resources.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = A plan is in place to support and recognize faculty for participation in school counselor preparation and in school improvement efforts
- 2 = A plan has been implemented that supports and recognizes faculty for participation in school counselor preparation and in school improvement efforts
- 3 = The institution assesses progress toward supporting and recognizing faculty for participation in school counselor preparation and in school improvement efforts
- 4 = Evidence confirms that faculty are supported and recognized for participation in school counselor preparation and in school improvement efforts

**IIB(10). Seek and maintain national accreditation for school counseling program through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).**

- 0 = Insufficient evidence provided to make a judgment
- 1 = A plan is in place to seek CACREP accreditation
- 2 = The plan has been implemented to seek CACREP accreditation
- 3 = The institution documents progress toward submission of application for CACREP accreditation
- 4 = Evidence confirms that the institution is CACREP accredited

**III. Inputs**

**IIIA. A collaborative governance unit of the college of education, other academic units, and school and community partners with responsibility for meeting the *Regents' Principles*.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = A plan is in place to revise the existing collaborative governance unit to include representatives from teacher, counselor, and leader preparation programs
- 2 = The plan has been implemented to revise the existing governance unit to include representatives from teacher, counselor, and leader preparation programs



- 3 = The institution documents the effectiveness of the collaborative governance unit in meeting the *Regents' Principles for the Preparation of School Counselors*
- 4 = Evidence confirms that the governance unit has been effective in carrying out its responsibility for meeting the *Regents' Principles for the Preparation of School Counselors*

**IIIB. Practitioner-based advisory committee to provide ongoing feedback to the governance unit as to the success of graduates in meeting the outcomes of the guarantee; to provide on-going feedback on program design, evaluation, and curriculum development; and to suggest strategies for continuous improvement.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = A plan is in place for a practitioner-based advisory committee
- 2 = Plan has been implemented activating a practitioner-based advisory committee
- 3 = The institution assesses the effectiveness of the practitioner-based advisory committee
- 4 = Evidence confirms that the practitioner-based advisory committee is effective in providing ongoing feedback on program design, evaluation, and curriculum development

**IIIC. Supervised field experiences in school counseling of at least 700 clock hours that are well integrated into the curriculum.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = A plan is in place for incorporating supervised field-experiences in school counseling of at least 700 clock hours that are well integrated into the curriculum
- 2 = The plan has been implemented that includes a supervised practicum and internship experiences in school counseling
- 3 = The institution documents progress towards meeting the standard that supervised field experiences of at least 700 clock hours in school counseling are well integrated into the curriculum
- 4 = Evidence confirms that all graduates have successfully completed 100 clock hours of supervised practicum experience in school counseling followed by 600 clock hours of supervised internship in school counseling

**IIID. Admission requirements comparable to those of other graduate programs in the institution.**

- 0 = Insufficient evidence provided to make a judgment
- 1 = A plan is in place to ensure that admission requirements are comparable to those of other graduate programs in the institution
- 2 = The plan has been implemented ensuring that admission requirements are comparable to those of other graduate programs in the institution
- 3 = The institution documents progress toward establishing admission requirements that are comparable to those of other graduate programs in the institution
- 4 = Evidence confirms that admission requirements are comparable to those of other graduate programs in the institution and are systematically reviewed