Department of Counseling and School Psychology

Counseling Program

Program Assessment Plan
Revised May 2007
May, 2007

Dear Dr. Tricia Davis,

Please find attached the Counseling Program Assessment Report. After examining our assessment tools over the past three years, the Counseling Program faculty reconfigured the assessment process to better reflect the expectations of the students, the Program, and the Wisconsin Department of Public Instruction. These new assessment procedures were substantially reviewed by the Counseling faculty and initial data have been collected.

The following report includes (1) the Counseling Program Mission Statement, (2) the Standards, Objectives, and Assessment thereof, (3) the overall core of the Assessment System exhibited through charts that comprise transitional points, evaluation procedures, data collection, timelines, data presentation, revision plans and the availability of results, (4) the initial review of student progress form, (5) the University Mid-Term Practicum Evaluation form, (6) the University Final Practicum Evaluation form, (7) the Site Supervisor Evaluation form, and (8) the 11 Wisconsin Department of Public Instruction School Counselor Standards and the delineation of how each of the 11 standards is met.

Sincerely,

John LeCapitaine

Dr. John LeCapitaine, Professor
Graduate Program in Counseling

UNIVERSITY OF WISCONSIN–RIVER FALLS
410 S. Third Street • River Falls, WI 54022-5001 • USA
COUNSELING PROGRAM ASSESSMENT  
UNIVERSITY OF WISCONSIN RIVER FALLS

I. UWRF COUNSELING PROGRAM MISSION STATEMENT

The primary mission of the Counselor Education Program is to prepare effective professionals as they attain the M.S.E. degree in Counseling. Utilizing the Reflective Practice model, the faculty provides a rigorous curriculum in which students’ knowledge base, skill acquisition, and personal development are thoroughly integrated. In addition to content, this curriculum includes experiential classroom and fieldwork experiences, individual and group-designed projects and supervised practice.

Faculty priorities for students and themselves are the respect for human dignity and cultural diversity in the broadest sense, excellence in counseling practice, and lifelong commitment to personal and professional growth. The process of personal and professional growth evolves by gaining knowledge and self-awareness while integrating theoretical, clinical, legal and professional information. Counselors-in-preparation also participate in supervised counseling experiences which move developmentally from structured to more independent experiences.

II. STANDARDS, OBJECTIVES, and ASSESSMENT, THEREOF

In developing effective counseling professionals, the Counseling Program assesses this construct vis a vis meeting or exceeding the counseling objectives and standards of the Wisconsin Department of Public Instruction (DPI). At its core, the DPI has 11 standards and objectives (pp.13-34) that must be fulfilled in order for the Counseling Program to endorse its students for counseling certification. The Standards document (pp. 13-34) incorporates the means by which each of these standards is specifically measured. Each Counseling course and practica component, provides the means to meet a specific Standard(s), so that, in totality, all DPI Counseling Standards can be thoroughly attained. In developing students to meet or exceed these standards, the Program has five transition points in which to assess students. These transitions, along with their germane assessment procedures are specifically designated (Please see the Overall Counseling Assessment Chart, pp. 6-8) in the upcoming pages and include (but are not limited to):

1. Department Mission (page 3)
2. Counseling Program application process (Page 4)
3. Initial Counseling Program Assessment (Page 5)
4. Pre-Practica Assessment (Page 9)
5. Practica Review (University Mid Eval., pp. 10; University Final Eval., p. 12, On-Site Supervisor Final Eval, p. 14)
6. Portfolio Review (p. 7)
DEPARTMENT MISSION STATEMENT

“Programs within the Department of Counseling and School Psychology prepare individuals to enter professional roles in school and mental health settings. The Department is unified by common goals of providing graduate education to prepare our students to be thoughtful, involved, and responsive professionals, particularly in meeting the needs of children, their families, and others in a collaborative and problem-solving fashion. Members of the Department collaborate to insure that students develop expected proficiencies in their respective fields of study, consistent with expected proficiencies in their respective fields of study, consistent with state and national standards. Programs within the Department adhere to the highest standards of the professionals in the fields of counseling and school psychology.

Graduates from our programs will develop both the knowledge base of their respective professions and interpersonal professional skills to work directly with children, and closely with parents, teachers, administrators, other school specialists, and community professionals, to provide support for learners with many needs. Graduates from our programs will value diversity and individual differences, and follow a commitment to lifelong learning and professional development.”
Requirements for Masters in Counseling Program application at UW-RF:

1. Completed Application which may be found on-line at: 
   http://www.uwrf.edu/ogs/shared/graduate_app.pdf
2. Bachelor’s degree from an accredited institution
3. Two copies of official transcripts indicating an undergraduate GPA of 2.75 or greater, sent directly from all school attended
4. Résumé
5. Letter of intent which addresses the following areas:
   a. service to the community
   b. volunteer work
   c. commitment to others
   d. work and professional goals
   e. areas which the applicant considers to be his/her strengths and weaknesses
6. Three letters of recommendation that address areas under the letter of intent
7. Application Fee of $45.00
8. Application form, fee, and all other materials, MUST be submitted by October 1/February 1 preceding admission. Incomplete files will NOT be considered.

Please send the above information to:

THE GRADUATE STUDIES OFFICE
University of Wisconsin - River Falls
410 South third Street River Falls, WI 54022-5001

It is the responsibility of the applicant to ensure a complete file by the two deadlines: February 1st of November 1st. Students should check the status of their application files by contacting the Graduate Studies Office prior to November 1st or February 1st. Only completed files will be considered for admission.
# Counseling Assessment System

<table>
<thead>
<tr>
<th>Transition Points in Assessment</th>
<th>Assessment Plan</th>
<th>Evaluation Procedure</th>
<th>Preliminary Data</th>
<th>Timeline for Implementation</th>
<th>Data Presentation</th>
<th>Revision Plan</th>
<th>Results availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application to the Counseling Program</td>
<td>GPA minimum of 2.75</td>
<td>NA</td>
<td>Application Form</td>
<td>Spring Candidates: November 1 Fall Candidates: February 1</td>
<td>Program faculty evaluation: Spring Candidates: 2nd Tuesday in Nov. Fall Candidates: 2nd Tuesday in February</td>
<td>Revision discussion by faculty at data presentation meetings</td>
<td>Students will be notified if accepted, are on a waiting list, or are not accepted.</td>
</tr>
<tr>
<td>Letter of Intent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three letters of Recommendation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Program Assessment</td>
<td>Review list of students who have completed Counseling 610, 612, 615, 620</td>
<td>Review of student progress in four courses. Review of student non-academic issues</td>
<td>Initial Assessment Form (See p. 5)</td>
<td>Fall Students: 4th Tuesday in September Spring Students: 4th Tuesday in February</td>
<td>Program faculty evaluation/discussion of students</td>
<td>Students will be evaluated according to a scale: Continuation, Remediation or Discontinuation</td>
<td>Students will be sent a letter indicating the results of their review.</td>
</tr>
<tr>
<td>Transition Points in Assessment</td>
<td>Assessment Plan</td>
<td>Evaluation Procedure</td>
<td>Preliminary Data</td>
<td>Timeline for Implementation</td>
<td>Data Presentation</td>
<td>Revision Plan</td>
<td>Results availability</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
<td>----------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
<td>------------------</td>
<td>-------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Pre-Practicum Assessment</td>
<td>Written comprehensive exam covering the seven core courses (610, 612, 615, 620, 720, 732, 753)</td>
<td>The Counseling Exam</td>
<td>Comprehensive exam scores</td>
<td>First Monday in August, December, May</td>
<td>Program faculty evaluates comprehensive exams (blind review). Faculty reviews the results.</td>
<td>Faculty review the questions three times per year (August, December, May) and update the comprehensive exam accordingly</td>
<td>Students are mailed letters indicating the results of their comprehensive exams.</td>
</tr>
<tr>
<td></td>
<td>Pre practicum preparation</td>
<td>Attendance at pre-practicum meeting, Successfully complete core courses</td>
<td>Transcripts, Sign in at pre-practicum meetings</td>
<td>3rd week in September; 3rd week in February</td>
<td>Program faculty review all pre-practicum students: 4th Tuesday in September; 4th Tuesday in February</td>
<td>Faculty review student progress and practicum preparation at meetings</td>
<td>Students are contacted individually if there are concerns with transcript or practicum readiness.</td>
</tr>
</tbody>
</table>

| Practicum Review              | Practicum evaluation by University Supervisors | Mid term and final evaluation forms | Evaluation forms (See pp. 6-9) | 8th week of fall and spring semester, Final week of fall and spring semester Upon completion of practicum site(s) | Knowledge/skill and Seminar progress data (collective) reviewed 4th Tuesday in September; 4th Tuesday in February | Revision discussion by faculty at data presentation meetings | Students review their evaluation results with their University and On Site Supervisors. |
|                              | Practicum evaluation by Site Supervisors | Site Supervisor evaluations | Evaluation forms (See pp. 10-12) | Same as above | Same as above | Same as above | |

<p>| | | | | | | | |
| | | | | | | | |</p>
<table>
<thead>
<tr>
<th>Transition Points in Assessment</th>
<th>Assessment Plan</th>
<th>Evaluation Procedure</th>
<th>Preliminary Data</th>
<th>Timeline for Implementation</th>
<th>Data Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Review</td>
<td>Submission of electronic portfolio</td>
<td>Approval of electronic portfolio by University supervisor</td>
<td>Electronic portfolio</td>
<td>Upon completion of practicum site(s)</td>
<td>Evaluated by University supervisors at the end of practicum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Revision discussion by faculty at data presentation meetings</td>
</tr>
</tbody>
</table>

Note: In their Counseling Portfolio, each student comprehensively shows how s/he has fulfilled each of the 11 DPI Standards through relevant reflections and artifacts.
M.S.E. COUNSELING PROGRAM
UNIVERSITY OF WISCONSIN- RIVER FALLS

Review of Initial Student Progress: Faculty Assessment Form

In consonance with the DPI and the UWRF Counseling Program professional competency areas, several criteria need to be met in order to endorse counseling certification. Upon completion of counseling courses 610, 612, 615 and 620, the faculty teaching these courses will complete the following form to help assess students’ initial program progress.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Needs Some Improvement</th>
<th>Adequate</th>
<th>Above Average</th>
<th>Exceptional</th>
<th>Cannot Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conscientiousness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Stability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Ethics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Image</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In your judgment, is this student a good candidate to continue the Counseling Program?  (1) YES  (2) NO  OR (3) TO REMEDIATE
If not “YES”, please comment (use back if necessary):

Student Name:
Faculty Name:

Please return this form to John LeCapitaine, 232 Wyman Education Building.
# Practicum Evaluation Form: University Mid-Term Evaluation

<table>
<thead>
<tr>
<th>Name of Practicum Counselor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not observe or not available</td>
<td>Needs much improvement</td>
<td>Needs some improvement</td>
<td>Adequate for beginning counselor</td>
<td>Above adequate for beginning counselor</td>
</tr>
</tbody>
</table>

## Section I - Counseling and Interpersonal Skills

Please circle the number that you believe best corresponds with the student’s abilities:

1. Basic Counseling Skills  (e.g., active listening, basic reflections)  
   1  2  3  4  5

2. Advanced Counseling Skills  (e.g., utilizing theory-based skills and interventions)  
   1  2  3  4  5

3. Case Conceptualization  (e.g., understands, integrates, and utilizes theory, developmental models, and client(s) concerns)  
   1  2  3  4  5

4. Group Counseling Skills  
   1  2  3  4  5

5. Interpersonal Skills with Clients  
   1  2  3  4  5

6. Interpersonal Skills with Colleagues  
   1  2  3  4  5

## Section II - Knowledge

Please circle the number that you believe best corresponds with the student’s abilities:

7. Counseling theories  
   1  2  3  4  5

8. Counseling Process  
   1  2  3  4  5

9. Policies and Procedures of Site  
   1  2  3  4  5

10. Issues specific to clients served  
    1  2  3  4  5

11. Understanding of counselor role and responsibilities  
    1  2  3  4  5
Section III-Seminar Progress

12. Is prepared for supervision sessions, having submitted tapes, case presentations in a timely manner.

   1  2  3  4  5

13. Applies suggestions to other cases

   1  2  3  4  5

14. Demonstrates genuine interest in clients.

   1  2  3  4  5

15. Responds to feedback in an appropriate manner

   1  2  3  4  5

16. Interacts and provides feedback to other interns and supervisors.

   1  2  3  4  5

   ______ This student has made satisfactory progress at this point and is recommended for continuation in the course.

   ______ This student has NOT made satisfactory progress at this point and is being reviewed for continuation in this course.

   ______ This student has NOT made satisfactory progress and is NOT recommended for continuation in this course.

Other comments:

_______________________________

University Supervisor Signature

________________

Date

I have reviewed this evaluation with my supervisor __________________________________________

Student Signature/Date
<table>
<thead>
<tr>
<th>Name of Practicum Counselor</th>
<th>Practicum Dates</th>
<th>Hours at site</th>
<th>Direct:</th>
<th>Indirect:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.  Did not observe or not available  
2.  Needs much improvement  
3.  Needs some improvement  
4.  Adequate for beginning counselor  
5.  Above adequate for beginning counselor

### Section I - Counseling and Interpersonal Skills

Please circle the number that you believe best corresponds with the student’s abilities:

1. Basic Counseling Skills  
   (e.g., active listening, basic reflections)  
2. Advanced Counseling Skills  
   (e.g., utilizing theory-based skills and interventions)  
3. Case Conceptualization  
   (e.g., understands, integrates, and utilizes theory, developmental models, and client(s) concerns)  
4. Group Counseling Skills  
5. Interpersonal Skills with Clients  
6. Interpersonal Skills with Colleagues

### Section II - Knowledge

Please circle the number that you believe best corresponds with the student’s abilities:

7. Counseling theories  
8. Counseling Process  
9. Policies and Procedures of Site  
10. Issues specific to clients served  
11. Understanding of counselor role and responsibilities
Section III-Seminar Progress

12. Is prepared for supervision sessions, having submitted tapes, case presentations in a timely manner.

   1  2  3  4  5

13. Applies suggestions to other cases

   1  2  3  4  5

14. Demonstrates genuine interest in clients.

   1  2  3  4  5

15. Responds to feedback in an appropriate manner

   1  2  3  4  5

16. Interacts and provides feedback to other interns and supervisors.

   1  2  3  4  5

______ This student has made satisfactory progress at this point and is recommended for a grade of Satisfactory.

______ This student has NOT made satisfactory progress at this point and is being recommended for a grade of Unsatisfactory.

Other comments:

University Supervisor Signature ______________________ Date

I have reviewed this evaluation with my supervisor ______________________

Student Signature/Date
The UWRF Counseling Program is grateful to you for your willingness to serve as a site supervisor. The final requirement for students is this formal evaluation. We encourage students to find a time to discuss the completed evaluation form with you, so that they can gain a clear understanding of their strengths and limitations as school counselors. If you have any questions, concerns or comments about the evaluation process, or your student(s), please contact Mark Gillen (mark.gillen@uwrf.edu) as soon as possible.

<table>
<thead>
<tr>
<th>Name of Practicum Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Site Supervisor</td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td></td>
</tr>
<tr>
<td>Email Address</td>
<td></td>
</tr>
<tr>
<td>Telephone Number</td>
<td></td>
</tr>
<tr>
<td>Practicum Dates</td>
<td></td>
</tr>
<tr>
<td>Hours at site: Total:</td>
<td>Direct:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did not observe or not available</th>
<th>Needs much improvement</th>
<th>Needs some improvement</th>
<th>Adequate for beginning counselor</th>
<th>Above adequate for beginning counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Section I - Counseling and Interpersonal Skills
Please circle the number that you believe best corresponds with the student’s abilities:

1. Basic Counseling Skills
   (e.g., active listening, basic reflections)
   1 2 3 4 5

2. Advanced Counseling Skills
   (e.g., cognitive/behavioral and other problem-solving skills)
   1 2 3 4 5

3. Case Conceptualization
   (e.g., understands, integrates, and utilizes theory, developmental models, and client(s) concerns)
   1 2 3 4 5

4. Group Counseling Skills
   1 2 3 4 5

5. Interpersonal Skills with students
   1 2 3 4 5

6. Interpersonal Skills with parents, teachers & staff
   1 2 3 4 5

7. Adheres to Ethical Standards
   1 2 3 4 5
Section II-Knowledge
Please circle the number that you believe best corresponds with the student’s abilities:

8. Counseling theories 1 2 3 4 5
9. Counseling Process 1 2 3 4 5
10. Policies and Procedures of Site 1 2 3 4 5
11. Issues specific to clients served 1 2 3 4 5
12. Understanding of counselor role and responsibilities 1 2 3 4 5
13. Planning and delivery of classroom guidance 1 2 3 4 5

Section III-School Counseling Content Guidelines
Please circle the number that you believe best corresponds with the student’s abilities:

14. Demonstrates an understanding of the psychological and sociological foundations of human development, learning, and behavior.
   1 2 3 4 5

15. Demonstrates an ability to develop, organize, administer, evaluate, and promote a comprehensive school counseling program based on national standards and state developmental guidelines
   1 2 3 4 5

16. Demonstrates skills necessary to work with school teams in the promotion of a safe and healthy school climate (e.g. prevention and intervention strategies, conflict resolution, peer mediation, crisis management).
   1 2 3 4 5

17. Demonstrates an understanding of how diversity, inclusion, gender and equity impact academic achievement and personal-social and career development.
   1 2 3 4 5

18. Demonstrates individual and group counseling skills that facilitate students’ personal/social, academic, and career development throughout their K-12 experience.
   1 2 3 4 5
19. Demonstrates of understanding of PK-16 career development theories, practices and programs, including the ability to facilitate student skills development.

1 2 3 4 5

20. Demonstrates knowledge of developmental approaches to assist all students and parents at points of educational transition (e.g. elementary school to middle school)

1 2 3 4 5

21. Demonstrates an understanding of prescribed policies and procedures (e.g. state and federal laws, institutional rules, regulations and standards, national ethical codes)

1 2 3 4 5

22. Demonstrates an ability to utilize research, and assessments to improve the school counseling program so as to improve the learning environment of all students.

1 2 3 4 5

23. Demonstrates an understanding of how technology can be utilized to support students, families and educators in making informed academic, career and personal/social choices.

1 2 3 4 5

24. Demonstrates an understanding of how to acquire ongoing professional development

1 2 3 4 5

Please identify areas that you consider to be strengths of the student:

Please identify areas that the student needs to continue to work on:

I certify that I have completed this evaluation and discussed it with the student

_______________________________  ______________________
Site Supervisors Signature          Date

I have reviewed this evaluation with my site supervisor

_______________________________
Student Signature/Date
**Wisconsin School Counselor Standard One**

Student understands psychological and sociological foundations of human development, learning, and behavior.

**Element 1:** Student has an understanding of personality preferences and learning styles.

**Content:**
- **Exceptional:**
  - Student can independently write about or make a classroom presentations about personality preferences and learning styles.
- **Acceptable:**
  - Student can independently write about or make a classroom presentations about personality preferences and learning styles.
- **Unacceptable:**
  - Student needs assistance in understanding and discussing personality preferences and learning styles.

**Observation:**
- **Exceptional:**
  - Student has observed school counselors utilize personality preferences and learning style instruments to assist k-12 students with various academic, personal-social, or career choices.
- **Acceptable:**
  - Student has observed school counselors utilize personality preferences and learning style instruments to assist k-12 students with various academic, personal-social, or career choices.
- **Unacceptable:**
  - Student has not observed school counselors utilize personality preferences and learning style instruments to assist k-12 students with various academic, personal-social, or career choices.

**Practice:**
- **Exceptional:**
  - Student can independently utilize personality preferences and learning style instruments to assist k-12 students with various academic, personal-social, or career choices.
- **Acceptable:**
  - Student can independently utilize personality preferences and learning style instruments to assist k-12 students with various academic, personal-social, or career choices.
- **Unacceptable:**
  - Student needs assistance to identify and apply interventions for common psychological issues encountered in K-12 school-aged youth.

**Element 2:** Student has an understanding of common psychological issues encountered in K-12 school-aged youth.

**Content:**
- **Exceptional:**
  - Student can independently write about or make a classroom presentation about common psychological issues encountered in K-12 school-aged youth.
- **Acceptable:**
  - Student can independently write about or make a classroom presentation about common psychological issues encountered in K-12 school-aged youth.
- **Unacceptable:**
  - Student needs assistance to write about or make a classroom presentations common psychological issues encountered in K-12 school-aged youth.

**Observation:**
- **Exceptional:**
  - Student has observed school counselors identify and apply interventions for common psychological issues encountered in K-12 school-aged youth.
- **Acceptable:**
  - Student has observed school counselors identify and apply interventions for common psychological issues encountered in K-12 school-aged youth.
- **Unacceptable:**
  - Student has not observed school counselors identify and apply interventions of common psychological issues encountered in K-12 school-aged youth.

**Practice:**
- **Exceptional:**
  - Student can independently identify and apply interventions for common psychological issues encountered in K-12 school-aged youth.
- **Acceptable:**
  - Student can independently identify and apply interventions for common psychological issues encountered in K-12 school-aged youth.
- **Unacceptable:**
  - Student needs assistance to identify and apply interventions of common psychological issues encountered in K-12 school-aged youth.
Element 3:  Student comprehends personal, psychological, and sociological underpinnings of development, learning, and behavior.

Content:  Student can define personal, social, and psychological development; learning, and behavior.
Exceptional:  
Acceptable:  Student will accurately (80-100%) define personal, social, and psychological development; learning, and behavior.
Unacceptable:  Student will inaccurately (0-79%) define personal, social, and psychological development; learning, and behavior.
No Opportunity to Observe.

Observation:  Student will document personal, social, and psychological development; learning and behavior, within the classroom.
Exceptional:  
Acceptable:  Student will accurately (80-100%) document personal, social, and psychological development; learning and behavior.
Unacceptable:  Student will inaccurately (0-79%) document personal, social, and psychological development; learning and behavior.
No Opportunity to Observe.

Practice:  Student will conduct workshops (or other germane experiences) pursuant to personal, social, and psychological development; learning, and behavior.
Exceptional:  
Acceptable:  Student will conduct workshops pursuant to personal, social, and psychological development; learning, and behavior.
Unacceptable:  Student will not conduct workshops pursuant to personal, social, and psychological development; learning, and behavior.
No Opportunity to Observe.

Element 4:  Student comprehends developmental stage theory and transformations for developmental change.

Content:  Student will comprehend stage theory and foundations for transformations of development, learning, and behavior.
Exceptional:  
Acceptable:  Student will select, for classes (K-12), accurate (80-100%) stage theory and foundations for transformations of development, learning, and behavior.
Unacceptable:  Student will not select, for classes, accurate (0-79%) stage theory and foundations for transformations of development, learning, and behavior.
No Opportunity to Observe.

Observation:  Student will execute stage theory underpinnings for transformations of development, learning, and behavior.
Exceptional:  
Acceptable:  Student will use (2 times each day), with classes, stage theory underpinnings for transformations of development, learning, and behavior.
Unacceptable:  Student will not use (less than 2 times each day) with classes, stage theory underpinnings for transformations of development, learning, and behavior.
No Opportunity to Observe.

Practice:  Student will evaluate, in journal, usage of stage theory underpinnings for transformations of development, learning, and behavior.
Exceptional:  
Acceptable:  Student will write, at least two pages, of germane evaluation of the employment of stage theory underpinnings for transformations of development, learning, and behavior.
Unacceptable:  Student will not write, at least two pages, of germane evaluation of employment of stage theory underpinnings for transformations of development, learning, and behavior.
No Opportunity to Observe.
Element 5: Student comprehends and communicates age-appropriate, mature strands of human development.

Content: Student can recognize and identify, age-appropriate, mature strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.

Exceptional:
Acceptable: Student will document, at least, five mature strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.
Unacceptable: Student will not document, at least, five mature strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.
No Opportunity to Observe.

Observation: Student will demonstrate, age-appropriate mature strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.

Exceptional:
Acceptable: Student will model, at least five times each day, mature strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.
Unacceptable: Student will not model, at least five times each day, mature strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.
No Opportunity to Observe.

Practice: Student will have class participants (K-12), role-play and model, age-appropriate strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.

Exceptional:
Acceptable: Student will have, at least one member of class, accurately role-play, at least two age-appropriate strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior, per day.
Unacceptable: Student will not have, at least one member of class, accurately role-play, at least two age-appropriate strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior, per day.
No Opportunity to Observe.

Element 6: Student can identify, select, measure, and evaluate specific strands of human development.

Content: Student can identify evaluative measures for specified strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.

Exceptional:
Acceptable: Student will name measures for at least three specified strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.
Unacceptable: Student will not be able to name measures for at least five specified strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.
No Opportunity to Observe.

Observation: Student will select, for usage, appropriate evaluative measures for specified strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.

Exceptional:
Acceptable: Student will select, for usage, at least five, appropriate evaluative measures for specified strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.
Unacceptable: Student will not be able to select, for usage, at least five, appropriate evaluative measures for specified strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.
No Opportunity to Observe.

Practice: Student will measure, in class, appropriate specified strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.

Exceptional:
Acceptable: Student will measure, in class, at least three, appropriate specified strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.
Unacceptable: Student will not be able to measure, in class, at least five, appropriate specified strands (e.g., cognitive, social, aesthetic) of development, learning, and behavior.
No Opportunity to Observe.
**Wisconsin School Counselor Standard Two**

Student knows how to develop, organize, administer, evaluate, and promote a comprehensive school counseling program based on the national standards and a state developmental guidance model. Student knows how to do this in collaboration with other educators, families, and community services.

**Element 1:** Student knows how to identify existing programs.

**Content:**
- **Exceptional:** Student can independently and efficiently use appropriate search systems to locate existing programs and connect with national and state standards.
- **Acceptable:** Student has difficulty in locating existing programs and identifying how they are related to state and national standards.
- **Unacceptable:** Student has difficulty in locating existing programs and identifying how they are related to state and national standards.

**Observation:**
- **Exceptional:** Student has made a systematic observation of comprehensive school counseling programs and can report on those observations in a sufficiently detailed and critical manner.
- **Acceptable:** Observations made are weak and critical analysis of programs lacks a clear understanding of programs and the role they play in schools.
- **Unacceptable:** Participation is marginal and indirect and the ability to adequately and fully describe programs in lacking.

**Practice:**
- **Exceptional:** Student has taken an active role in the organization and especially administration of comprehensive programs and by their direct participation can systematically evaluate their strengths and weaknesses.
- **Acceptable:** Participation is marginal and indirect and the ability to adequately and fully describe programs in lacking.

**Element 2:** Student knows how to develop and organize a comprehensive school counseling program based on the national standards and a state developmental guidance model.

**Content:**
- **Exceptional:** Student has worked independently with a team to develop, organize and present to a class a comprehensive school counseling program based on the national standards and a state developmental guidance model. This would include a discussion of how to write and develop individual guidance units and lessons.
- **Acceptable:** Student is unable to work independently with a team to develop, organize and present to a class a comprehensive school counselor program based on the national standards and a state developmental guidance model. This would include a discussion of how to write and develop individual guidance units and lessons.

**Observation:**
- **Exceptional:** Student has observed a team develop, organize and present to K-12 students a comprehensive school counseling program based on the national standards and a state developmental guidance model. This would include observing the development of and delivering of individual guidance units and lessons.
- **Acceptable:** Student has not observed a team develop, organize and present to K-12 students a comprehensive school counselor program based on the national standards and a state developmental guidance model. This would include observing the development of and delivering of individual guidance units and lessons.

**No Opportunity to Observe.**
Practice:
Exceptional:
Acceptable: Student can independently deliver to K-12 students a comprehensive school counseling program based on the national standards and a state developmental guidance model. This would include delivering individual guidance units and lessons.
Unacceptable: Student needs assistance in delivering to K-12 students a comprehensive school counseling program based on the national standards and a state developmental guidance model. This would include delivering individual guidance units and lessons.
No Opportunity to Observe.

Element 3: Student knows how to evaluate a comprehensive school counseling program based on the national standards and a state developmental guidance model.

Content:
Exceptional:
Acceptable: Student is able to discuss the process of how to evaluate a comprehensive school counseling program. This discussion would include how to write specific measurable student competencies and program outcomes, how to collect and utilize local data from a variety of sources, and how to compare existing school counseling programs to the national model for school counseling programs. In addition, the student would be able to discuss how to utilize this data for both short and long term program improvement.
Unacceptable: Student needs assistance to discuss the process of how to evaluate a comprehensive school counseling program. Assistance is also needed in discussing how to write specific measurable student competencies and program outcomes, how to collect and utilize local data from a variety of sources, and how to compare existing school counseling programs to the national model for school counseling programs. In addition, the student is unable to discuss how to utilize this data for both short or long term program improvement.
No Opportunity to Observe.

Observation:
Exceptional:
Acceptable: Student observes school counselors engage in the process of evaluating a comprehensive school counseling program. In addition, they observe counselors in the process of writing specific measurable student competencies and program outcomes, collecting and utilizing local data from a variety of sources, and comparing existing school counseling programs to the national model for school counseling programs. Finally, the student observes school counselors utilizing this data for both short and long term program improvement.
Unacceptable: Student observes school counselor engage in the process of evaluating a comprehensive school counseling program. In addition, they observe counselors in the process of writing specific measurable student competencies and program outcomes, collecting and utilizing local data from a variety of sources, and comparing existing school counseling programs to the national model for school counseling programs. Finally, the student observes school counselors utilizing this data for both short and long term program improvement.
No Opportunity to Observe.

Practice:
Exceptional:
Acceptable: Student independently engage in the process of evaluating a comprehensive school counseling program. In addition, the student writes specific measurable student competencies and program outcomes, collects and utilizes local data from a variety of sources, and compares existing school counseling programs to the national model for school counseling programs. Finally, the student utilizes this data for both short and long term program improvement.
Unacceptable: Student needs assistance with the process of evaluating a comprehensive school counseling program. In addition, the student needs assistance in writing specific measurable student competencies and program outcomes, collecting and utilizing local data from a variety of sources, and comparing existing school counseling programs to the national model for school counseling programs. Finally, the student needs assistance in utilizing this data for both short and long term program improvement.
No Opportunity to Observe.
Element 4: Student knows how to promote a comprehensive school counseling program based on the national standards and a state developmental guidance model.

Content:
Exceptional: Student can independently discuss how to promote a comprehensive school counseling program based on the national standards and a state developmental guidance model.
Acceptable: Student can independently discuss how to promote a comprehensive school counseling program based on the national standards and a state developmental guidance model.
Unacceptable: Student needs assistance in discussing how to promote a comprehensive school counseling program based on the national standards and a state developmental guidance model.
No Opportunity to Observe.

Observation:
Exceptional: Student observes school counselors promoting a comprehensive school counseling program based on the national standards and a state developmental guidance model.
Acceptable: Student observes school counselors promoting a comprehensive school counseling program based on the national standards and a state developmental guidance model.
Unacceptable: Student does not observe school counselors promoting a comprehensive school counseling program based on the national standards and a state developmental guidance model.
No Opportunity to Observe.

Practice:
Exceptional: Student independently promotes a comprehensive school counseling program based on the national standards and a state developmental guidance model.
Acceptable: Student independently promotes a comprehensive school counseling program based on the national standards and a state developmental guidance model.
Unacceptable: Student is unable to independently promote a comprehensive school counseling program based on the national standards and a state developmental guidance model.
No Opportunity to Observe.

Element 5: Using the Wisconsin Developmental Guidance Model, the student will evaluate a comprehensive school counseling program in collaboration with students, educators, families, and the community.

Content: Using the Wisconsin Developmental Guidance Model, the student can identify evaluative measures for specified components of the viable, age-appropriate, developmental school counseling program for the school.
Exceptional: The student will delineate, on paper, all of the measures germane to the particular constructs of human development, inherent to the viable, age-appropriate, developmental school counseling program.
Acceptable: The student can not delineate, on paper, at least 75% of the measures germane to the particular constructs of human development, inherent to the viable, age-appropriate, developmental school counseling program.
Unacceptable: The student can not delineate, on paper, at least 75% of the measures germane to the particular constructs of human development, inherent to the viable, age-appropriate, developmental school counseling program.
No Opportunity to Observe.

Observation: The student will secure the appropriate developmental measures and select the procedures and times, to evaluate the students, as well, as the developmental school counseling program.

Exceptional: The student will correctly (100%) construct, on paper, the entire evaluative process for the comprehensive, viable, age-appropriate, developmental school counseling program, according to the Wisconsin Developmental Guidance Model.
Acceptable: The student will correctly (less than 100%) construct, on paper, the entire evaluative process for the comprehensive, viable, age-appropriate, developmental school counseling program, according to the Wisconsin Developmental Guidance Model.
Unacceptable: The student will correctly (less than 100%) construct, on paper, the entire evaluative process for the comprehensive, viable, age-appropriate, developmental school counseling program, according to the Wisconsin Developmental Guidance Model.
No Opportunity to Observe.

Practice: The student will implement the evaluative process for the comprehensive, viable, age-appropriate, developmental school counseling program, according to the Wisconsin Developmental Guidance Model, and in collaboration with students, educators, parents and others in the community.
Exceptional: According to the Wisconsin Developmental Guidance Model, the student will evaluate the comprehensive, developmental school counseling program, using the appropriate developmental measures and procedures, resulting in a valid report and in valid feedback to students, educators, parents and others in the community.
Unacceptable: The student will not evaluate the developmental school counseling program, or, will not evaluate the program correctly, using appropriate developmental measures and procedures, and in valid feedback to students, educators, parents and others in the community.

No Opportunity to Observe.
Wisconsin School Counselor Standard Three
Student can work with school teams to promote safe/healthy schools. Student knows prevention and intervention strategies including conflict resolution, peer mediation and crisis management.

Element 1: Student understands prevention and intervention strategies (i.e., conflict resolution, peer mediation) most appropriate for K-12 school-aged youth and their school-based teams of specialists.

Content:
Exceptional:
Acceptable: Student can write about and/or discuss appropriate prevention and intervention strategies (i.e., conflict resolution, peer mediation) utilized for K-12 school aged youth and their school-based teams of specialists.
Unacceptable: Student is unable to write about and/or discuss appropriate prevention and intervention strategies (i.e., conflict resolution, peer mediation) utilized for K-12 school aged youth and their school-based teams of specialists.
No Opportunity to Observe.

Observation:
Exceptional:
Acceptable: Student observes school counselors apply appropriate prevention and intervention strategies (i.e., conflict resolution, peer mediation) to issues encountered by K-12 school aged youth and their school-based teams of specialists.
Unacceptable: Student is unable to observe school counselors apply appropriate prevention and intervention strategies to issues encountered by K-12 school aged youth and their school-based teams of specialists.
No Opportunity to Observe.

Practice:
Exceptional:
Acceptable: Student applies appropriate prevention and intervention strategies to issues encountered by K-12 school aged youth and their school-based teams of specialists.
Unacceptable: Student needs assistance in applying appropriate prevention and intervention strategies to issues encountered by K-12 school aged youth and their school-based teams of specialists.
No Opportunity to Observe.

Element 2: Student understands crisis intervention strategies most appropriate for K-12 school-aged youth and their school-based teams of specialists.

Content:
Exceptional:
Acceptable: Student can write about and/or discuss appropriate crisis intervention strategies utilized for K-12 school aged youth and their school-based teams of specialists.
Unacceptable: Student is unable to write about and/or discuss appropriate crisis intervention strategies utilized for K-12 school aged youth and their school-based teams of specialists.
No Opportunity to Observe.

Observation:
Exceptional:
Acceptable: Student observes school counselors apply appropriate crisis intervention strategies to issues encountered by K-12 school aged youth and their school-based teams of specialists.
Unacceptable: Student is unable to observe school counselors apply appropriate crisis intervention strategies to issues encountered by K-12 school aged youth and their school-based teams of specialists.
No Opportunity to Observe.

Practice:
Exceptional:
Acceptable: Student applies appropriate crisis intervention strategies to issues encountered by K-12 school aged youth and their school-based teams of specialists.
Unacceptable: Student needs assistance in applying appropriate crisis intervention strategies to issues encountered by K-12 school aged youth and their school-based teams of specialists.
No Opportunity to Observe.
Element 3: Student understands the application of theoretical approaches for various issues encountered by K-12 school-aged youth and their school-based teams of specialists.

Content:
Exceptional:
Acceptable: Student can independently discuss the various theoretical approaches for various issues encountered by K-12 school-aged youth and their school-based teams of specialists.
Unacceptable: Student is unable to discuss the various theoretical approaches for various issues encountered by K-12 school-aged youth and their school-based teams of specialists.
No Opportunity to Observe.

Observation:
Exceptional:
Acceptable: Student observes school counselors apply the various theoretical approaches to issues encountered by K-12 school-aged youth and their school-based teams of specialists.
Unacceptable: Student is unable to observe school counselors apply the various theoretical approaches to issues encountered by K-12 school-aged youth and their school-based teams of specialists.
No Opportunity to Observe.

Practice:
Exceptional:
Acceptable: Student independently and appropriately applies the various theoretical approaches to issues encountered by K-12 school-aged youth and their school-based teams of specialists.
Unacceptable: Student needs assistance in applying the various theoretical approaches to issues encountered by K-12 school-aged youth and their school-based teams of specialists.
No Opportunity to Observe.
**Wisconsin School Counselor Standard Four**
Understands how diversity, inclusion, gender, and equity impacts academic achievement and personal-social, career development.

**Element 1:** Student acknowledges and accommodates the impact of diversity, inclusion, gender, and equity on career development.

**Content:** Student is aware of majority assumptions about career.
- Exceptional: Student identifies majority assumptions about career.
- Acceptable: Student recognizes majority assumptions about career when present in programs and services.
- Unacceptable: Student cannot identify these assumptions when asked.

**Observation:** Student can analyze existing career services and programs for their accommodations and equity of access for diverse students, families, and communities.
- Exceptional: Student recognizes majority assumptions about career when present in programs and services.
- Acceptable: Student does not recognize majority assumptions about career when present in observed programs or services.
- Unacceptable: Student cannot identify these assumptions when asked.

**Practice:** Student produces career development programs and services which accommodate diverse students, families, and communities and which provide equity of access to these programs and services.
- Exceptional: All interventions planned or implemented reflect accommodation to diverse groups and provide equity of access to appropriate services.
- Acceptable: Student's interventions do not reflect appropriate accommodations to diverse groups and/or do not provide equity of access to these interventions.

**Element 2:** Student acknowledges and can effectively respond to issues of diversity, inclusions, gender, and social class on social and personal developments.

**Content:** Student is cognizant of major assumptions and research.
- Exceptional: Student identifies impact of majority assumptions.
- Acceptable: Student can recognize elements of successful programs and responsive services.
- Unacceptable: Student cannot, when asked, recognize successful programs and responsive services.

**Observation:** Student can analyze effective programs and responsive services.
- Exceptional: Student can recognize elements of successful programs and responsive services.
- Acceptable: Student cannot, when asked, recognize successful programs and responsive services.

**Practice:** Student produces personal/social and academic programs and responsive services particular to special group and individual needs.
- Exceptional: All interventions/programs reflect special needs
- Acceptable: Interventions/programs are not reflective of special needs.
- Unacceptable: Interventions/programs are not reflective of special needs.
Wisconsin School Counselor Standard Five
Student has individual and group counseling skills to facilitate students’ academic, personal-social, and career development; has consultation skills to assist teachers, parents and others to facilitate students’ development in these areas.

Element 1: Student understands individual counseling skills that can facilitate a students’ academic, personal-social, and career development.

Content:
Exceptional: Student is able to independently discuss appropriate counseling skills that can be utilized to help facilitate specific competencies.
Acceptable: Student needs assistance in discussing appropriate counseling skills that can be utilized to help facilitate specific competencies.
Unacceptable: Student is unable to discuss appropriate counseling skills that can be utilized to help facilitate specific competencies.
No Opportunity to Observe.

Observation:
Exceptional: Student observes school counselors apply appropriate counseling skills that are utilized to help facilitate specific competencies.
Acceptable: Student observes school counselors apply appropriate counseling skills that are utilized to help facilitate specific competencies.
Unacceptable: Student is unable to observe school counselors apply appropriate counseling skills that are utilized to help facilitate specific competencies.
No Opportunity to Observe.

Practice:
Exceptional: Student independently applies appropriate counseling skills to help K-12 students facilitate specific competencies.
Acceptable: Student independently applies appropriate counseling skills to help K-12 students facilitate specific competencies.
Unacceptable: Student needs assistance in applying appropriate counseling skills to help K-12 students facilitate specific competencies.
No Opportunity to Observe.

Element 2: Student understands basic consultation skills to assist teachers, students, parents and staff.

Content:
Exceptional: Student knows various theories and practices in school consultation.
Acceptable: Student knows various theories and practices in school consultation.
Unacceptable: Student needs assistance in correctly identifying consultation theory and practices.
No Opportunity to Observe.

Observation:
Exceptional: Student observes school counselor apply effective consultation model.
Acceptable: Student observes school counselor apply effective consultation model.
Unacceptable: Student is unable to observe school counselor consultation efforts.
No Opportunity to Observe.

Practice:
Exceptional: Student independently applies appropriate consultation skills.
Acceptable: Student independently applies appropriate consultation skills.
Unacceptable: Student needs assistance in efforts to effectively apply consultation skills.
No Opportunity to Observe.
Wisconsin School Counselor Standard Six
Student understands pre-K-16 career development theories, practices, programs and can facilitate student career development.

Element 1: Student understands and can use a variety of career development theories.

Content: Student produces handout outlining key points of one theory with applications and accommodations.
Exceptional:
Acceptable: Theory is accurately and completely outlined and presented; applications and accommodations are included and appropriate.
Unacceptable: Theory, applications, and accommodations are inaccurate, inappropriate, or incomplete.
No Opportunity to Observe.

Observation: Not applicable or can recognize theoretical elements in observed programs and practices.
Exceptional:
Acceptable:
Unacceptable:
No Opportunity to Observe.

Practice: Student uses theory(ies) to plan interventions (1) and to plan comprehensive programs (3).
Exceptional:
Acceptable: Student accurately and appropriately uses theory to plan content and process of interventions and programs.
Unacceptable: Student’s theoretical foundation is not present, inaccurate, or not appropriate to intervention and/or the program.
No Opportunity to Observe.

Element 2: Student can use current and relevant career resources and assessments (including computerized resources and assessments) to meet needs of diverse students, families, and communities.

Content: Student identifies current and developmentally appropriate resources (including assessments).
Exceptional:
Acceptable: Student produces annotated lists of relevant resources with appropriate accommodations for diverse students, families, and communities.
Unacceptable: Student’s resources are not current, relevant, or developmentally appropriate; and/or accommodations for diverse students, families, and communities are not evident.
No Opportunity to Observe.

Observation: Student produces lists of resources currently in use in schools and can analyze their appropriateness for the target group.
Exceptional:
Acceptable: Student’s analysis indicates ability to evaluate appropriate use of resources with diverse groups.
Unacceptable: Student’s analysis of appropriateness for target group is not present or inaccurate.
No Opportunity to Observe.

Practice: Student uses at least one resource and one assessment in either a developmental or a responsive way to meet the needs of students and their families and communities in a target group.
Exceptional:
Acceptable: Student’s resource/assessment choice developmentally appropriate; used in ways that accommodate diverse needs; used in ways that facilitate the conversion of career information to personalized career knowledge for target group; both choice of resource and process chosen are theoretically identified and appropriate.
Unacceptable: Student’s resource or its use is not developmentally or culturally appropriate and/or not used in such a way as to help target group convert information to knowledge and/or theoretical foundation not evident or defensible.
No Opportunity to Observe.
Element 3: Student can adapt interventions and programs to meet needs of diverse students and their families.

Content: Student identifies ways in which majority culture assumptions about career may not meet the needs of diverse students/families.
Exceptional:
Acceptable: Student refers to common majority group assumptions about career in class assignments.
Unacceptable: Student does not include evidence of awareness/knowledge of majority assumptions about career in class work.
No Opportunity to Observe.

Observation: Student articulates how well observed program/intervention meets the needs of diverse students.
Exceptional:
Acceptable: Student can accurately indicate how observed programs/interventions make these assumptions and can recommend adaptations to diverse groups.
Unacceptable: Student does not include accurate analysis of how observed programs/interventions make these assumptions or cannot articulate how they could be accommodated to the needs of diverse groups.
No Opportunity to Observe.

Practice: Student provides ways to accommodate interventions and programs to meet diverse needs.
Exceptional:
Acceptable: Student plans and implements interventions and programs that indicate knowledge of majority culture assumptions about career and are appropriately accommodated to diverse beliefs about career.
Unacceptable: Student uses majority culture assumptions about career (without awareness and modification) in planning and implementing interventions/programs.
No Opportunity to Observe.

Element 4: Student can identify opportunities for collaboration with school staff, families, and communities to meet career development needs of students.

Content: Student articulates rationale for involving others in career development of students.
Exceptional:
Acceptable: All work in class includes rationale and ideas for involvement of school staff, family, and/or community members in the career development of students.
Unacceptable: Student’s class work does not routinely include ideas for collaboration in program delivery.
No Opportunity to Observe.

Observation: Student recognizes degree of collaboration present in observed program/services.
Exceptional:
Acceptable: Student’s analysis of observed programs/services identifies collaborative delivery (where present) and/or proposes opportunities for such collaboration.
Unacceptable: Student's analysis of observed programs/services does not recognize or cannot envision opportunities for collaboration.
No Opportunity to Observe.

Practice: Student provides ideas for collaboration of school staff/family/community in meeting career development needs of students.
Exceptional:
Acceptable: Student involves or proposes involvement of school staff/family/community in all interventions/programs.
Unacceptable: Student cannot envision appropriate collaboration of others in meeting career development needs of students.
No Opportunity to Observe.
Element 5: Student is able to plan a theoretically-based (element 1) comprehensive, standards-based, developmentally appropriate, articulated, integrated, and evaluated career development program based on assessed needs and including accommodations for diverse students and families (element 3) as well as ideas for collaboration in delivery of program (element 4).

Content: Student identifies all components necessary for a comprehensive career development program.
Exceptional: All components of a comprehensive career development program are present and accurately described.
Acceptable: Components of a comprehensive career development program are present and accurately described.
Unacceptable: Components of a comprehensive career development program are missing or inaccurately described.
No Opportunity to Observe.

Observation: Student recognizes and identifies presence/absence of all elements of a comprehensive career development program in those programs examined in field observations.
Exceptional: Student accurately recognizes all components whether present or missing in observed programs.
Acceptable: Student does not recognize components which are present or indicates awareness of missing components with appropriate recommendations for inclusion.
Unacceptable: Student does not recognize components which are present or indicates awareness of missing components with appropriate recommendations for inclusion.
No Opportunity to Observe.

Practice: Student can produce a comprehensive program of career development including elements 1, 2, 3, 4.
Exceptional: With a team, student completely and accurately prepares a plan for a comprehensive career development program which includes acceptable use of elements 1, 2, 3, 4 as well as all the elements of a comprehensive program, including documentation.
Acceptable: Student's program developed does not include elements 1, 2, 3, 4 and/or is not needs-based, comprehensive, developmentally appropriate, standards-based, articulated, integrated or evaluated with means of documentation for all students.
No Opportunity to Observe.
Wisconsin School Counselor Standard Seven
Student knows appropriate developmental approaches for assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).

Element 1: Student comprehends personal, psychological, and sociological developmental approaches for assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).

Content: Student can define personal, social, and psychological development as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).

Exceptional: Acceptable: Student will accurately (80-100%) define personal, social, and psychological development as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
Unacceptable: Student will inaccurately (0-79%) define personal, social, and psychological development as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
No Opportunity to Observe.

Observation: Student will document personal, social, and psychological development as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).

Exceptional: Acceptable: Student will accurately (80-100%) document personal, social, and psychological development as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
Unacceptable: Student will inaccurately (0-79%) document personal, social, and psychological development as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
No Opportunity to Observe.

Practice: Student will conduct workshops for students, educators, and parents, pursuant to personal, social, and psychological development, assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).

Exceptional: Acceptable: Student will conduct workshops for students, educators, and parents, pursuant to personal, social, and psychological development, assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
Unacceptable: Student will not conduct workshops for students, educators, and parents, pursuant to personal, social, and psychological development, assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
No Opportunity to Observe.

Element 2: Student comprehends developmental stage theory and transformations for developmental change, as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).

Content: Student can designate stage theory and foundations for transformations of development, as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).

Exceptional: Acceptable: Student will select accurate (80-100%) stage theory and foundations for transformations of development, as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
Unacceptable: Student will not select accurate (0-79%) stage theory and foundations for transformations of development, as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
No Opportunity to Observe.

Observation: Student will evaluate, in journal, usage of stage theory foundations for transformations of development, as it relates to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
Exceptional:
Acceptable: Student will write, at least two pages, of relevant evaluation of the employment of stage theory foundations for transformations of development, as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
Unacceptable: Student will not write, at least two pages, of relevant evaluation of the employment of stage theory foundations for transformations of development, as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
No Opportunity to Observe.

Practice: Student will execute stage theory foundations for transformations of development, as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
Exceptional:
Acceptable: Student will use (2 times each day) stage theory foundations for transformations of development, as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
Unacceptable: Student will not use (less than 2 times each day) stage theory foundations for transformations of development, as they relate to assisting ALL students and their parents at all points of education transition (home to elementary to middle to secondary to postsecondary schooling).
No Opportunity to Observe.
Wisconsin School Counselor Standard Eight
Student understands and uses relevant state/federal laws, school policies, and ethical guidelines for school counselors.

Element 1: Student has an understanding of the relevant state/federal laws, school policies, and ethical guidelines as they relate to measurement and assessment.

Content:
Exceptional:
Acceptable: Student can independently discuss or write about case studies and situations that relate to issues of ethics of measurement or assessment.
Unacceptable: Student needs assistance when attempting to discuss or write about case studies and situations that relate to issues of ethics of measurement or assessment.
No Opportunity to Observe.

Observation:
Exceptional:
Acceptable: Student observes school counselors respond to case studies and situations that relate to issues of ethics of measurement or assessment.
Unacceptable: Student is unable to observe school counselors respond to case studies and situations that relate to issues of ethics of measurement or assessment.
No Opportunity to Observe.

Practice:
Exceptional:
Acceptable: Student can independently respond to case studies and situations that relate to issues of ethics of measurement or assessment within the school settings.
Unacceptable: Student needs assistance and supervision in order to respond to case studies and situations that relate to issues of ethics of measurement or assessment.
No Opportunity to Observe.

Element 2: Student has an understanding of relevant state laws, school policies and ASCA ethical guidelines as it relates to general school counseling practice.

Content:
Exceptional:
Acceptable: Student can effectively apply law, policy, and ethics to case studies.
Unacceptable: Student needs assistance in the application of law, policy, and ASCA ethics to case studies.
No Opportunity to Observe.

Observation:
Exceptional:
Acceptable: Student has observed school counselors respond to ethical/legal/policy cases.
Unacceptable: Student has had no opportunity to observe school counselors relate to ethical/legal/policy dilemmas.
No Opportunity to Observe.

Practice:
Exceptional:
Acceptable: Student can independently respond to “real” cases in respect to ethical/legal/policy concerns.
Unacceptable: Students needs assistance in imitating and completing the follow through with regard to ethical/legal/policy issues in a K-12 school setting.
No Opportunity to Observe.
Wisconsin School Counselor Standard Nine
Student can use research, student data, and institutional assessments to improve school counseling programs and make systematic changes to improve learning for all students.

**Element 1:** Student knows how to choose assessment strategies to improve school’s counseling programs or to improve learning for all students.

**Content:**  
Exceptional: Student can independently discuss or write about the process of choosing assessment strategies to improve school’s counseling programs or to improve learning for all students.  
Acceptable: Student can independently discuss or write about the process of choosing assessment strategies to improve school’s counseling programs or to improve learning for all students.  
Unacceptable: Student needs assistance in discussing or writing about the process of choosing assessment strategies to improve school’s counseling programs or to improve learning for all students.  
No Opportunity to Observe.

**Observation:**  
Exceptional: Student is able to observe school counselors choose assessment strategies to improve school’s counseling programs or to improve learning for all students.  
Acceptable: Student is able to observe school counselors choose assessment strategies to improve school’s counseling programs or to improve learning for all students.  
Unacceptable: Student is unable to observe school counselors choose assessment strategies to improve school’s counseling programs or to improve learning for all students.  
No Opportunity to Observe.

**Practice:**  
Exceptional: Student independently chooses assessment strategies to improve school’s counseling programs or to improve learning for all students.  
Acceptable: Student independently chooses assessment strategies to improve school’s counseling programs or to improve learning for all students.  
Unacceptable: Student needs assistance and supervision in order to choose assessment strategies to improve school’s counseling programs or to improve learning for all students.  
No Opportunity to Observe.

**Element 2:** Student knows how to identify, access, and evaluate the most commonly used assessment instruments that are used by school counselors in K-12 schools.

**Content:**  
Exceptional: Student can independently discuss and/or write about the process of identifying, accessing, and evaluating the most commonly used assessment instruments.  
Acceptable: Student can independently discuss and/or write about the process of identifying, accessing, and evaluating the most commonly used assessment instruments.  
Unacceptable: Student needs assistance in order to discuss and/or write about the process of identifying, accessing, and evaluating the most commonly used assessment instruments.  
No Opportunity to Observe.

**Observation:**  
Exceptional: Student has observed school counselors identify, access, and evaluate the most commonly used assessment instruments.  
Acceptable: Student has observed school counselors identify, access, and evaluate the most commonly used assessment instruments.  
Unacceptable: Student has not observed school counselors identify, access, and evaluate the most commonly used assessment instruments.  
No Opportunity to Observe.

**Practice:**  
Exceptional: Student has independently identified, accessed, and evaluated some of the most commonly used assessment instruments.  
Acceptable: Student has independently identified, accessed, and evaluated some of the most commonly used assessment instruments.  
Unacceptable: Student needs supervision in order to identify, access, and evaluate some of the most commonly used assessment instruments.  
No Opportunity to Observe.
Element 3: Student understands the administration and scoring of the most commonly used assessment instruments that are used by school counselors in K-12 schools.

Content:
Exceptional: Student can discuss and/or write about the administration and scoring of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
Acceptable: Student is unsure about the administration and scoring of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
Unacceptable: Student is unsure about the administration and scoring of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
No Opportunity to Observe.

Observation:
Exceptional: Student has observed school counselors administer and/or score many of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
Acceptable: Student has not observed school counselors administer and/or score many of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
Unacceptable: Student has not observed school counselors administer and/or score many of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
No Opportunity to Observe.

Practice:
Exceptional: Student has independently administered and/or scored many of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
Acceptable: Student needs assistance and supervision to administer and/or score many of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
Unacceptable: Student needs assistance and supervision to administer and/or score many of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
No Opportunity to Observe.

Element 4: Student knows how to interpret and report assessment results of the most commonly used assessment instruments that are used by school counselors in K-12 schools.

Content:
Exceptional: Student is able to independently discuss or write about how to interpret and report assessment results of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
Acceptable: Student needs assistance to discuss or write about how to interpret and report assessment results of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
Unacceptable: Student needs assistance to discuss or write about how to interpret and report assessment results of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
No Opportunity to Observe.

Observation:
Exceptional: Student has observed school counselors interpret and report assessment results of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
Acceptable: Student has not observed school counselors interpret and report assessment results of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
Unacceptable: Student has not observed school counselors interpret and report assessment results of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
No Opportunity to Observe.

Practice:
Exceptional: Student can independently interpret and report assessment results of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
Acceptable: Student needs supervision to interpret and report assessment results of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
Unacceptable: Student needs supervision to interpret and report assessment results of the most commonly used assessment instruments that are used by school counselors in K-12 schools.
No Opportunity to Observe.
Element 5: Student knows how to use assessment results in decision-making for K-12 students.

Content:
Exceptional: Student can independently write about or discuss the use of assessment results in decision-making for K-12 students.
Acceptable: Student needs assistance in understanding the use of assessment results in decision-making for K-12 students.
Unacceptable: Student needs supervision in the use of assessment results in decision-making for K-12 students.

Observation:
Exceptional: Student has observed school counselors use assessment results in decision-making for K-12 students.
Acceptable: Student has not observed school counselors use assessment results in decision-making for K-12 students.

Practice:
Exceptional: Student has independently produced, interpreted, and presented statistical information about assessment results.
Acceptable: Student needs assistance in order to produce, interpret, and present statistical information about assessment results.
Unacceptable: Student needs supervision in the use of assessment results in decision-making for K-12 students.

Element 6: Student knows how to produce, interpret, and present statistical information about assessment results.

Content:
Exceptional: Student is able to discuss and/or write about the process of producing, interpreting, and presenting statistical information about assessment results.
Acceptable: Student is unable to discuss and/or write about the process of producing, interpreting, and presenting statistical information about assessment results.

Observation:
Exceptional: Student has observed school counselors produce, interpret, and present statistical information about assessment results.
Acceptable: Student has not observed school counselors produce, interpret, and present statistical information about assessment results.

Practice:
Exceptional: Student has independently produced, interpreted, and presented statistical information about assessment results.
Acceptable: Student needs assistance in order to produce, interpret, and present statistical information about assessment results.
Unacceptable: Student needs supervision in the use of assessment results in decision-making for K-12 students.
Wisconsin School Counselor Standard Ten
Student can use emerging technologies to assist students, families, and staff to make academic, personal-social, career choices.

Element 1: Student uses emerging technologies (e.g., powerpoint, statistical packages, database software) to assist students, families, staff in making career choices.

Content: Student is aware of multiple computerized career resources, including WisCareers.
   Exceptional: Acceptable: Student can list several computerized career resources and can evaluate them for use with diverse populations.
   Unacceptable: Student is not aware of computerized career resources and/or cannot evaluate them for appropriate use with diverse populations.
   No Opportunity to Observe.

Observation: Student has used at least one computerized career resource and knows about several commonly used technologies (e.g., powerpoint, statistical packages, database software) used in area schools.
   Exceptional: Acceptable: Student can describe in some detail the contents and how a counselor might use common computerized career resources and technologies (e.g., powerpoint, statistical packages, database software).
   Unacceptable: Student cannot describe how a counselor might use commonly available career resources and technologies (e.g., powerpoint, statistical packages, database software).
   No Opportunity to Observe.

Practice: Student includes use of computerized career resources and technologies (e.g., powerpoint, statistical packages, database software) in interventions both planned and delivered.
   Exceptional: Acceptable: Student uses computerized career resource(s) and technologies (e.g., powerpoint, statistical packages, database software) appropriately with students, families, and staff.
   Unacceptable: Student cannot appropriately use computerized career resources with students, families, and staff.
   No Opportunity to Observe.

Element 2: Student can evaluate internet resources for a variety of uses to include seeking funding; seeking counseling related information, ethical codes, continuing education, and emerging technologies (e.g., powerpoint, statistical packages, database software).

Content: Student is familiar with the internet and emerging technologies (e.g., powerpoint, statistical packages, database software) as school counseling resources.
   Exceptional: Acceptable: Student can readily list several resources and emerging technologies (e.g., powerpoint, statistical packages, database software) from the internet.
   Unacceptable: Student needs assistance in locating internet resources and emerging technologies (e.g., powerpoint, statistical packages, database software).
   No Opportunity to Observe.

Observation:
   Exceptional:
   Acceptable: Student can present, describe and evaluate relevant internet resources and emerging technologies (e.g., powerpoint, statistical packages, database software).
   Unacceptable: Student cannot effectively present and evaluate internet resources and emerging technologies (e.g., powerpoint, statistical packages, database software).
   No Opportunity to Observe.

Practice:
   Exceptional:
   Acceptable: Student independently utilizes internet resources and emerging technologies (e.g., powerpoint, statistical packages, database software).
   Unacceptable: Student cannot independently utilize internet resources and emerging technologies (e.g., powerpoint, statistical packages, database software).
   No Opportunity to Observe.
Wisconsin School Counselor Standard Eleven
Student understands the need for ongoing professional development and reflection to continually evaluate and improve the school counseling program and its services.

Element 1: Student understands the need for ongoing professional development (including participation in professional organizations such as ACA and ASCA) and reflection to continually evaluate and improve the school counseling program and its service.

Content: Student can identify professional resources and professional organizations (including ACA, ASCA, WSCA), all of which aid school counselors in ongoing reflection and professional development to improve programs and services.
Exceptional:
Acceptable: Student references major school counseling organizations, websites, listservs, databases, and publications in class projects and portfolio artifacts.
Unacceptable: Student turns in class projects/portfolio products without references to major school counseling organizations, websites, listservs, databases, and publications.
No Opportunity to Observe.

Observation: Following field experiences, student evaluates observed programs and services and reflects on one’s own competence, with specific recommendations for both program and professional development (including participation in professional organizations such as ACA and ASCA).
Exceptional:
Acceptable: Student can evaluate observed programs and services, as well as own competence to provide these, with reference to school counseling standards, resources, and organizations (including ACA and ASCA).
Unacceptable: Student is unable to evaluate observed programs and services or one’s competence to provide same, and/or is unable to refer to major school counseling standards, resources, and organizations as sources of ongoing professional development (including ACA and ASCA).
No Opportunity to Observe.

Practice: Student engages in ongoing reflection/evaluation/professional development (including ACA and ASCA) of school counseling programs, services, and oneself as a professional school counselor.
Exceptional:
Acceptable: During final oral presentation, student accurately reflects on status of school counseling programs/services and oneself as professional school counselor, and realistically proposes professional development for both profession and for oneself (including ACA and ASCA).
Unacceptable: During final oral presentation, student is unable to realistically evaluate oneself or the profession and/or does not know/refer to realistic means of professional development of either.
No Opportunity to Observe.