



June 21, 2012

**TO:** Dr. Linda Vrooman Peterson, Administrator  
Montana Educator Preparation Program  
Office of Public Instruction

**FROM:** Dr. Carol Reifschneider, Interim Dean  
College of Education, Arts & Sciences, and Nursing  
Montana State University – Northern

**SUBJECT:** Progress Report

**ARM 10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION**

**SUMMARY OF THE DEFICIENCY:**

The initial undergraduate program meets the PEPPS assessment standard, but must maintain momentum towards full implementation of its assessment system.

The advanced graduate programs have not developed a system. As required by ARM 10.58.305 1 (a), the professional community has not been involved in development of a system. Nor as required by ARM 10.58.305 1 (b), is there regular comprehensive information...regularly and systematically compiled or summarized for analyses to improve performance, program quality or unit operations. Evidence does not demonstrate that the advanced graduate programs in the Unit are regularly and systematically using data to evaluate the efficacy of courses, program or clinical experiences as required by ARM 10.58.305 1 (c). The advanced programs must design, develop and implement a comprehensive assessment system that includes aggregation of data in addition to the existing array of disaggregated individual student data.

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

The initial program assessment system, as presented during the focus visit in January, collects data at a number of points prior to admission into the teacher education program, during the program and at the exit point after student teaching. As part of the admission process, students are required to take the ETS Praxis I (the PPST) which evaluates reading, writing and mathematics. Admission into the MSUN teacher education program requires that students pass the three components with a score of 173 in each. If a student does not meet the minimum score of 173 on any of the tests, that test must be retaken. Appendix A includes an overview of the Praxis I scores for Fall 2011 and Spring 2012. The data show that of the three components a significant number of students had difficulty passing the writing portion. In the spring semester, education faculty and staff from the Learning Center offered help sessions prior to the testing date keying in on going over strategies for writing. Appendix B show data based on the student teacher questionnaire submitted by student teacher candidates at their exit from the program. The data is presented as it relates to the key themes of the initial program conceptual framework.

Through assessing these data, the PEU can evaluate what is going well and what aspects of the program need to be strengthened. The data included will be presented to the PEU at the start of the fall semester 2012

The advanced program assessment system for each specific graduate program; counselor education and instruction and learning, share connection to the advanced program conceptual framework and is highlighted in Appendix C. The Counselor Education Program Standards (CEPS) are linked to the specific beliefs/praxis of the advanced program conceptual framework as shown in these materials. Also included in Appendix C are the points in the program where data are collected to evaluate the student candidate progress through the program.

The counselor education program collects data on each student starting with the admission application. The data include the undergraduate GPA, the Miller Analogy Test, and the Personal Essay incorporated into the Admission Scorecard. These data establish the baseline for each candidate. At the end of the semester that the candidates complete CNSL 625 and CNSL 635, usually the first semester of the graduate program, the program faculty evaluate each candidate's performance utilizing the faculty feedback form, also included in Appendix D. At this point faculty concerns are presented to the candidate so they can be addressed or the candidate is counseled out of the program. GPA is monitored at the end of each semester.

The midpoint evaluation for counselor education candidates occurs as the candidate applies for internship. The application collects data on multiple criteria including GPA, number of credits completed, dispositions and reflection. The candidate's progress is evaluated, competence must be demonstrated based on GPA to this point and successful completion of CNSL 638; the faculty feedback form is again used to assess candidate performance. Upon completion of the internship, the candidate is evaluated by the internship supervisor, program faculty, and the intern performs a self-evaluation; the rubric utilized is included in Appendix E. The data are collected and evaluated by the graduate faculty.

The counselor education candidates are finally evaluated at their exit from the program. The final evaluation includes a portfolio evaluation where candidates submit artifacts that address the specific objectives and goals of the program (CEPS) which are tied to the conceptual framework. In addition, the candidates submit a video which is evaluated using the rubric included in Appendix F. The cohort data for Spring semesters 2011 and 2012, found in Appendix G, indicates an improvement in mastery of content knowledge, theoretical concepts and skills and mechanics of writing. However the data also indicate a change in the reflective practice of the candidates. It is noteworthy that the Spring 2012 cohort group does not provide sufficient numbers for reliable findings. Findings from the 2011 date were presented to the Education Stakeholders meetings, including the PEU, in November 2011 and April, 2012. The data will be presented to the PEU at the start of the fall semester 2012. The unit has established annual stakeholder meetings during each academic year. The PEU has established bi-annual assessment meetings where data from the initial and advanced programs are presented and discussed for program and unit improvement.

The instruction and learning program collects data on each candidate beginning with the admission process for entry into the program. The admission scorecard used by the program is

included in Appendix H. Candidates are matriculated into the program after completing the personal orientation inventory (POI), taking two classes (EDUC 548 and EDUC 523) and completing them successfully, and submitting the technology screen. In addition, candidates must be evaluated for personal and professional dispositions by the graduate faculty. The rubric for this evaluation is included in Appendix H.

The midpoint evaluation of the instruction and learning graduate program candidates is at the midpoint of the program. At this point students develop their proposal for research that must be submitted to the Institutional Review Board (IRB) and must meet with graduate faculty to the candidate progress in the program.

The exit evaluation of the instruction and learning candidates includes e-folio presentation and the action research project. The assessment rubrics used are included in Appendix I. A summary of data presented to the PEU in December 2011 is included in Appendix J.

### **ARM 10.58.512 SCHOOL COUNSELING K-12**

#### **SUMMARY OF DEFICIENCY:**

A stronger program identity for K-12 school counseling is recommended, with caution against having the larger clinical/agency focus eclipse the school counseling focus. Candidates are encouraged to join state and national professional associations and to attend conferences to promote professional “educator” identity and to stay current on trends in contemporary K-12 School Counseling Profession. Program faculty are urged to continue work in developing measures of student competency and connecting those to state standards. Measurements of performance should be directly related to state standards for candidate competency. Faculty must also collect and aggregate data, including feedback from employers and site supervisors, to help in program evaluation and improvement efforts.

#### **PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

The linkage between the counselor education program standards (CEPS) to the Advanced Program Conceptual Framework (APCF), and the PEPPS are demonstrated in the materials found in Appendix C. The counselor education faculty are continuing to develop measurements that evaluate candidate performance and demonstrate candidate competency while directly relating it to the state standards. Input from internship supervisors and university supervisors will be included for candidate evaluation as well as for program evaluation. The unit is working with the university career center on developing an employer/graduate survey process to provide important information for the assessment of the programs and graduates.

### **ARM 10.58.601 PROGRAM PLANNING AND DEVELOPMENT**

#### **SUMMARY OF DEFICIENCY:**

The advanced graduate programs must develop and implement a comprehensive assessment system connecting the conceptual framework and program objectives with student outcome performances. Resulting data must be aggregated and shared with internal and external constituencies.

#### **PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

The graduate faculty of the counselor education program and the instruction and learning program are continuing to develop and implement their comprehensive assessment system that demonstrates that the program and the candidates are achieving the learning outcomes while meeting the goals of the conceptual framework and the PEPPS. The unit, along with graduate faculty, are working diligently to input data into the assessment systems and compile the data into meaningful analytical presentations that provide the necessary information to fully evaluate the program and the candidates. The unit and the graduate programs are continuing to work on simplifying the assessment tools used and to clearly demonstrate the linkage between the program outcomes and the conceptual frameworks. Processes are being finalized to facilitate stakeholder meetings to share program and unit data.

#### **ARM 10.58.603 ASSESSMENT OF ADVANCED PROGRAMS**

##### **SUMMARY OF DEFICIENCY:**

To meet the standard, programs must demonstrate their value through aggregations of program data demonstrating alignment with expected program student performance outcomes and changes in the programs based upon the aggregated data.

##### **PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

The advanced graduate program continue to work on developing aggregate program data that demonstrate concisely the student performance, the program performance and how the programs use these data to assess the program coursework. The data included as part of this report, found in Appendices G and J, are the beginning of a comprehensive process for the graduate program to summarize the evidence on candidate performance and program performance. The advanced programs along with the unit are working to develop meaningful mechanisms to summarize the information in a meaningful and representative fashion that can be used by program faculty, members of the PEU and the stakeholders to assess and improve the initial and advanced programs. The institution as a whole is also in the process of developing assessment systems for all departments and programs as part of the institutional assessment process.

Appendices  
Table of Contents

*Appendix A:* Initial Program – Praxis I Scores for Fall 2011 and Spring 2012

*Appendix B:* Data Tables from Initial Program Exit Student Teaching Candidate Evaluation

*Appendix C:* Counselor Education Program Standards and Assessment Benchmarks

*Appendix D:* Admission Scorecard and Rubrics for Counselor Education Program

*Appendix E:* Counselor Education Program Midpoint Rubric and Internship Evaluation Surveys

*Appendix F:* Counselor Education Program Exit Evaluation

*Appendix G:* Counselor Education Program Cohort Data

*Appendix H:* Admission Scorecard and Rubrics for Instruction and Learning Program

*Appendix I:* Exit Evaluation Rubrics for Instruction and Learning Program

*Appendix J:* Instruction and Learning Cohort Data

*Appendix A*

Initial Program – Praxis I Scores for Fall 2011 and Spring 2012

## Appendix A

Table 1.

### Overview of Praxis I Scores for Fall 2011 and Spring 2012 Practicum and Student Teacher Candidates

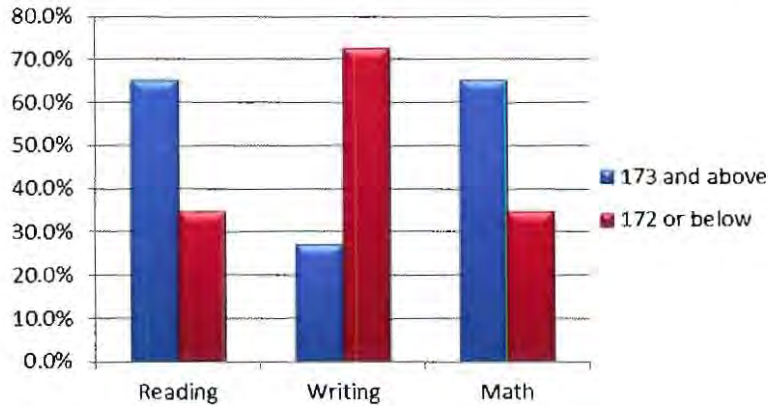
1. Of the 75 MSU-Northern practicum and Student Teaching Candidates included in this overview and who took the ETS administered Praxis I in Reading, Writing, and Math:
  - 62.5% scored at or above the minimum score of 173 on all three Praxis I tests
  - 87.5% scored at or above the minimum score of 173 on two of the Praxis I tests
  
2. The highest percentage of students, 82.7%, scored at or above the minimum score of 173 on the Praxis I Reading, followed by 79.7% of the students scoring minimum or above on the Praxis I Math.
  
3. The lowest percentage of students, 65.3%, scored at the minimum score (173) or above on the Praxis I Writing.
  
4. Only 10.7% of the students failed to meet the minimum score of 173 on all three Praxis I tests.

**Table 2. Overall Review of Praxis I Scores for EDU 201 and EDU 225 (Spring 2012)**

*These tests were administered in Dr. Fred Smiley's classes and were scored by him.*

N = 22	Minimum score of 173 or above		Below minimum score (172 or less):	
	Number	%	Number	%
Reading	15	65.2%	8	34.8%
Writing*	6	27.3%	16	72.7%
Math	15	65.2%	8	34.8%

\*No writing score for one candidate



**Table 3. Overall Review of Praxis I Scores for Practicum & Student Teacher Candidates (Fall 2011 & Spring 2012)**

*These tests were administered in an ETS setting and scored by ETS.*

N = 75	Minimum score of 173 or above		Below minimum score (172 or less):	
	Number	%	Number	%
Reading	62	82.7%	13	17.3%
Writing*	49	65.3%	26	34.7%
Math	59	79.7%	16	21.3%

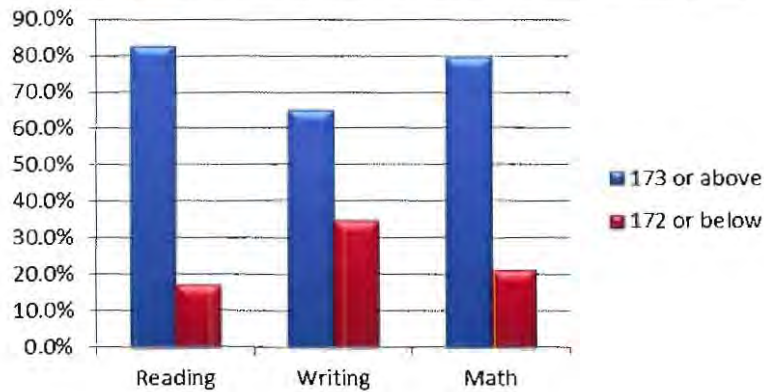




Table 4. Comparison of Praxis Results by Administrator

Praxis I Results (administered by Dr. Smiley)				
N = 22	Minimum score of 173 or above		Below minimum score (172 or less):	
	Number	%	Number	%
Reading	15	65.20%	8	34.80%
Writing*	6	27.30%	16	72.70%
Math	15	65.20%	8	34.80%

Praxis I Results (administered & scored by Dr. Smiley)				
N = 75	Minimum score of 173 or above		Below minimum score (172 or less):	
	Number	%	Number	%
Reading	62	82.70%	13	17.30%
Writing*	49	65.30%	26	34.70%
Math	59	79.70%	16	21.30%

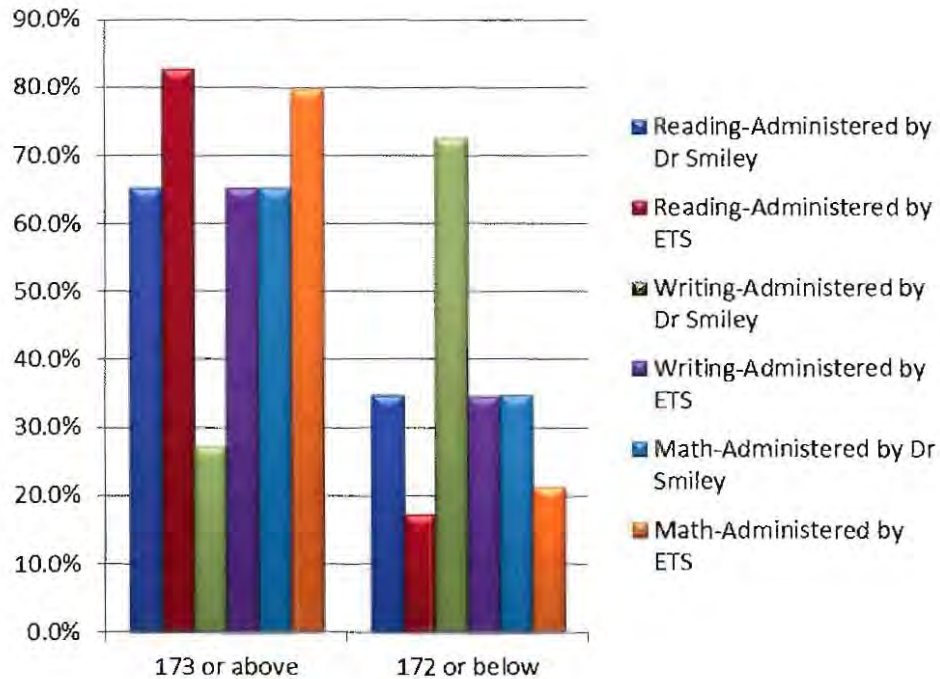
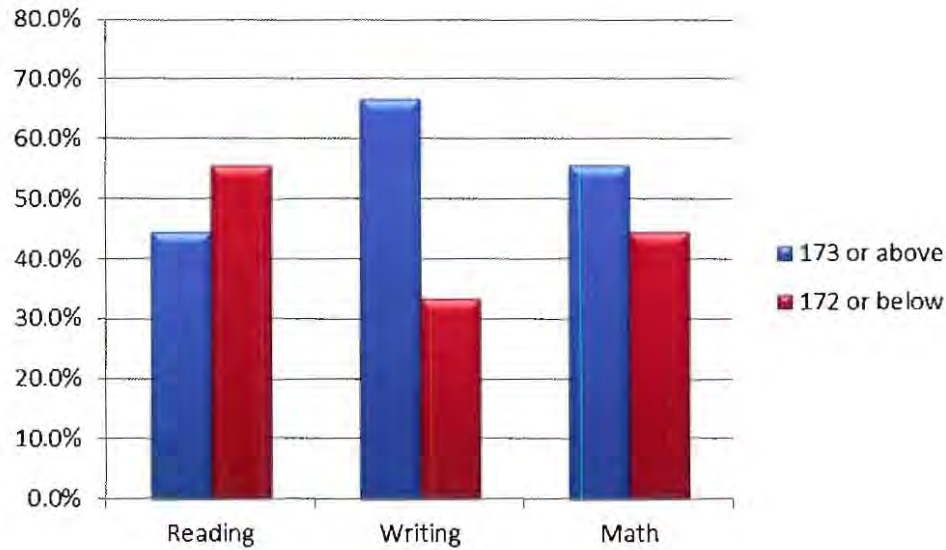


Table 5. Overview of Praxis I (PPST) Testing Results for EDU 225 – Spring 2012

N = 9	Minimum score of 173 or above		Below minimum score (172 or less):	
	Number	%	Number	%
Reading	4	44.4%	5	55.6%
Writing	6	66.7%	3	33.3%
Math	5	55.6%	4	44.4%

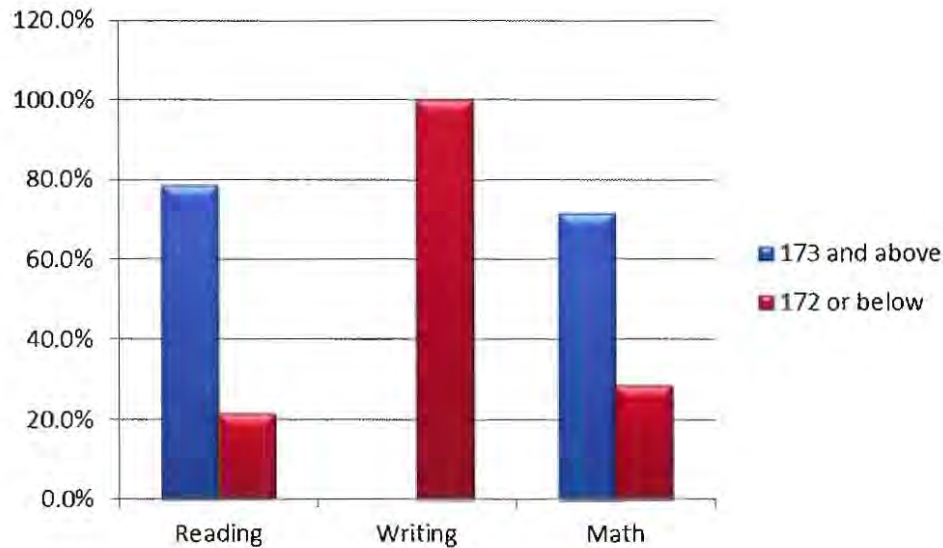
**Actual Scores**

	Reading	Writing	Math
Candidate 1	155	174	168
Candidate 2	177	175	185
Candidate 3	157	163	169
Candidate 4	160	171	183
Candidate 5	166	175	171
Candidate 6	182	180	179
Candidate 7	170	170	164
Candidate 8	180	171	175
Candidate 9	180	183	177

Table 6. Overview of Praxis I (PPST) Testing Results for EDU 201 - Spring 2012

N = 14	Minimum score of 173 or above		Below minimum score (172 or less):	
	Number	%	Number	%
Reading	11	78.6%	3	21.4%
Writing*	0	0%	13	100%
Math	10	71.4%	4	28.6%

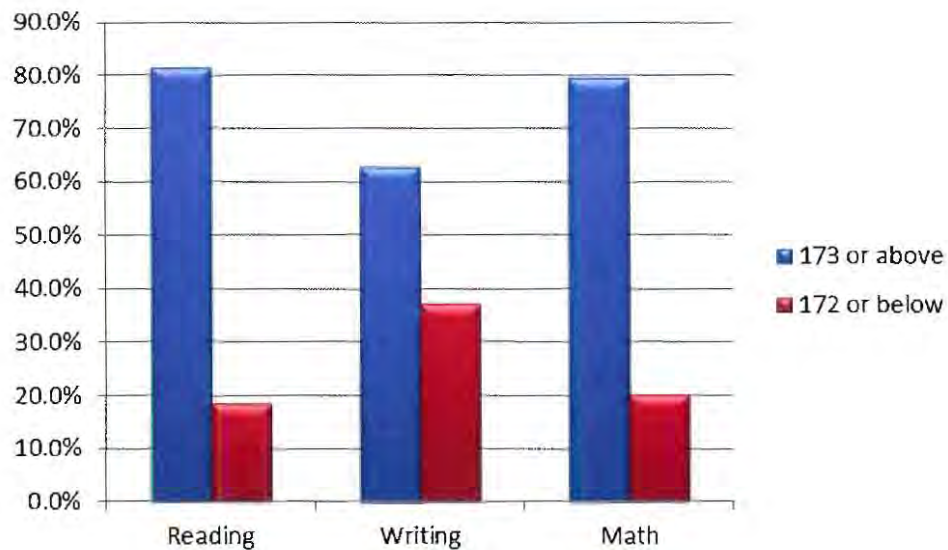
\*No writing score for one candidate



	<i>Actual Scores</i>		
	Reading	Writing	Math
<b>Candidate 1</b>	178	166	157
<b>Candidate 2</b>	160	156	169
<b>Candidate 3</b>	175	159	180
<b>Candidate 4</b>	179	164	184
<b>Candidate 5</b>	181	164	185
<b>Candidate 6</b>	174	161	168
<b>Candidate 7</b>	179	162	184
<b>Candidate 8</b>	176	162	188
<b>Candidate 9</b>	164	159	183
<b>Candidate 10</b>	179	161	186
<b>Candidate 11</b>	177	163	183
<b>Candidate 12</b>	174	159	178
<b>Candidate 13</b>	180	163	175
<b>Candidate 14</b>	170	*	175

Table 7. Overview of Praxis I (PPST) Testing Results for Fall 2011/Spring 2012 Practicum Candidates

N = 59	Minimum score of 173 or above		Below minimum score (172 or less):	
	Number	%	Number	%
Reading	48	81.4%	11	18.6%
Writing	37	62.7%	22	37.3%
Math	47	79.7%	12	20.3%

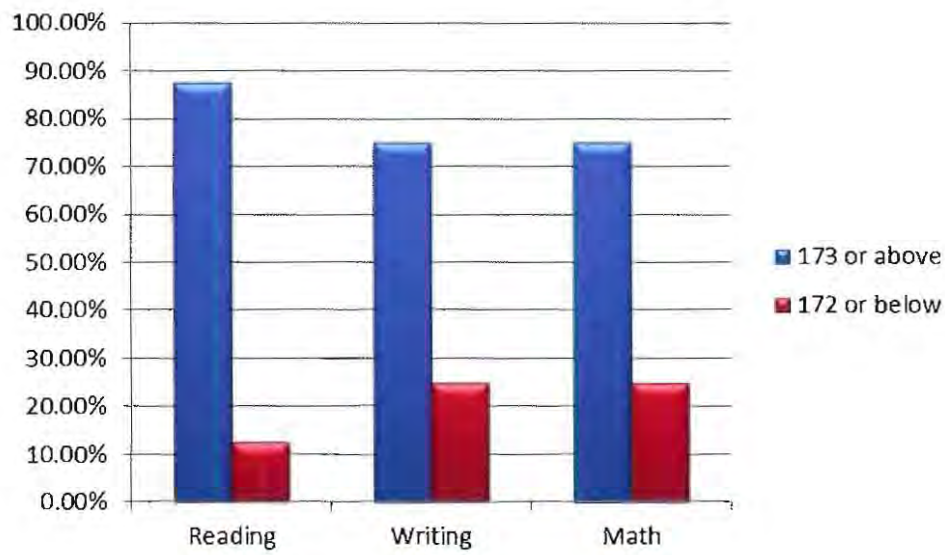
**Actual Scores**

	Reading	Writing	Math
Candidate 1	167	167	165
Candidate 2	180	172	185
Candidate 3	183	179	183
Candidate 4	173	178	183
Candidate 5	177	169	176
Candidate 6	183	186	185
Candidate 7	178	172	181
Candidate 8	177	172	174
Candidate 9	173	176	178
Candidate 10	181	173	182
Candidate 11	178	176	169
Candidate 12	167	165	163
Candidate 13	168	169	180
Candidate 14	182	183	186
Candidate 15	168	170	170
Candidate 16	183	180	177
Candidate 17	179	174	171
Candidate 18	181	175	185

	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<b>Candidate 19</b>	181	178	171
<b>Candidate 20</b>	174	176	178
<b>Candidate 21</b>	176	170	178
<b>Candidate 22</b>	183	178	181
<b>Candidate 23</b>	174	177	181
<b>Candidate 24</b>	179	173	180
<b>Candidate 25</b>	167	166	178
<b>Candidate 27</b>	180	174	185
<b>Candidate 28</b>	178	171	186
<b>Candidate 29</b>	184	184	187
<b>Candidate 30</b>	174	172	183
<b>Candidate 31</b>	171	171	179
<b>Candidate 32</b>	181	178	188
<b>Candidate 33</b>	183	174	185
<b>Candidate 24</b>	180	175	186
<b>Candidate 35</b>	183	178	187
<b>Candidate 36</b>	174	172	166
<b>Candidate 37</b>	181	175	164
<b>Candidate 38</b>	180	179	183
<b>Candidate 39</b>	182	174	186
<b>Candidate 40</b>	181	179	179
<b>Candidate 41</b>	175	172	173
<b>Candidate 42</b>	185	180	187
<b>Candidate 43</b>	162	168	157
<b>Candidate 44</b>	176	180	181
<b>Candidate 45</b>	183	178	183
<b>Candidate 46</b>	177	175	185
<b>Candidate 47</b>	170	166	167
<b>Candidate 48</b>	177	174	176
<b>Candidate 49</b>	181	178	184
<b>Candidate 50</b>	183	175	183
<b>Candidate 51</b>	179	179	180
<b>Candidate 52</b>	182	171	176
<b>Candidate 53</b>	181	172	183
<b>Candidate 54</b>	177	177	175
<b>Candidate 55</b>	181	177	177
<b>Candidate 56</b>	167	169	172
<b>Candidate 57</b>	169	166	179
<b>Candidate 58</b>	182	180	185
<b>Candidate 59</b>	167	169	160

Table 8. Overview of Praxis I (PPST) Testing Results for Spring 2012 Student Teacher Candidates

N = 16	Minimum score of 173 or above		Below minimum score (172 or less):	
	Number	%	Number	%
Reading	14	87.5%	2	12.5%
Writing	12	75%	4	25%
Math	12	75%	4	25%

**Actual Scores**

	Reading	Writing	Math
Candidate 1	178	169	174
Candidate 2	173	176	178
Candidate 3	179	168	173
Candidate 4	179	175	176
Candidate 5	179	173	170
Candidate 6	169	168	165
Candidate 7	183	179	186
Candidate 8	174	173	182
Candidate 9	178	174	185
Candidate 10	173	173	181
Candidate 11	167	167	162
Candidate 12	177	177	170
Candidate 13	179	175	177
Candidate 14	183	179	186
Candidate 15	1836	178	185
Candidate 16	182	175	177

**Table 9. Breakdown of Praxis I Testing Content****Praxis I-Reading:**

The format of this test is multiple choice based on reading passages and statements. It is broken down into the following categories:

**I. Literal Comprehension**

Literal comprehension content measures the ability to understand accurately and completely what is directly stated in a written message.

- A. Main Ideas
- B. Supporting Ideas
- C. Organization
- D. Vocabulary in Context

**II. Critical and Inferential Comprehension**

Critical and inferential comprehension content measures the ability to evaluate a reading selection and its messages. There are three types of questions:

- A. Argument Evaluation
- B. Inferential Reasoning
- C. Generalization

**Praxis I-Writing:**

The format of this test is multiple-choice based on usage and sentence correction and an essay topic as a basis for a writing sample. It is broken down into the following categories:

**I. Grammatical Relationships - Identify Errors in Parts of Speech****II. Structural Relationships which includes identifying errors in:**

- A. Comparison
- B. Coordination
- C. Correlation
- D. Negation
- E. Parallelism
- F. Subordination

**III. Word Choice and Mechanics which includes identifying errors in:**

- A. Word Choice
- B. Mechanics
- C. Error-free sentences

**IV. Essay which includes the following:**

- A. Writing for an audience of educated adults
- B. Organizing and developing ideas logically and making clear connections between them
- C. Providing and sustaining a clear focus or thesis
- D. Supporting thesis by using reasons, examples, and details to develop clearly and logically the ideas presented in the essay
- E. Demonstrating facility in the use of language and the ability to use a variety of sentence structures

- F. Constructing effective sentences that are generally free of errors in standard written English

**Praxis I-Math:**

The format of this test is multiple-choice based on mathematical concepts an educated person might use. It is broken down into the following categories:

- I. **Number and Operations**
- II. **Algebra**
- III. **Geometry and Measurement**
- IV. **Data Analysis and Probability**



**Table 10. Remediation Plans**

- Working with Student Support Services and the Learning Center, tutoring is available for Praxis I preparation
- The Teacher Education Department is in the process of developing an ongoing series of Praxis I test preparation workshops for students
  - The first two workshops, Test Taking Tips and Praxis I-Writing, will initially be offered prior to the March, 2012 Praxis testing date
  - Two more workshops, Praxis I-Math and Praxis I-Reading, will be implemented prior to the April, 2012 Praxis testing date
  - All workshops will be offered beginning in Fall 2012 semester
- Ligia Arango has offered to work with the Test Taking Tips workshop
- Dr. Steve Hesske and Dr. Will Rawn have offered to work with the Praxis I-Writing workshop
- The use of web-based and computer software for Praxis test preparation will also be investigated

*Appendix B*

Data Tables from Initial Program Exit Student Teaching Candidate Evaluation

## Teacher Education Program Questionnaire STC - Spring 2012

	Question	5-Very Prepared		4-Well Prepared		3-Somewhat Prepared		2- Somewhat Unprepared		1 Very Unprepared	
1	Were you prepared in the used of appropriate teaching methods and strategies?	4	22.2%	11	61.1%	2	11.1%	1	5.6%	--	--
2	Were you prepared in unit and lesson plan construction and implementation?	5	27.8%	11	61.1%	1	5.6%	1	5.6%	--	--
3	Were you prepared with sufficient content knowledge of the subject matter taught?	2	11.1%	13	72.2%	3	16.7%	--	--	--	--
4	Were you prepared to create and use various forms of assessment for evaluating student growth?	3	16.7%	9	50.0%	6	33.3%	--	--	--	--
5	Were you prepared to work with a wide variety of student learning styles?	5	27.8%	5	27.8%	8	44.4%	--	--	--	--
6	Were you prepared for developing student interest and motivation to learn in the class?	8	44.4%	6	33.3%	4	22.2%	--	--	--	--
7	Were you prepared to make use of audio-visual aids and technology during student teaching?	5	27.8%	4	22.2%	7	38.9%	2	11.1%	--	--
8	Were you prepared to use diverse and appropriate techniques of classroom management?	2	11.1%	9	50.0%	5	27.8%	1	5.6%	1	5.6%
9	Were you prepared to understand and apply the rules and regulations for the students and professional staff members in your building?	6	33.3%	8	44.4%	3	16.7%	1	5.6%	--	--
10	Were you prepared to participate in school-related responsibilities (i.e. working with pupils after class, understanding parent concerns, being available for special meetings, etc.	7	38.9%	10	55.6%	2	11.1%	1	5.6%	--	--
		5-Very Prepared		4-Well Prepared		3-Somewhat Prepared		2- Somewhat Unprepared		1 Very Unprepared	

## Teacher Education Program Questionnaire STC - Spring 2012

11	Were you prepared to understand the needs and work with the age group assigned?	4	22.2%	11	61.1%	3	16.7%	--	--	--	--
12	Were you prepared to work with and relate to culturally and linguistically diverse students?	3	27.8%	7	38.9%	6	33.3%	1	5.6%	--	--
13	Were you prepared to work effectively with students who have learning disabilities?	4	22.2%	5	27.8%	6	33.3%	3	16.7%	--	--
14	Were you prepared to work effectively with students who are talented and gifted?	2	11.1%	9	50.0%	6	33.3%	1	5.6%	--	--
15	Were you prepared to communicate, work, and interact with other professional staff members in your building?	8	44.4%	8	44.4%	2	11.1%	--	--	--	--
16	Were you prepared to communicate, work, and interact with parents and volunteers?	5	27.8%	7	38.9%	6	33.3%	--	--	--	--

### Highlights of Findings:

- Overall, the Student Teacher Candidates (STCs) felt prepared for the working within the various areas of student teaching experience.
- Student Teacher Candidates felt well prepared or better (94.5%) in the area of participation in school-related responsibilities, including working after class with pupils, understanding parental concerns, and being available for meetings.
- 50% of Student Teacher Candidates felt least prepared in two specific areas: diverse and appropriate techniques of classroom management and working effectively with students who have learning disabilities.
- 88.9% of Student Teacher Candidates felt they were prepared in unit/lesson plan construction and implementation as well as in the area of communication/interaction with other professional staff members.
- In the area of preparation in the use of appropriate teaching methods and strategies, 83.3% of the Student Teacher Candidates indicated that they were at least well prepared if not very prepared while 16.7% felt they were either somewhat prepared or unprepared.

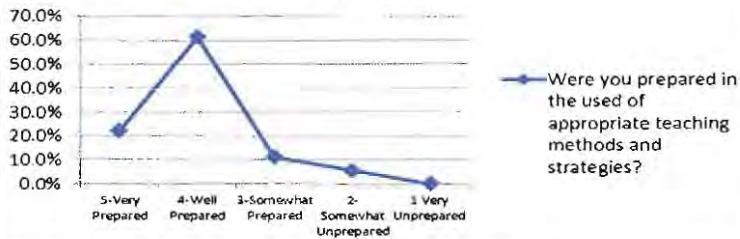
Total Number of Student Teacher Candidates during Spring, 2012 Semester:    Total Number of Returned STC Surveys: 18

    = Highest Rating on Question

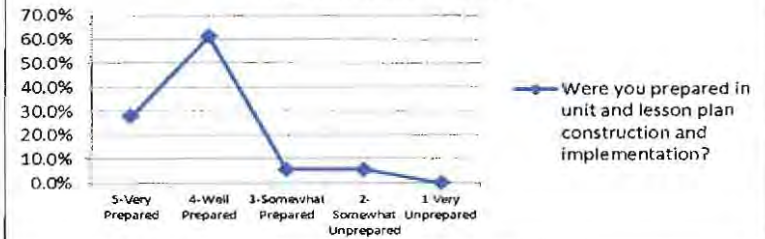
    = 2<sup>nd</sup> Highest Rating on Question

# Teacher Education Program Questionnaire STC - Spring 2012

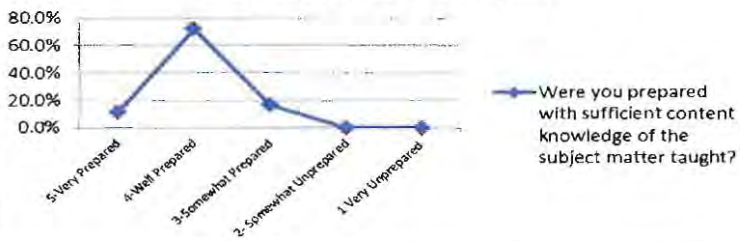
**Q1: Were you prepared in the used of appropriate teaching methods and strategies?**



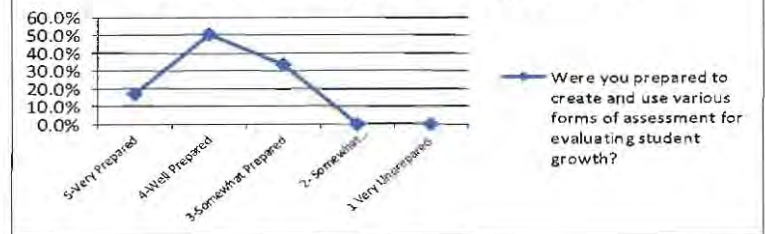
**Q2: Were you prepared in unit and lesson plan construction and implementation?**



**Q3: Were you prepared with sufficient content knowledge of the subject matter taught?**



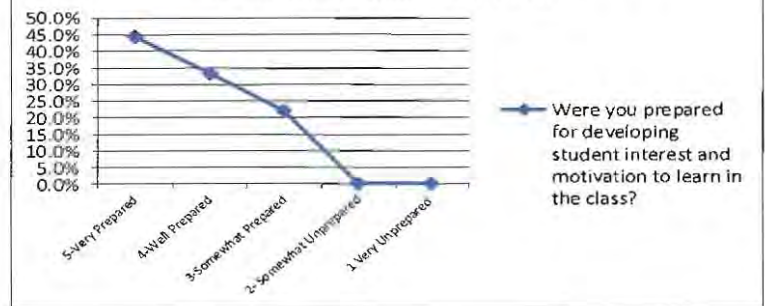
**Q4: Were you prepared to create and use various forms of assessment for evaluating student growth?**



**Q5: Were you prepared to work with a wide variety of student learning styles?**

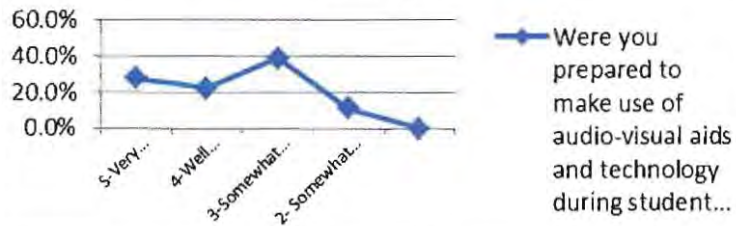


**Q6: Were you prepared for developing student interest and motivation to learn in the class?**

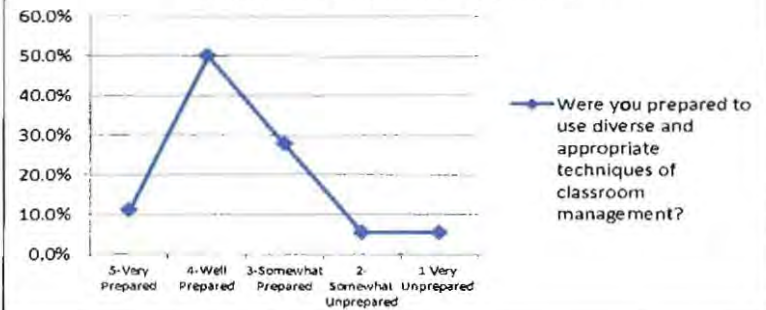


# Teacher Education Program Questionnaire STC - Spring 2012

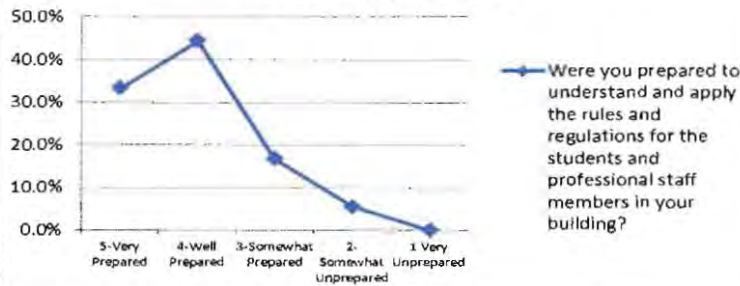
**Q7: Were you prepared to make use of audio-visual aids and technology during student teaching?**



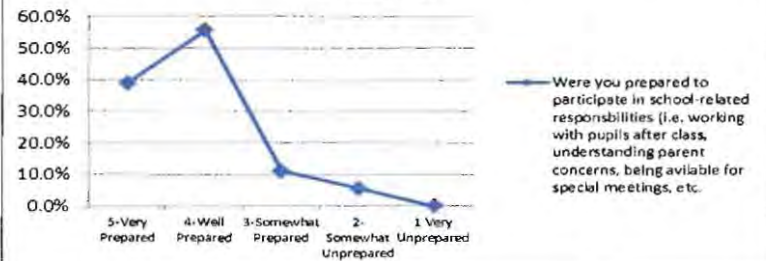
**Q8: Were you prepared to use diverse and appropriate techniques of classroom management?**



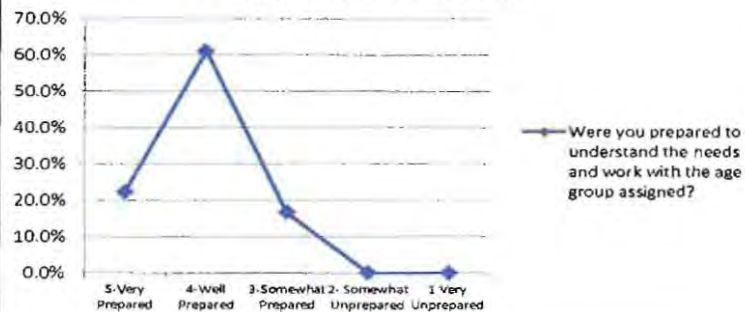
**Q9: Were you prepared to understand and apply the rules and regulations for the students and professional staff members in your building?**



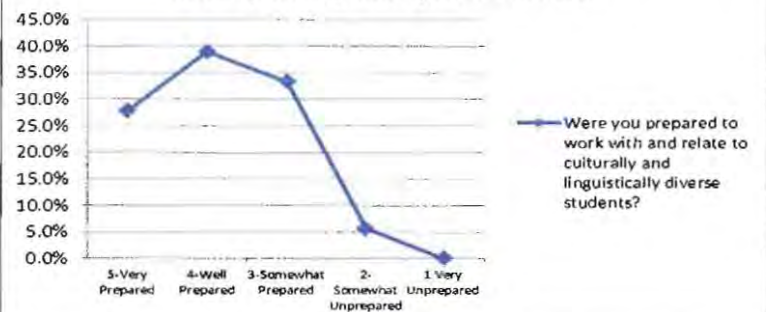
**Q10: Were you prepared to participate in school-related responsibilities (i.e. working with pupils after class, understanding parent concerns, being available for special meetings, etc.)**



**Q11: Were you prepared to understand the needs and work with the age group assigned?**



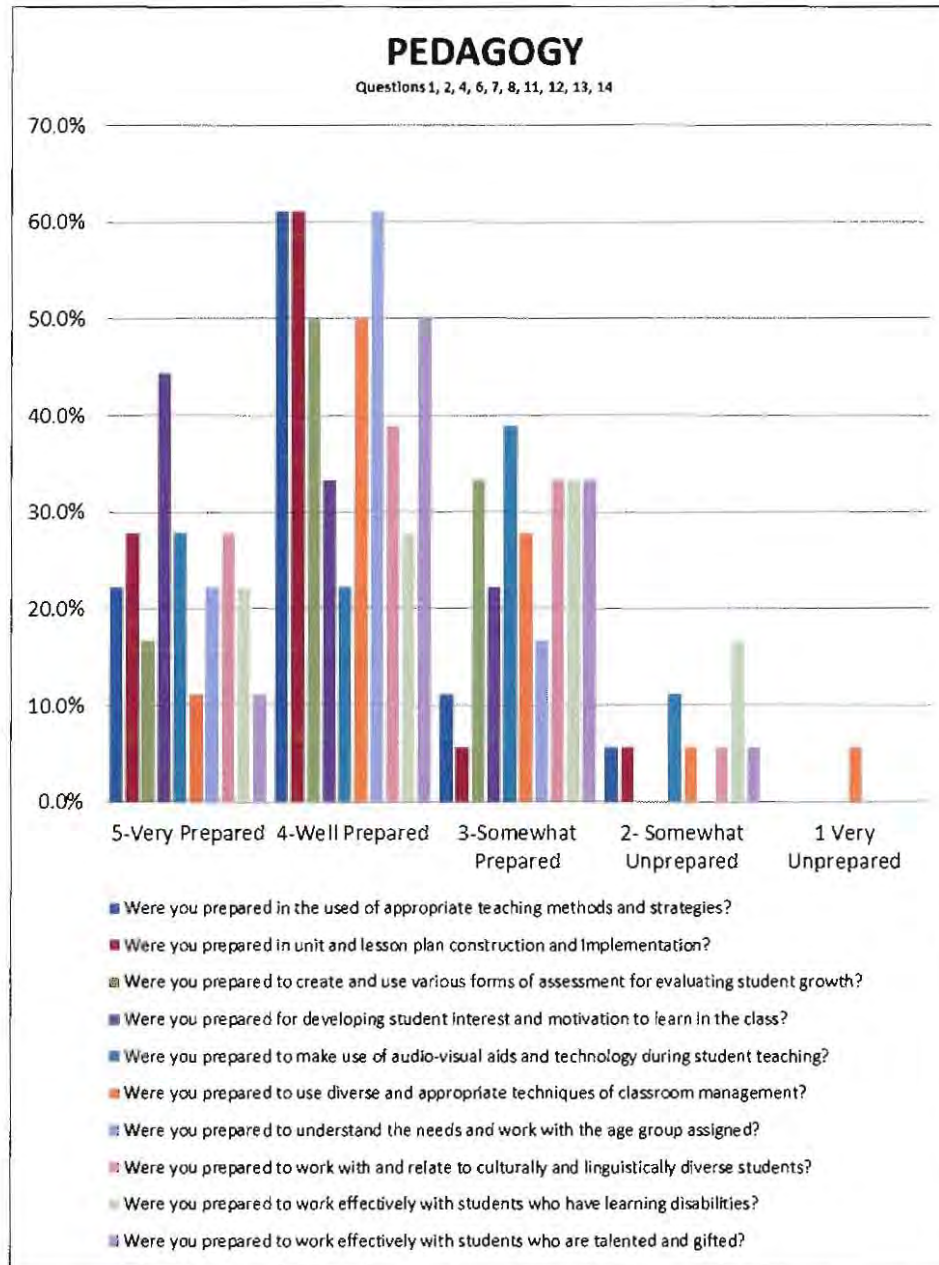
**Q12: Were you prepared to work with and relate to culturally and linguistically diverse students?**



# Teacher Education Program Questionnaire STC - Spring 2012

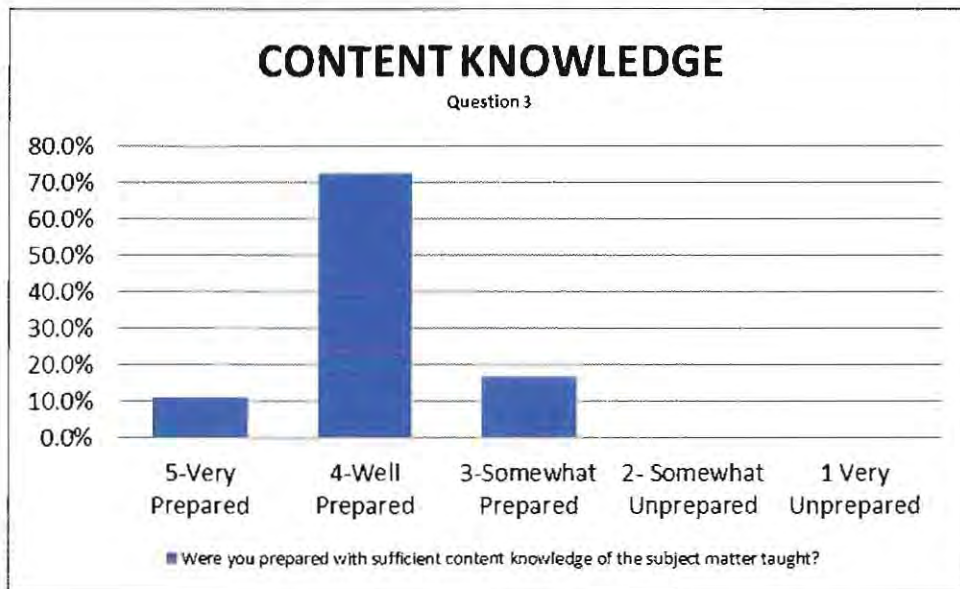
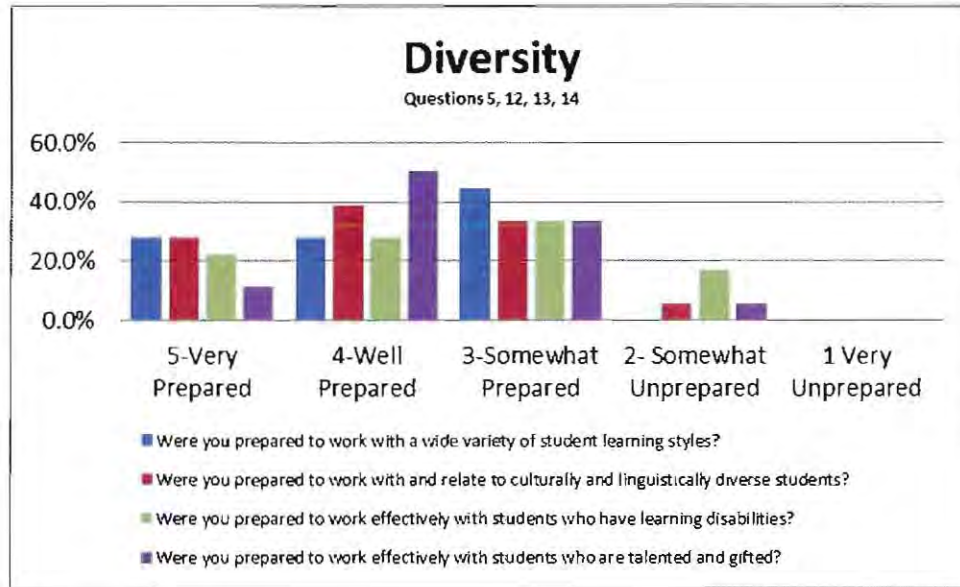


# Teacher Education Program Questionnaire STC - Spring 2012

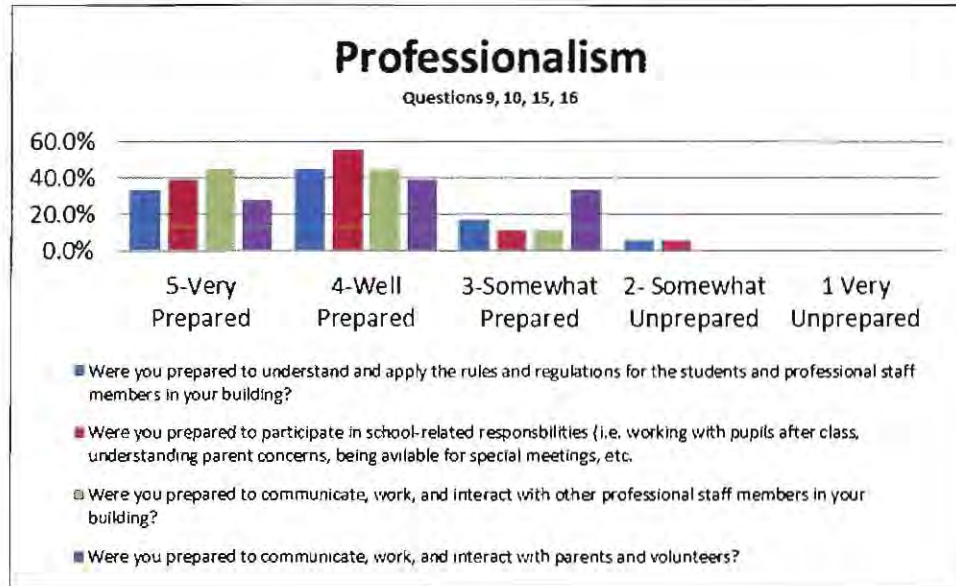




# Teacher Education Program Questionnaire STC - Spring 2012

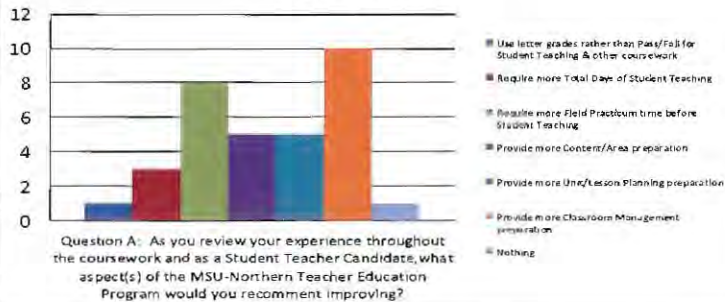


# Teacher Education Program Questionnaire STC - Spring 2012



# Teacher Education Program Questionnaire STC - Spring 2012

## Question A



## Question A - Other Suggestions:

- Some focus on behavior disorders
- The Industrial Part; There is no carpentry program; the drafting program sucks
- Classes taken from Northern rather than Great Falls had little support and practical application
- More tech education teaching courses; less independent study
- Pacing; professors should make students adhere to time limits
- More RTI training

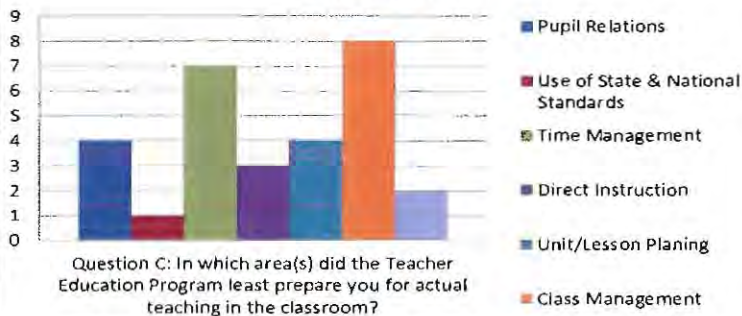
## Question B



## Question B - Other Suggestions:

- Engagement

## Question C



## Question C - Other Suggestions:

- Using technology in the classroom
- ESL interactions
- CTE-VOED classes
- Early in the program we received very little support doing any of these things; Dr. Miller changed all that
- Before Dr. Miller we had very little help/support in planning our curriculum and having specific classroom experiences relating to classes being taught

# Teacher Education Program Questionnaire STC - Spring 2012

## Question D



Question D: What is your reaction to MSU-Northern's student teacher University Supervisor procedure? (As to number of visits, sharing after each visit, length of visit, value of supervisor during student teaching, etc.)

## Question D - Comments

- Dr. Miller visited frequently and always made time to conference with me.
- The suggestions she (US) provided were very beneficial
- I feel my University Supervisor did not show up enough
- She (US) wasn't really there a lot; As she did not know me beforehand, I just didn't feel a connection or support from her.

## Question E

What would you recommend that MSU-Northern change to better aid the Student Teacher Candidate during a Student Teaching Experience?

## Responses to Question E

- Have mock interviews before student teaching and prepare students on applying for jobs, building a job portfolio, and finding out of state jobs.
- Being more prepared and communication
- I felt we had a lot of busy work and had to do a lot that we will never use again.
- To provide more information prior to student teaching
- I would recommend going into more detail of the content the STC will teach in their area.
- Maybe have a forum where students can ask questions or get help from professor

## Additional Comments

- I would like to see more school visits in the courses so that students could interact with higher education students; STCs would learn more in the schools also
- Eliminate weekly reflections; it is very busy prepping and planning and time would be better spent in that area.
- I believe the program is headed in the right direction
- Overall my experience was very positive
- Find someone equally as talented as Dr. Miller to support the Great Falls program
- Student teachers away from Great Falls or Havre are really left to figure things out on their own.

*Appendix C:*

Counselor Education Program Standards and Assessment Benchmarks

**Appendix C: Counselor Education Outcome Performance Indicators' Connection to Conceptual Framework**

**Advanced Programs (ADVP) Conceptual Framework (CF) Beliefs & Praxis ≈ Reflective Practitioner**

Belief 1≈ Praxis 1: A Reflective Practitioner engages in *Purposeful Reflection using Critical Inquiry*.  
 Belief 2 ≈Praxis 2: A Reflective Practitioner facilitates learning by creating opportunities for all learners to by the *Application of Theory and Practice*.  
 Belief 3 ≈Praxis 3: A Reflective Practitioner conducts consistent and purposeful *Assessment and Evaluation*.  
 Belief 4≈Praxis 4: A Reflective Practitioner makes the importance of *Diversity* explicit.  
 Belief 5≈Praxis 5: A Reflective Practitioner makes constructive use of *Technology*.

**Table 1: Crosswalk: Counselor Education Program Standards (Objectives/Performance Indicators) and ADVP CF Beliefs: Praxis**

Counselor Education Program Standards (CEPS) (Objectives/Performance Indicators)	CEPS : ADVP CF Beliefs/Praxis	Narrative
<p>CEPS 1. <u>Skills</u>: The graduate candidate <i>implements sound practical therapeutic and relational skills</i> that reflect current practice.</p>	<p>Belief 1≈ Praxis 1                      Belief 2 ≈Praxis 2                      Belief 3 ≈Praxis 3                      Belief 4≈Praxis 4                      Belief 5≈Praxis 5</p>	<p>Belief 1≈ Praxis 1 (<i>Purposeful Reflection using Critical Inquiry</i>) is embedded in the CEPS 1 as candidates demonstrate and implements sound practical therapeutic and relational skills.</p> <p>Belief 2 ≈Praxis 2(<i>Application of Theory and Practice</i>) finds its integration with candidates' therapeutic and relational skill development.</p> <p>Belief 3 ≈Praxis 3 (<i>Assessment and Evaluation</i>) is demonstrated as candidates complete course assignments and engage in practica and internships, including self and peer evaluation.</p> <p>Belief 4≈Praxis 4 (<i>Diversity</i>) ensures that candidates are able to make the importance of diversity explicit with the outcomes which requires candidate to demonstrate practical therapeutic and relational skills for meeting and appreciating the diverse needs of clients and groups.</p> <p>Belief 5≈Praxis 5 (<i>Technology</i>) The program incorporates technology in instruction and candidates are requires to access technology to complete course requirements and research evidenced-based practices.</p>

<p>CEPS 2. <u>Knowledge</u>. The graduate candidate possesses a <i>comprehensive theoretical knowledge base</i> that can be <i>integrated and transferred to effective counseling relationships and techniques</i>.</p>	<p>Belief 1≈Praxis 1          Belief 2≈Praxis 2          Belief 3≈Praxis 3          Belief 4≈Praxis 4          Belief 5≈Praxis 5</p>	<p>Belief 1≈Praxis 1 (<i>Purposeful Reflection using Critical Inquiry</i>) is embedded in the integration and transferability of candidates' comprehensive theoretical content knowledge.</p> <p>Belief 2≈Praxis 2 (<i>Application of Theory and Practice</i>) finds its integration in counseling practice demonstrated by candidates.</p> <p>Belief 3≈Praxis 3 (<i>Assessment and Evaluation</i>) is demonstrated in coursework, practica and internship as candidates learn about assessment/evaluation in theory and practice.</p> <p>Belief 4≈Praxis 4 (<i>Diversity</i>) ensures that candidates are able to make the importance of diversity explicit which requires the candidates to demonstrate their competence in integrating and transferring their knowledge and skills within a comprehensive theoretical knowledge base to work with clients and groups.</p> <p>Belief 5≈Praxis 5 (<i>Technology</i>) The program incorporates technology in instruction and candidates are required to access technology to complete course requirements and research evidenced-based practices.</p>
<p>CEPS 3. <u>Professional Identity</u>: The graduate candidate expresses a <i>strong counselor identity through involvement and participation</i> in professional organizations, advocacy, trainings, workshops, seminars, or other continuing education opportunities.</p>	<p>Belief 1≈Praxis 1          Belief 5≈Praxis 5</p>	<p>Belief 1≈Praxis 1 (<i>Purposeful Reflection using Critical Inquiry</i>) is embedded in the requirements for candidates' development of their professional identity as reflective practitioners including the integration of critical thinking in therapeutic interventions, development of programs/interventions, and delivery of curriculum.</p> <p>Belief 5≈Praxis 5 (<i>Technology</i>) The program incorporates technology in instruction and candidates are exposed to online professional resources including advocacy, trainings, workshops, seminars, or other continuing education opportunities.</p>

<p>CEPS 4. <u>Dispositions</u>. The graduate candidate demonstrates a <i>self-aware and self-reflective stance</i> that allows for growth and the personal <i>dispositions</i> necessary to work in the counseling field.</p>	<p>Belief 1≈Praxis 1 Belief 4≈Praxis 4</p>	<p>Belief 1≈Praxis 1 (<i>Purposeful Reflection using Critical Inquiry</i>) is embedded in the requirements for reflection on learning and practice that is a core component throughout the program.</p> <p>Belief 4≈Praxis 4 (<i>Diversity</i>) ensures that candidates are able to make the importance of diversity explicit as candidates demonstrate a self-aware and reflective stance as counselors.</p>
---	--	---

**Table 2: Counselor Education Program’s Assessments aligned to Counselor Education Program’s Standards (CEPS)**

Assessment	CEPS	Benchmark/Check point
1) Admission Score Card: Essay Reflection Section (pilot)	CEPS 4: Dispositions	<ul style="list-style-type: none"> <li>• Admission</li> </ul>
2) Disposition rubric	CEPS 3: Professional Identity CEPS 4: Dispositions	<ul style="list-style-type: none"> <li>• Admission to Internship</li> <li>• Exit</li> </ul>
3) Internship evaluations	CEPS 1: Skills CEPS 2: Knowledge CEPS 3: Professional Identity CEPS 4: Dispositions	<ul style="list-style-type: none"> <li>• Completion of Internship</li> </ul>
4) Guidance Lesson Assessment (student learning) ( <i>In development</i> )	CEPS 1: Skills ( <i>proposed</i> ) CEPS 2: Knowledge ( <i>proposed</i> )	<ul style="list-style-type: none"> <li>• Mid-point internship (informal)</li> <li>• Completion of Internship</li> </ul>



5) Portfolio Exit Evaluation	CEPS1: Skills CEPS 2: Knowledge CEPS 3: Professional Identity CEPS 4: Dispositions	<ul style="list-style-type: none"> <li>• Exit Review</li> </ul> <p><i>See "Counselor Education Exit Portfolio Data" for aggregated data example</i></p>
6) Employer-Graduate Surveys ( <i>In development</i> )	CEPS1: Skills CEPS 2: Knowledge CEPS 3: Professional Identity CEPS 4: Dispositions	<ul style="list-style-type: none"> <li>• Post-graduation</li> </ul>

**In addition to GPA (monitored at each semester) (Content Knowledge CEPS 2)**, candidates' development as reflective practitioners are assessed at benchmark/checkpoints. Through this process, candidates are assessed on every standard or indicator of competency at least once in the program. Candidate performance can be retrieved and analyzed at the individual (disaggregated) and cohort level (aggregated).

See "Counselor Education Exit Portfolio Data" for Spring Semesters 2011 and 2012 document for example of program's ability to aggregate and analyze data for program assessment of CEPS.

*Appendix D*

Admission Scorecard and Rubrics for Counselor Education Program

## Appendix D

**Table 1: Admissions Scorecard for Counselor Education: Reflective Practitioner  
Candidates beginning Fall 2011**

Applicant: \_\_\_\_\_ Admit date: \_\_\_\_\_ F C D  
 Banner ID: \_\_\_\_\_ Initials: \_\_\_\_\_

<i>Full Admission criteria provide baseline data for CEPS 1. Skills (item 7), CEPS 4. Dispositions (items 6, 7, 8)</i>					<b>Points</b>
1. Undergraduate GPA	Under 2.75 0 Points <b>(Denial)</b>	2.75 -2.99 0 Points (Conditional)	3.00 -3.49 5 Points	3.50 Or Above 10 Points	
2. Millers Analogy	MAT < 344 -5 Points	MAT 349-357- 0 Points	MAT 358-371 5 Points	MAT >372-381 10 Points	
3. Letters of Recommendation <i>(Points per letter sums to 10 points; divided by 3)</i>	Do not recommend  - 5 Points	Recommend w/reservations  0 points	Average recommend  5 points	Hi-recommend  10 points	
4. Background check: Admit or Deny	Report of Record— <b>Denial or Review</b>		No report of record: <i>Clear</i>		√Clear √Deny
5. Resume	Little experience with people  -5 points	Little experience with people  0 points	Satisfactory experiences with people  5 points	Numerous experiences with people 10 points	
6. Personal Essay <i>(Rubric)</i>				(20 points possible)	
7. GPA for CNSL 625 & 635	< B- -5 points <b>Denial</b>	B- (2.75) 0 points <i>Probation</i>	B (3.0) 10 points	A (4.0) 20 points	
8. Disposition <i>(Rubric)</i>	0 points (0-22 score) <b>Denial</b>	5 points (23-33 score)	10 points (34-44 score)	20 points (45-55 score)	
				<b>100 Possible Grand Total</b>	

Comments:

**Table 2: Admissions Essay Rubric for Counselor Education: Reflective Practitioner**

Candidate \_\_\_\_\_ Semester/Year \_\_\_\_\_  
 Submitted by Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

**Evaluation Criteria**

Exceptional at Developmental Level 5	Advanced at Developmental Level 4	Mastered at Developmental Level 3	Developing Toward Developmental Level 2	Deficits at Developmental Level 1
Accomplishments and experiences are significantly beyond applicant level expectations.	Strong evidence of accomplishments and experiences for success in counseling program.	Accomplishments and experiences evident at a basic level for applicant status.	Accomplishments and experiences less than expected for applicant status.	Significant remediation needed to meet expectations for applicant status.

	5	4	3	2	1
<b>Presentation/Organization</b>					
1. The purpose and focus are clear and consistent.					
2. The main claim is clear, significant, and challenging.					
3. Organization is purposeful, effective, and appropriate.					
4. Sentence form and word choice are varied and appropriate.					
5. Punctuation, grammar, spelling, and mechanics are appropriate.					
<b>Management of Concepts</b>					
6. Information and evidence are accurate, appropriate, and integrated effectively.					
7. Claims and ideas are supported and elaborated.					
8. Alternative perspectives are carefully considered and represented.					
<b>Reflection (CEPS 4)</b>	<b>Subtotal items 9-15</b>				
9. Connections between and among ideas are made.					
10. Analysis/synthesis/evaluation/interpretation are effective and consistent.					
11. Independent thinking is evident.					
12. Creativity/originality/flexibility are evident.					
13. Awareness of personal belief system, values, limitations.					
14. Respects and appreciates others.					
15. Demonstrates flexibility and openness to experiences and others.					
<b>Overall Evaluation</b>	<b>Total _____</b>				

Rubric rating scale: 0-15 = -5 points; 16-30 = 0; 31-45 = 5 points; 46-60=10 points; 61-75=20 points

**Comments**

**Table 3: Personal and Professional Dispositions: Reflective Practitioner  
Counselor Education Program**

Candidate \_\_\_\_\_ Semester/Year \_\_\_\_\_  
Submitted by Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

**Evaluation Criteria**

Exceptional at Developmental Level 5	Advanced at Developmental Level 4	Mastered at Developmental Level 3	Developing Toward Developmental Level 2	Deficits at Developmental Level 1	Not Observed N
Skills and understanding are significantly beyond developmental level. Performance similar to an experienced professional.	Strong mastery of skills and thorough understanding of concepts.	Understanding or proficiency of concepts or skills evident at a basic level for a counselor or therapist at this stage of development.	Minor conceptual and skill errors are evident; still in the process of developing proficiency	Significant remediation needed; deficits in knowledge or skills; minimal progress toward proficiency.	Unable to measure with given data; did not observe in use.

**Professional Dispositions (CEPS 3)**

The candidate relates to peers, professors, and others in an appropriate, professional manner. (CEPS 3)	5 4 3 2 1 N
The candidate applies legal and ethical standards during the training program. (CEPS 3)	5 4 3 2 1 N
The candidate demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors. (CEPS 3)	5 4 3 2 1 N
The candidate behaves in accordance with the program's standards as outlined in course syllabi, and the program's and university's policies. (CEPS 3)	5 4 3 2 1 N
The candidate behaves maturely and professionally, (e.g., completing assignments in a timely manner, arriving on time for class and appointments, communicating with instructors, supervisors, and peers as appropriate). (CEPS 3)	5 4 3 2 1 N
<b>(CEPS 3) Subtotal</b>	

**Personal Dispositions (CEPS 4)**

The candidate demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/candidates. (CEPS 4)	5 4 3 2 1 N
The candidate is aware of her/his own belief systems, values, and limitations. (CEPS 4)	5 4 3 2 1 N
The candidate is aware how these might affect the candidate's work with clients/candidates or peers. (CEPS 4)	5 4 3 2 1 N
The candidate demonstrates a willingness to self-explore, grow, and compensate for deficiencies. (CEPS 4)	5 4 3 2 1 N
The candidate participates in classes in an appropriate manner, (e.g., demonstrates awareness of personal boundaries and avoids inappropriate self-disclosure). (CEPS 4)	5 4 3 2 1 N
The candidate respects the fundamental rights, dignity, and worth of all people. (CEPS 4)	5 4 3 2 1 N
<b>CEPS 5 Subtotal</b>	

<b>Total</b>	
--------------	--

*Rubric rating scale: 0-11 = -5 points; 12-22 = 0 points; 23-33 points = 5; 34-44 = 10 points; 45-55 = 20 points*

**COMMENTS:**

***Notice of Professional Concerns Form***  
Counselor Education Program

Candidate: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date submitted to Program Faculty: \_\_\_\_\_

In the space provided below, write a brief narrative of the academic concerns regarding this candidate, including academic grades, professional skill development, professional characteristics, and overall appropriateness for the field of counseling. Attach a separate sheet if needed.

**Table 4: Faculty Feedback: Candidate Review for Counselor Education--Reflective Practitioner**

Candidate \_\_\_\_\_ Semester/Year \_\_\_\_\_

Reviewed by Faculty \_\_\_\_\_ Date \_\_\_\_\_

Possible ratings: S = Satisfactory    N = Needs Improvement    U = Unsatisfactory

<b>Area of Progress</b>	<b>S</b>	<b>N</b>	<b>U</b>
<b>Academic Development</b>			
Program of Study (On time; admission completed, etc.)			
Academic Course Work (GPA 3.0; no grades below B-)			
<b>Professional Development</b>			
Professional association membership (ACA, MCA, etc.)			
Staff and Peer relationships			
Identity as a counselor			
Personal growth			
Professional growth			
<b>Counseling Skill Development</b>			
Amenability to supervisions			
Ethical behavior			
Interpersonal relationships			
Clinical competence			
Clinical hours			

Comments:

Cc: Candidate  
Advisor file

*Appendix E*

Counselor Education Program Midpoint Rubric and Internship Evaluation Surveys



## Appendix E

**Table 1: Internship Evaluation Forms**

### MIDTERM MSU-N Internship Evaluation (Formative)

Intern: \_\_\_\_\_ Site: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Semester/year: \_\_\_\_\_

Total hours completed: \_\_\_\_\_ Hours of supervision: \_\_\_\_\_

This evaluation is to be complete and reviewed with the intern. Please make one copy for the intern, one for your records, and mail the original to the Counselor Education Program or return to intern.

**Evaluation Criteria**

Exceptional at Developmental Level 5						Advanced at Developmental Level 4						Mastered at Developmental Level 3						Developing Toward Developmental Level 2						Deficits at Developmental Level 1						Not Observed N					
Skills and understanding are significantly beyond developmental level. Performer similar to an experienced professional.						Strong mastery of skills and thorough understanding of concepts.						Understanding or proficiency of concepts or skills evident at a basic level for a counselor or therapist at this stage of development.						Minor conceptual and skill errors are evident; still in the process of developing proficiency.						Significant remediation needed; deficits in knowledge or skills; minimal progress toward proficiency.						Unable to measure with given data; did not observe in use.					
5 4 3 2 1 N						Characteristic or Behavior						5 4 3 2 1 N						Characteristic or Behavior																	
						<b>Dependability (CEPS 4)</b>												<b>Self-management (CEPS 3)</b>																	
						Attends regularly/punctual												Maintains professional manner and appearance																	
						Meets project deadlines												Manages time and resources effectively																	
						Consistently produces quality work												Makes informed decisions																	
						<b>Attitude (CEPS 4)</b>												Seeks guidance when appropriate																	
						Flexible and willing to learn												Sets realistic goals																	
						Demonstrates initiative												<b>Knowledge Base (CEPS 2)</b>																	
						Accepts and makes constructive use of supervision												Demonstrates skills needed for assigned responsibilities																	
						Maintains a courteous and friendly disposition												Applies theory to practice																	
						<b>Relationships (CEPS 1)</b>												Understands school culture and expectations																	
						Works effectively with supervisors						5 4 3 2 1 N						<b>Overall Performance</b> Please rate the interns overall performance																	
						Works effectively with co-workers																													
						Works effectively with clients																													

What main strengths does the intern demonstrate? What unique/special contributions has the intern made to your school/agency?

In what areas could the intern improve? What are areas for future growth?

Signatures:

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Intern: \_\_\_\_\_ Date: \_\_\_\_\_





Receptive to learning when new information is offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively seeks new information from staff or supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to learn and understand new information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of concepts, theories, and information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to apply new information in counseling setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments or suggestions:

---



---



---

Evaluation Criteria

Exceptional at Developmental Level 5	Advanced at Developmental Level 4	Mastered at Developmental Level 3	Developing Toward Developmental Level 2	Deficits at Developmental Level 1	Not Observed NA
Skills and understanding are significantly beyond developmental level. Performance similar to an experienced professional.	Strong mastery of skills and thorough understanding of concepts.	Understanding or proficiency of concepts or skills evident at a basic level for a counselor or therapist at this stage of development.	Minor conceptual and skill errors are evident; still in the process of developing proficiency.	Significant remediation needed; deficits in knowledge or skills; minimal progress toward proficiency.	Unable to measure with given data; did not observe in use.

Response to Supervision (CEPS 4)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Actively seeks supervision when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptive to feedback and suggestions from supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands information communicated in supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Successfully implements suggestions from supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aware of areas that need improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to explore personal strengths and weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments or suggestions:

---



---



---

Evaluation Criteria

Exceptional at Developmental Level 5	Advanced at Developmental Level 4	Mastered at Developmental Level 3	Developing Toward Developmental Level 2	Deficits at Developmental Level 1	Not Observed NA
Skills and understanding are significantly beyond developmental level. Performance similar to an experienced professional.	Strong mastery of skills and thorough understanding of concepts.	Understanding or proficiency of concepts or skills evident at a basic level for a counselor or therapist at this stage of development.	Minor conceptual and skill errors are evident; still in the process of developing proficiency.	Significant remediation needed; deficits in knowledge or skills; minimal progress toward proficiency.	Unable to measure with given data; did not observe in use.

Interactions with Students/Clients (CEPS 1)

	1	2	3	4	5	NA
Appears comfortable with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates interactions with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds rapport and respect with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is sensitive and responsive to student's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is sensitive to cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is sensitive to issues of gender differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments or suggestions:

---



---



---

Interactions with Coworkers (CEPS 3)

	1	2	3	4	5	NA
Appears comfortable interacting with other staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates interactions with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively conveys information and expresses own opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively receives information and opinions from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments or suggestions:

---

---

What would you identify as areas in which this intern should improve?

---

---

---

Discuss the intern's success with the implementation of MSU-N activities and interventions

---

---

---

Would you recommend this intern for employment at his or her present level? Please explain.

---

---

---

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for your time in supervising this intern and in completing this evaluation.







Actively seeks new information from staff or supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to learn and understand new information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of concepts, theories, and information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to apply new information in counseling setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments or suggestions:

---



---



---

Evaluation Criteria

Exceptional at Developmental Level 5	Advanced at Developmental Level 4	Mastered at Developmental Level 3	Developing Toward Developmental Level 2	Deficits at Developmental Level 1	Not Observed NA
Skills and understanding are significantly beyond developmental level. Performance similar to an experienced professional.	Strong mastery of skills and thorough understanding of concepts.	Understanding or proficiency of concepts or skills evident at a basic level for a counselor or therapist at this stage of development.	Minor conceptual and skill errors are evident; still in the process of developing proficiency.	Significant remediation needed; deficits in knowledge or skills; minimal progress toward proficiency.	Unable to measure with given data; did not observe in use.

Response to Supervision (CEPS 4)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Actively seeks supervision when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptive to feedback and suggestions from supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands information communicated in supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Successfully implements suggestions from supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aware of areas that need improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to explore personal strengths and weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments or suggestions:

---



---



---

Interactions with Students (CEPS 1)

	1	2	3	4	5	NA
Appears comfortable with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates interactions with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds rapport and respect with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is sensitive and responsive to student's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is sensitive to cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is sensitive to issues of gender differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments or suggestions:

---



---



---

Evaluation Criteria

Exceptional at Developmental Level 5	Advanced at Developmental Level 4	Mastered at Developmental Level 3	Developing Toward Developmental Level 2	Deficits at Developmental Level 1	Not Observed NA
Skills and understanding are significantly beyond developmental level. Performance similar to an experienced professional.	Strong mastery of skills and thorough understanding of concepts.	Understanding or proficiency of concepts or skills evident at a basic level for a counselor or therapist at this stage of development.	Minor conceptual and skill errors are evident; still in the process of developing proficiency.	Significant remediation needed; deficits in knowledge or skills; minimal progress toward proficiency.	Unable to measure with given data; did not observe in use.

Interactions with Coworkers (CEPS 3)

	1	2	3	4	5	NA
Appears comfortable interacting with other staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates interactions with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively conveys information and expresses own opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively receives information and opinions from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments or suggestions:

---



---



---

What would you identify as areas in which you should improve?

---

---

---

Do you believe you are prepared for employment at your present level? Please explain.

---

---

---

Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Appendix F*

Counselor Education Program Exit Evaluation

## Appendix F

**Table 1: Candidate Exit Evaluation: *Reflective Practitioner***  
Counselor Education Program

Candidate \_\_\_\_\_ Semester/Year \_\_\_\_\_

Evaluated by Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

**Evaluation Criteria**

Exceptional at Developmental Level 5	Advanced at Developmental Level 4	Mastered at Developmental Level 3	Developing Toward Developmental Level 2	Deficits at Developmental Level 1	Not Observed N
Skills and understanding are significantly beyond novice level. Performance similar to an experienced professional.	Strong mastery of skills and thorough understanding of concepts beyond basic level for a novice counseling.	Understanding or proficiency of concepts or skills evident at a basic level expected for novice counselor	Minor conceptual and skill errors are evident; still in the process of developing proficiency.	Significant remediation needed; deficits in knowledge or skills; minimal progress toward proficiency.	Unable to measure with given data; did not observe in use.

Sections/Criteria	Theory & Practice	Ethics	Selection A	Selection B	Video Rubric	Sub-Total	Total (Average)
Content (CEPS 2)							
Organization (CEPS 3)							
Documentation of Theoretical Concepts/Skills (CEPS 2)							
Synthesis of Evidence-based Practice Research (CEPS 1)							
Relation of Development as a Professional (CEPS 3)							
Level of Reflection (CEPS 4)							
Writing mechanics (APA)							
<b>Total</b>							

\*Candidate must score an average of 3 on all criteria to successfully pass exit requirements.

**Table 2: Exit Video Rubric for Counselor Education: Reflective Practitioner**

Candidate \_\_\_\_\_ Semester/Year \_\_\_\_\_  
 Submitted by Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

**Evaluation Criteria**

Exceptional at Developmental Level 5	Advanced at Developmental Level 4	Mastered at Developmental Level 3	Developing Toward Developmental Level 2	Deficits at Developmental Level 1
Reflection, skills and understanding are significantly beyond developmental level. Performance similar to an experienced professional.	Strong mastery of reflection, skills and thorough understanding of concepts.	Understanding or proficiency of reflection, concepts or skills evident at a basic level for a counselor or therapist at this stage of development.	Minor reflection, conceptualization and skill errors are evident; still in the process of developing proficiency.	Significant remediation needed; deficits in reflection, knowledge or skills; minimal progress toward proficiency.

	5	4	3	2	1
<b>Counseling Skills (CEPS 3)</b>	<b>Sub-section total:</b>				
1. Candidate conveys warmth and acceptance of client (CEPS 4)					
2. Candidate uses basic listening and communication skills effectively (e.g., reflection, paraphrases, summarizations) (CEPS 3)					
3. Candidate implements appropriate interventions during the session (e.g., reframes, externalizing the problem, cognitive restructuring) (CEPS 1)					
<b>Candidate as Professional (CEPS 2)</b>	<b>Sub-section total:</b>				
4. Candidate demonstrates proper pacing and timing in the session (e.g., starts and stops on time, sets limits as appropriate)					
5. Candidate closes session appropriately (e.g., includes plans for next session, reviews between session activities that have been planned)					
<b>Self Evaluation Reflection (CEPS 4)</b>	<b>Sub-section total:</b>				
6. Candidate accurately reflected on strengths of the session					
7. Candidate accurately reflected on areas of needed improvement in the session					
8. Candidate reflected on appropriate plans for improvement					
9. Candidate adequately reflected on therapeutic choices made in the session when questioned					
10. Candidate demonstrated understanding of feedback through paraphrasing or summarizing supervisor comments					
11. Candidate was non-defensive					

REVIEWER COMMENTS:

*Appendix G*

Counselor Education Program Cohort Data



**Appendix G**  
**Table 1**  
**Counselor Education Program: Reflective Practitioner**  
**Report of findings/analysis to PEU November 3, 2011**  
**Analysis of Data for 2010-2011 Cohort**

Demographics: 20 candidates graduated. 16 women, 4 men.

Admission Scorecard: Average score 73/80 (*missing data for some candidates*)

Admission Exam: GRE: 1017 averages; MAT 361 averages (*missing data for some candidates*)

Dispositions (at exit): 44.9/50 (see 5 point scale below) **All at mastery level or above.**

Highest area: #11 (respect for fundamental rights...for all people) = 4.58

Lowest area: #3 (ability to receive feedback...) = 4.3

Specialty/track: School Counseling = 18; Community/agency = 2

Exit Evaluation: 24.42/30 (see 5 points scale below) **All at mastery level or above**

Highest area: Professional dispositions 4.18

Lowest areas: (1) Writing mechanics 3.76

(2) Reflective practice 3.97

Summary of Analysis of Findings: Based upon these data , although all candidate performance indicators for this cohort were at or exceeded the mastery level, program faculty have concluded that more emphases must be placed upon assisting candidates with writing mechanics resources (see exit evaluations, "writing mechanics"). Faculty will provide writing resources to candidates, such as APA tutorial sites. It should be noted that the writing rubric for all submitted written work has only be in place for the past two semesters in all courses. In addition, faculty will place a higher level of emphasis on "reflective practice" in the program. Faculty will develop a rubric to guide reflections on practice for all courses, beginning spring 2012.

Standards and Competencies Rubric

Exceptional at Developmental Level 5	Advanced at Developmental Level 4	Mastered at Developmental Level 3	Developing Toward Developmental Level 2	Deficits at Developmental Level 1	Not Observed N
Skills and understanding are significantly beyond developmental level. Performance similar to an experienced professional	Strong mastery of skills and thorough understanding of concepts	Understanding or proficiency of concepts or skills evident at a basic level for a counselor or therapist at this stage of development	Minor conceptual and skill errors are evident; still in the process of developing proficiency	Significant remediation needed; deficits in knowledge or skills; minimal progress toward proficiency	Unable to measure with given data; did not observe in use

Table 2.

## Counselor Education Exit Portfolio Data

Exit Portfolio Spring 2012

At what level did the candidate...	Exceptional at Developmental Level 5		Advanced at Developmental Level 4		Mastered at Developmental Level 3		Developing Toward Developmental Level 2		Deficits at Developmental Level 1		Not Observed	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>N=3</b>												
1. demonstrate content knowledge? <i>(Knowledge/CEPS 2)</i>			3	100%								
2. organize presentation? <i>(Professional identity/CEPS 3)</i>	2	67%	1	33%								
3. document theoretical concepts and skills expected? <i>(Skills/CEPS 1)</i>	1	33%	2	67%								
4. authenticate a synthesis of evidence-based practice research? <i>(Knowledge/CEPS 2)</i>	1	33.3%	1	33.3%	1	33.3%						
5. support relation of professional development? <i>(Dispositions/CEPS 4)</i>			2	67%	1	33%						
6. provide proof of level of reflection? <i>(Dispositions/CEPS 4)</i>			1	33%	2	67%						
7. demonstrate writing mechanics (APA)? <i>(Professional identity/CEPS 3)</i>	1	33%	2	67%								

\*Candidate must score an average of 3 on all criteria to successfully pass exit requirements

Highlights of findings, Spring 2012: This group (n=3) of completers does not provide sufficient numbers for reliable findings.

Table 3.

## Counselor Education Exit Portfolio Data

Exit Portfolio Spring 2011

At what level did the candidate...	Exceptional at Developmental Level 5		Advanced at Developmental Level 4		Mastered at Developmental Level 3		Developing Toward Developmental Level 2		Deficits at Developmental Level 1		Not Observed	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>N=18</b>												
1. demonstrate content knowledge? <i>(Knowledge/CEPS 2)</i>	6	31.6%	8	42.1%	5	26.3%						
2. organize presentation? <i>(Professional identity/CEPS 3)</i>	6	31.6%	8	42.1%	5	26.3%						
3. document theoretical concepts and skills expected? <i>(Skills/CEPS 1)</i>	9	47.3%	5	26.3%	5	26.3%						
4. authenticate a synthesis of evidence-based practice research? <i>(Knowledge/CEPS 2)</i>	8	42.1%	4	21.0%	7	36.8%						
5. support relation of professional development? <i>(Dispositions/CEPS 4)</i>	7	36.8%	7	36.8%	5	26.3%						
6. provide proof of level of reflection? <i>(Dispositions/CEPS 4)</i>	6	31.6%	5	26.3%	8	42.1%						
7. demonstrate writing mechanics (APA)? <i>(Professional identity/CEPS 3)</i>	2	10.5%	8	42.1%	9	47.3%						

\*Candidate must score an average of 3 on all criteria to successfully pass exit requirements

Highlights of findings, Spring 2012:

- Skills (CEPS 1) (Item 3): More than 73% of the candidates presented evidence of their theoretical concepts and skills at or above the advanced level.
- Content Knowledge (CEPS 2)(items 1 & 4) : More than 73% of candidates demonstrated preparation at or above the advanced level in content knowledge (item 1) with 63% of candidates prepared at or above the advanced level in the synthesis of evidenced-based practice research (item 4) with 42% (n = 8) at the exceptional level .
- Professional Identity (CEPS 3) (Items 2 & 7): In organize presentation (item 2), 73.7% of the candidates scored at advanced or better; for writing mechanics (item 7), 47.3% of the candidates met the minimum requirement for this criteria.
- Dispositions CEPS 4) (Items 5 & 6): Seventy-three percent of the candidates reporting a relation with professional development (item 5); 42% percent of the candidates met the minimum requirement for level of reflection.

**Counselor Education Exit Portfolios Spring 2012 Bar Graphs**

Table 4

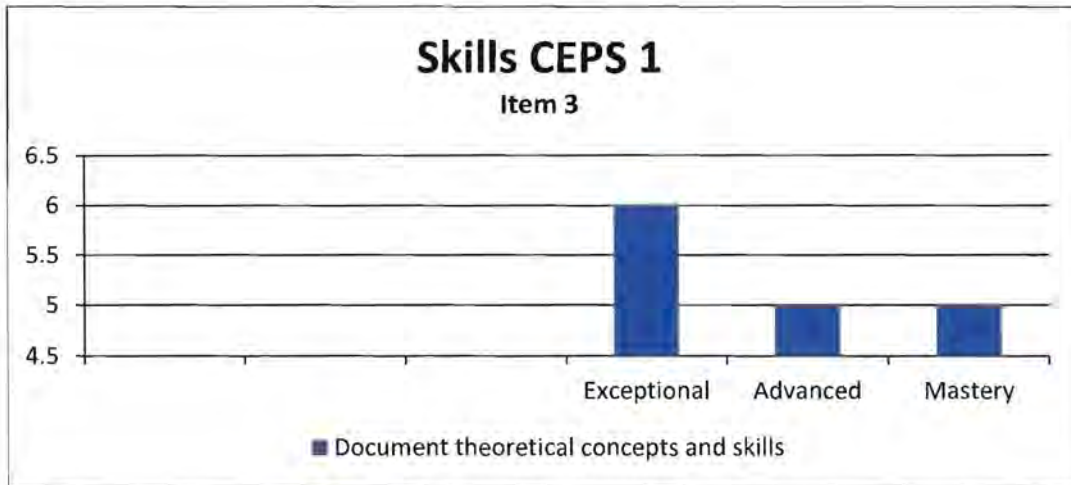
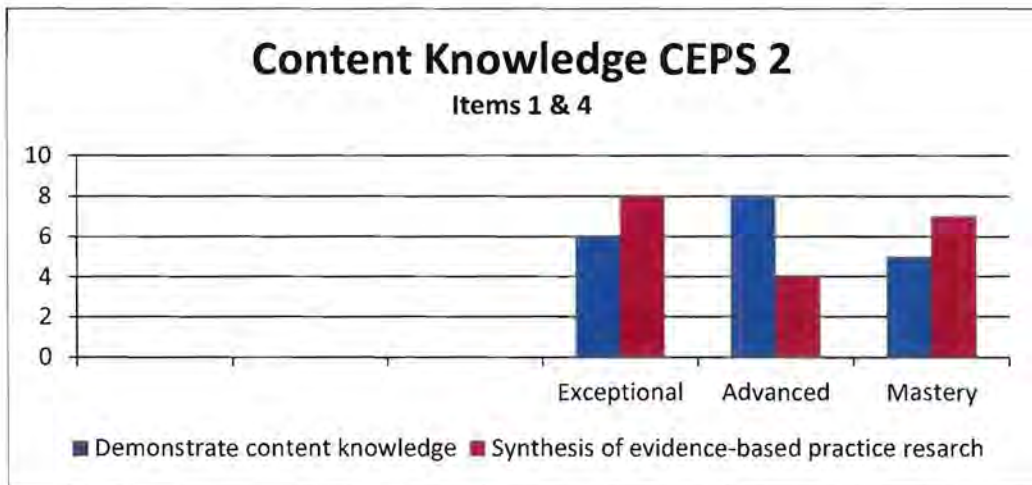


Table 5



Counselor Education Exit Portfolios Spring 2012 Bar Graphs continued:

Table 6

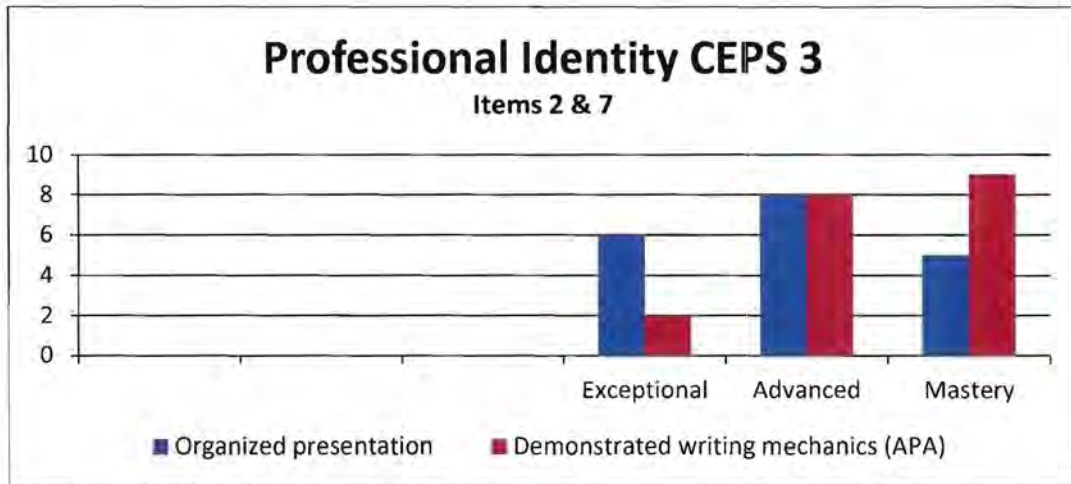
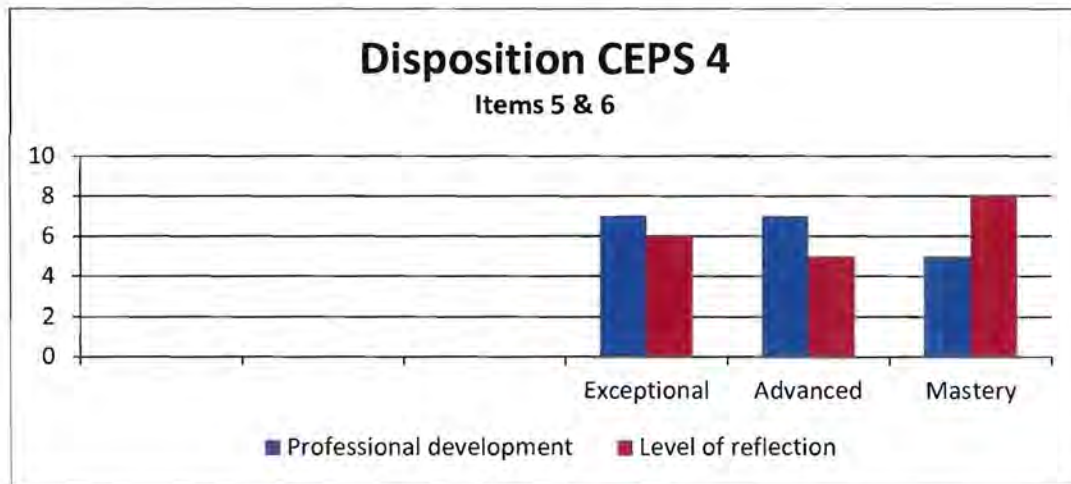


Table 7



*Appendix H*

Admission Scorecard and Rubrics for Instruction and Learning Program

## Appendix H

**Table 1.**

### Admissions Scorecard for Instruction and Learning Program – Reflective Practitioner

Applicant: \_\_\_\_\_ Admit date: \_\_\_\_\_  
 Banner ID: \_\_\_\_\_ Initials: \_\_\_\_\_

Step One: Application					Points
1. Undergraduate GPA	Under 2.75 0 Points (Denial)	2.75 -2.99 0 Points (Probationary)	3.00 -3.49 5 Points	3.50 Or Above 10 Points	
2. Millers Analogy or Graduate Records Exam	Below 25 <sup>th</sup> Percentile -5 Points	Below 40 <sup>th</sup> Percentile 0 Points	40 <sup>th</sup> to 65 <sup>th</sup> Percentile 5 Points	Above 65 <sup>th</sup> Percentile 10 Points	
3. Letters of Recommendation <i>(Points per letter sums to 10 points possible for 3 letters)</i>	Below average - 5 Points	Average - Non - Professional 0 Points	Average Professional or Superior Non Professional 5 points	Superior Professional 10 points	
4. Resume	No instructional experence -5 points	Little instructional experence 0 points	Satisfactory instructional experence 5 points	Extensive instructional experence 10 points	
				<b>Total Step One</b> 40 Possible	
<b>Step Two: First fall semester</b>					
1. Personal Orientation Inventory (POI)	One or more Scales outside of 70 and 30 T -5 Points	3 or more Scales outside of 40 and 60 T 0 Points	1 -2 Scales outside of 40 and 60 T 5 Points	All Scales between 40 and 60 T 10 Points	
2. Complete 6 hours	CGPA <3.0 0 points	CGPA 3.0> 10 points	CGPA 3.5 > 15 points	CGPA 4.0 20 points	
6. Technology Screen: capacity to use D2L	Not Submitted. -10 Points	Submitted but not appropriately. 0 points	Submitted appropriately with faculty assistance. 5 Points	Submitted appropriately by following webpage. 10 Points	
7. Dispositions <i>(Rubric)</i>				20 Points Possible	
				<b>Total Step Two</b> 60 Possible	
			<b>100 Points Possible</b>	<b>Grand Total</b>	



**Table 2**  
***Personal and Professional Dispositions: Reflective Practitioner***  
 Instruction and Learning Program

Candidate \_\_\_\_\_ Semester/Year \_\_\_\_\_  
 Submitted by Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

**Evaluation Criteria**

Exceptional at Developmental Level 5	Advanced at Developmental Level 4	Mastered at Developmental Level 3	Developing Toward Developmental Level 2	Deficits at Developmental Level 1	Not Observed  N
Skills and understanding are significantly beyond developmental level. Performance similar to an experienced professional.	Strong mastery of skills and thorough understanding of concepts.	Understanding or proficiency of concepts or skills evident at a basic level for a counselor or therapist at this stage of development.	Minor conceptual and skill errors are evident; still in the process of developing proficiency.	Significant remediation needed; deficits in knowledge or skills; minimal progress toward proficiency.	Unable to measure with given data; did not observe in use.

**Professional Dispositions**

The candidate relates to peers, professors, and others in an appropriate, professional manner.	5 4 3 2 1 N
The candidate demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	5 4 3 2 1 N
The candidate behaves in accordance with the program's standards as outlined in course syllabi, and the program's and university's policies.	5 4 3 2 1 N
The candidate behaves maturely and professionally, (e.g., completing assignments in a timely manner, arriving on time for class and appointments, is available for on-line experiences, communicating with instructors, supervisors, and peers as appropriate).	5 4 3 2 1 N

**Personal Dispositions**

The candidate demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, peers, and candidates.	5 4 3 2 1 N
The candidate is aware of her/his own belief systems, values, and limitations.	5 4 3 2 1 N
The candidate is aware how these might affect the candidate's work with candidates, their learners and peers.	5 4 3 2 1 N
The candidate demonstrates a willingness to self-explore, grow, and compensate for deficiencies.	5 4 3 2 1 N
The candidate participates in classes in an appropriate manner, (e.g., demonstrates awareness of personal boundaries and avoids inappropriate self-disclosure).	5 4 3 2 1 N
The candidate respects the fundamental rights, dignity, and worth of all people.	5 4 3 2 1 N

*Rubric rating scale: 0-11 = -5 points; 12-22 = 0 points; 23-33 points = 5; 34-44 = 10 points; 45-55 = 20 points*

**COMMENTS:**

***Notice of Professional Concerns Form***  
Instruction and Learning Program

Candidate: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date submitted to Program Faculty: \_\_\_\_\_

In the space provided below, write a brief narrative of the academic concerns regarding this candidate, including academic grades, professional skill development, professional characteristics, and overall appropriateness for continuance. Attach a separate sheet if needed.

**Table 3**  
**Faculty Feedback: Candidate Review for Instruction and Learning --Reflective Practitioner**

Candidate \_\_\_\_\_ Semester/Year \_\_\_\_\_

Reviewed by Faculty \_\_\_\_\_ Date \_\_\_\_\_

Possible ratings: S = Satisfactory    N = Needs Improvement    U = Unsatisfactory

Area of Progress	S	N	U
Academic Development			
Program of Study (On time; admission completed, etc.)			
Academic Course Work (GPA 3.0; no grades below B-)			
Professional Development			
Professional association membership (Content Area, etc.)			
Staff and Peer relationships			
Identity as a graduate candidate			
Personal growth			
Professional growth			
Interpersonal relationships			

Comments:

Cc: Candidate  
 Advisor file

*Appendix I*

Exit Evaluation Rubrics for Instruction and Learning Program

**Appendix I**  
**Table 1.**  
***Candidate Exit Evaluation: Reflective Practitioner*** (Draft)  
**Instruction and Learning Program**

Candidate \_\_\_\_\_ Semester/Year \_\_\_\_\_

Evaluated by Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

Evaluated by Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

**Evaluation Criteria**

Exceptional at Developmental Level 5	Advanced at Developmental Level 4	Mastered at Developmental Level 3	Developing Toward Developmental Level 2	Deficits at Developmental Level 1	Not Observed N
Skills and understanding are significantly beyond novice level. Performance similar to an experienced professional.	Strong mastery of skills and thorough understanding of concepts beyond basic level for a novice counselor.	Understanding or proficiency of concepts or skills evident at a basic level expected for novice counselor	Minor conceptual and skill errors are evident; still in the process of developing proficiency.	Significant remediation needed; deficits in knowledge or skills; minimal progress toward proficiency.	Unable to measure with given data; did not observe in use.

Electronic Portfolio						
Sections/Criteria	Theory & Practice	Assessment	Critical Thinking	Diversity	Technology	Total (Average)
Artifact 1						
Reflection on Artifact 1						
Artifact 2						
Reflection of Artifact 2						
Instructor						
Learner						
Learning Environment						

Action Research Project	Evaluation Criteria Score
Introduction	
Review of Literature	
Methodology	
Results	
Conclusions, Recommendations and Action	
APA Guidelines	
Action Research Voice	

\*Candidate must score an average of 3 on electronic portfolio component and a total score of 21 or more for the action research project to pass exit requirements.

*Appendix J*

Instruction and Learning Cohort Data

## Appendix J

### Table 1.

#### **Learning Development (Instruction and Learning): Reflective Practitioner Report of findings/analysis to PEU December 1, 2011 Analysis of Data for Great Falls 5 and H-Line 3 Cohorts 2010 -2012 Cohort**

Demographics: 25 candidates enrolled in program. 23 women, 2 men

Race: White – 15; African American – 1; American Indian – 9 (faculty identified)

Admission Scorecard: Average score 19.2/40 (*significant amount of missing data for some candidates*)

Admission Exam: MAT 386 averages (*missing data for some candidates*)

White students average MAT - 401

American Indian students average MAT - 360

Admission GPA: Average 3.32

Summary of Analysis of Findings: Based upon these data of existing candidates in the program and graduates a profile of success is emerging from the data. Most students are successful in completing the program. The exit requirements (action research project and electronic portfolio) are more time intensive upon completion of the course work. It is not uncommon to have 20 – 30 % of the course completers take another semester to complete the exit requirements. Rubrics for the exit requirements have been utilized in the past and require revision for clarification purposes. In addition, this realization suggests that graduate programs may want to consider a graduate continuous enrollment requirement for students to encourage their graduation completion. Program faculty have also recognized that weaker applicants may require support to improve their basic skills in writing (APA Style on-line course) and mathematical computation (basic statistics on-line) to support candidate success. This should be attempted prior to program commencement. It should be noted that our American Indian candidates often struggle in their academic preparation and scores on admission tests (MAT & GRE). It should also be noted that often minority students do not self-identify their minority status. With dedication and hard work these deficiencies are minimized and success in the program results in program completion. For MSU Northern these data should inform us that additional resources and efforts should innovative activities to support the continued success of our American Indian graduate candidates. Delivery format and robust electronic support and interventions must be part of the delivery package. In fact, an alternative delivery format could be considered for this unique and underserved American Indian population who often are our teachers of American Indian students on or near by reservation communities. In summary, program faculty recommends the following:

- Development of continuous enrollment requirement for the program
- On-line additional preparation should be provided for less prepared students
- Additional electronic support is required to support on-line with residency delivery format
- Title 3 support for our American Indian graduate students should be explored
- Utilize assessment instruments designed to measure on-line technology preparedness, self-actualizing and sustainable diligence attributes (Personal Orientation Inventory (POI) and GRIT)

Appendix J.

Table 1. Learning and Development (Instruction and Learning) Disaggregate Data  
 Table Great Falls 5 (Graduation Summer 2011) and Hi-Line 3 (Graduation Summer 2012)

Student	Cohort	Score Card	Gender	Race	MAT score	UG GPA	GGPA
1	HL 3	30	F	W	412	4.0	3.97
2	HL 3	5	M	B	362		3.38
3	GF 5	25	F	W	393	3.32	4.0
4	HL 3	15	F	NA	368	3.41	3.22
5	HL 3	20	F	W	385	3.85	3.89
6	HL 3	20	F	NA	352	2.71	3.24
7	HL 3	25	F	W	384	3.3	3.78
8	HL 3	5	F	NA	350	2.83	3.51
9	HL 3	10	F	NA	376	3.02	2.95
10	HL 3	15	F	W	374		3.75
11	GF 5	15	F	W	376	2.85	3.97
12	HL 3	15	F	NA	360	2.6	3.11
13	HL 3	15	F	NA		3.1	3.21
14	GF 5	25	F	W	418		3.92
15	GF 5	15	F	W	412	3.12	4.0
16	HL 3	15	F	W	360	3.28	3.75
17	GF 5	30	F	W	415		4.0
18	HL 3	30	F	W		3.82	4.0
19	GF 5	10	F	W	376	3.04	3.33
20	HL 3	20	M	W	368	3.42	3.60
21	HL 3	35	F	W	437	4.0	4.0
22	GF 5	20	F	W	422		4.0
23	HL 3	35	F	W	418	3.15	3.85
24	GF 5	10	F	NA	357	3.33	3.89
25	HL 3	15	F	NA	341	3.15	3.1
26	GF 5	35	M	W	409	3.87	4.0
27	HL 3	25	F	W	405	3.89	4.0



Appendix J.

Table 2. Learning and Development (Instruction and Learning) Aggregate Data Table  
Great Falls 5 (Graduation Summer 2011) and Hi-Line 3 (Graduation Summer 2012)

	Great Falls Cohort 5	Hi-Line Cohort 3	Total
<b>Graduate Students</b>	9	18	27
<b>Gender</b>			
Women	8	16	24
Men	1	2	3
<b>Race</b>			
White	8	10	18
Black	0	1	1
American Indian	1	7	8
<b>MAT</b>			<b>MAT Score Average</b>
White	8	10	397.88
Black	0	1	362
American Indian	1	7	357.7
<b>Admission Score Card</b>			<b>Admission Score Card Average</b>
White	8	10	23.61
Black	0	1	5.00
American Indian	1	7	13.125
<b>UG GPA</b>			<b>UG GPA Average</b>
White	8	10	3.76
Black	0	1	unavailable
American Indian	1	7	3.01
<b>Graduate GPA</b>			<b>Graduate GPA Average</b>
White	8	10	3.87
Black	0	1	3.8
American Indian	1	7	3.28

#### Data utilized to inform program review and improvement

- Development of continuous enrollment requirement for the program beyond 36 credit hours to facilitate completion of exit requirements (action research project and electronic portfolio)
- On-line additional preparation should be provided for less prepared students (American Indian students require remediation)
- Additional electronic support is required to support on-line with residency delivery format
- Title 3 support for our American Indian graduate students should be explored to ensure academic performance
- Utilize assessment instruments designed to measure on-line technology preparedness, self-actualizing and sustainable diligence attributes Personal Orientation Inventory (POI) and GRIT inventory