

## Rubric: MHS 6800 Components of the Case Study Assignment Rubric

|                                                                                                                                                                                       | Exceeds Expectations<br>(3 pts) | Meets Expectations<br>(2 pts) | Does Not Meet Expectations<br>(1 pts) | No Attempt<br>(0 pts) | Mean | Mode | Stdev |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------|---------------------------------------|-----------------------|------|------|-------|
| Addresses and articulates all components of the treatment including: (50%)                                                                                                            | 1                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |
| Analyzes and applies data from multiple assessments and measures to diagnose students's learning needs and informs instruction based on those needs, and drives the learning process. | 1                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |

Addresses and articulates all components of the treatment including: (50%)

1 (100%)

Analyzes and applies data from multiple assessments and measures to diagnose students's learning needs and informs instruction based on those needs, and drives the learning process.  
FL-FEAP-2010-2.a.4.a

1 (100%)

Exceeds Expectations Meets Expectations Does Not Meet Expectations No Attempt

## Rubric: MHS 6800 Components of the Classroom Guidance Model Assignment Rubric

|                                                                                                                     | Exceeds Expectations<br>(3 pts) | Meets Expectations<br>(2 pts) | Does Not Meet Expectations<br>(1 pts) | No Attempt<br>(0 pts) | Mean | Mode | Stdev |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------|---------------------------------------|-----------------------|------|------|-------|
| Aligns instruction with state-adopted standards at the appropriate level of rigor                                   | 1                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |
| Designs instruction for students to achieve mastery                                                                 | 1                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |
| Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | 1                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |
| Manages individual and class behaviors through a well-planned management system                                     | 1                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |

Aligns instruction with state-adopted standards at the appropriate level of rigor  
FL-FEAP-2010-2.a.1.a

1 (100%)

Designs instruction for students to achieve mastery  
FL-FEAP-2010-2.a.1.c

1 (100%)

Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.  
FL-FEAP-2010-2.a.1.f

1 (100%)

Counselor Education: MHS6423 & MHS6800  
School Counseling: EdS  
Outcome #3  
Fall 2011

Manages individual and class behaviors through a well-planned management system

1 (100%)

Exceeds Expectations Meets Expectations Does Not Meet Expectations No Attempt

## Rubric: MHS 6800 Components of the Classroom Guidance Tape Assignment Rubric

|                                                                                                                                                                         | Exceeds Expectations<br>(3 pts) | Meets Expectations<br>(2 pts) | Does Not Meet Expectations<br>(1 pts) | No Attempt<br>(0 pts) | Mean | Mode | Stdev |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------|---------------------------------------|-----------------------|------|------|-------|
| Adapts the learning environment to accommodate the differing needs and diversity of students                                                                            | 1                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |
| Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals | 1                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |
| Deliver engaging and challenging lessons;                                                                                                                               | 1                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |
| Identify gaps in students' subject matter knowledge;                                                                                                                    | 1                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |
| Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding    | 1                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |
| Examines and uses data-informed research to improve instruction and student achievement;                                                                                | 1                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |

Adapts the learning environment to accommodate the differing needs and diversity of students  
*FL-FEAP-2010-2.a.2.h*

1 (100%)

Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals  
*FL-FEAP-2010-2.a.2.i*

1 (100%)

Deliver engaging and challenging lessons;  
*FL-FEAP-2010-2.a.3.a*

1 (100%)

Identify gaps in students' subject matter knowledge;  
*FL-FEAP-2010-2.a.3.c*

1 (100%)

Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding  
*FL-FEAP-2010-2.a.3.g*

1 (100%)

Examines and uses data-informed research to improve instruction and student achievement;  
*FL-FEAP-2010-2.b.1.b*

1 (100%)

Exceeds Expectations Meets Expectations Does Not Meet Expectations No Attempt

## Rubric: MHS 6800 Components of the Classroom Guidance Teacher Evaluation Assignment Rubric

Counselor Education: MHS6423 & MHS6800  
School Counseling: EdS  
Outcome #3  
Fall 2011

|  | Exceeds<br>Expectations<br>(3 pts) | Meets<br>Expectations<br>(2 pts) | Does Not Meet<br>Expectations<br>(1 pts) | No<br>Attempt<br>(0 pts) | Mean | Mode | Stdev |
|--|------------------------------------|----------------------------------|------------------------------------------|--------------------------|------|------|-------|
|--|------------------------------------|----------------------------------|------------------------------------------|--------------------------|------|------|-------|

Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

1

0

0

0

3.00

3

0.00

Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;  
FL-FEAP-2010-2.a.1.e

1 (100%)



Exceeds Expectations



Meets Expectations



Does Not Meet Expectations



No Attempt

## Rubric: MHS 6800 Components of the Individual Counseling Assignment Rubric

|  | Exceeds<br>Expectations<br>(3 pts) | Meets<br>Expectations<br>(2 pts) | Does Not Meet<br>Expectations<br>(1 pts) | No<br>Attempt<br>(0 pts) | Mean | Mode | Stdev |
|--|------------------------------------|----------------------------------|------------------------------------------|--------------------------|------|------|-------|
|--|------------------------------------|----------------------------------|------------------------------------------|--------------------------|------|------|-------|

Maintains a climate of openness, inquiry, fairness, and support;

1

0

0

0

3.00

3

0.00

Support, encourage, and provide immediate and specific feedback to students to promote student achievement

1

0

0

0

3.00

3

0.00

Maintains a climate of openness, inquiry, fairness, and support;  
FL-FEAP-2010-2.a.2.f

1 (100%)

Support, encourage, and provide immediate and specific feedback to students to promote student achievement  
FL-FEAP-2010-2.a.3.i

1 (100%)



Exceeds Expectations



Meets Expectations



Does Not Meet Expectations



No Attempt

## Rubric: MHS 6800 Components of the Semester Activity Plan and Goals: Assignment Rubric

|  | Exceeds<br>Expectations<br>(3 pts) | Meets<br>Expectations<br>(2 pts) | Does Not Meet<br>Expectations<br>(1 pts) | No<br>Attempt<br>(0 pts) | Mean | Mode | Stdev |
|--|------------------------------------|----------------------------------|------------------------------------------|--------------------------|------|------|-------|
|--|------------------------------------|----------------------------------|------------------------------------------|--------------------------|------|------|-------|

Organizes, allocates, and manages the resources of time, space, and attention;

1

0

0

0

3.00

3

0.00

Counselor Education: MHS6423 & MHS6800  
School Counseling: EdS  
Outcome #3  
Fall 2011

|                                                                                         |   |   |   |      |   |      |
|-----------------------------------------------------------------------------------------|---|---|---|------|---|------|
| Engages in targeted professional growth opportunities and reflective practices <u>1</u> | 0 | 0 | 0 | 3.00 | 3 | 0.00 |
|-----------------------------------------------------------------------------------------|---|---|---|------|---|------|

Organizes, allocates, and manages the resources of time, space, and attention;  
*FL-FEAP-2010-2.a.2.a*

1 (100%)

Engages in targeted professional growth opportunities and reflective practices  
*FL-FEAP-2010-2.b.1.d*

1 (100%)

 Exceeds Expectations  Meets Expectations  Does Not Meet Expectations  No Attempt

## Rubric: MHS 6800 Components of the Small Group Guidance Tape Assignment Rubric

|                                                                                                                                                                                           | Exceeds Expectations<br>(3 pts) | Meets Expectations<br>(2 pts) | Does Not Meet Expectations<br>(1 pts) | No Attempt<br>(0 pts) | Mean | Mode | Stdev |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------|---------------------------------------|-----------------------|------|------|-------|
| Relate and integrate the subject matter with other disciplines and life experiences <u>1</u>                                                                                              | 0                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |
| Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process <u>1</u> | 0                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |

Relate and integrate the subject matter with other disciplines and life experiences  
*FL-FEAP-2010-2.a.3.e*

1 (100%)

Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process  
*FL-FEAP-2010-2.a.4.a*

1 (100%)

 Exceeds Expectations  Meets Expectations  Does Not Meet Expectations  No Attempt

## Rubric: MHS 6800 Components of the Technology Reflection Paper Assignment Rubric

|                                                                               | Exceeds Expectations<br>(3 pts) | Meets Expectations<br>(2 pts) | Does Not Meet Expectations<br>(1 pts) | No Attempt<br>(0 pts) | Mean | Mode | Stdev |
|-------------------------------------------------------------------------------|---------------------------------|-------------------------------|---------------------------------------|-----------------------|------|------|-------|
| Applies technology to organize and integrate assessment information. <u>1</u> | 0                               | 0                             | 0                                     | 0                     | 3.00 | 3    | 0.00  |

Applies technology to organize and integrate assessment information.  
*FL-FEAP-2010-2.a.4.f*

1 (100%)

 Exceeds Expectations  Meets Expectations  Does Not Meet Expectations  No Attempt

# Rubric: Site Supervisor Practicum/Intern Evaluation Form

|                                                                                                                                                                  | 5 -<br>Superior<br>(0 pts) | 4 -<br>Above<br>Standard<br>(0 pts) | 3 - At<br>Standard<br>(0 pts) | 2 -<br>Below<br>Standard<br>(0 pts) | 1 -<br>Unsatisfactory<br>(0 pts) | Not<br>Observed<br>(0 pts) | Mean | Mode | Standard Dev |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------|-------------------------------|-------------------------------------|----------------------------------|----------------------------|------|------|--------------|
| 1.1 Develops a written school-based counseling and guidance plan based on student needs                                                                          | <u>1</u>                   | 0                                   | 0                             | 0                                   | 0                                | 0                          | 0.00 | 0    | 0.00         |
| 1.2 Organizes the counseling and guidance program by assessing needs, setting goals, and formulating a plan of action and program evaluation.                    | <u>1</u>                   | 0                                   | 0                             | 0                                   | 0                                | 0                          | 0.00 | 0    | 0.00         |
| 1.3 Manages time effectively and provides counseling and guidance services on schedule.                                                                          | <u>1</u>                   | 0                                   | 0                             | 0                                   | 0                                | 0                          | 0.00 | 0    | 0.00         |
| 1.4 Maintains an organized, functional, and up-to-date office/counseling center                                                                                  | <u>1</u>                   | 0                                   | 0                             | 0                                   | 0                                | 0                          | 0.00 | 0    | 0.00         |
| 1.5 Seeks input from teachers and staff, and collaborates with them in making decisions about the school-counseling program.                                     | <u>1</u>                   | 0                                   | 0                             | 0                                   | 0                                | 0                          | 0.00 | 0    | 0.00         |
| 2.1 Demonstrates knowledge of multilateral and cross-cultural communication skills and knowledge in the school counseling and guidance program when appropriate. | <u>1</u>                   | 0                                   | 0                             | 0                                   | 0                                | 0                          | 0.00 | 0    | 0.00         |
| 2.2 Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.    | <u>1</u>                   | 0                                   | 0                             | 0                                   | 0                                | 0                          | 0.00 | 0    | 0.00         |
| 2.3 Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling to monitor student progress.           | <u>1</u>                   | 0                                   | 0                             | 0                                   | 0                                | 0                          | 0.00 | 0    | 0.00         |
| 2.4 Develops a written school-counseling plan where all students receive appropriate guidance, which relates to self-knowledge,                                  | 0                          | <u>1</u>                            | 0                             | 0                                   | 0                                | 0                          | 0.00 | 0    | 0.00         |

Counselor Education: MHS6423 & MHS6800  
School Counseling: EdS  
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Fall 2011

educational and career  
exploration, and career  
planning

|                                                                                                                                 |          |   |   |   |   |   |      |   |      |
|---------------------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|
| 2.5 Provides counseling and guidance for students taken out of class and placed in special education classes, including gifted. | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
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|                                                                                                          |          |   |   |   |   |   |      |   |      |
|----------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|
| 2.6 Coordinates with school staff to provide supportive and instructional classroom guidance activities. | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
|----------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|

|                                                                                                                                             |   |   |   |   |   |   |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|--|--|--|
| 2.7 Gathers evaluative data to determine effectiveness of classroom guidance and student comprehension, and makes revisions when necessary. | 0 | 0 | 0 | 0 | 0 | 0 |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|--|--|--|

|                                                                                                                      |          |   |   |   |   |   |      |   |      |
|----------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|
| 3.1 Demonstrates knowledge of consulting process and techniques with students, parents, teachers and administration. | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
|----------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|

|                                                                                                       |          |   |   |   |   |   |      |   |      |
|-------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|
| 3.2 Assists parents and teachers in understanding and responding to developmental levels of students. | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
|-------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|

|                                                                                                                                                                                                             |          |   |   |   |   |   |      |   |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|
| 3.3 Presents instructional/informational programs to groups of students, parents, teachers, and administrators (e.g. parent education programs, behavior management, school safety, and suicide prevention) | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|

|                                                                                                    |          |   |   |   |   |   |      |   |      |
|----------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|
| 3.4 Interprets achievement and aptitude test data to assist school staff with curriculum planning. | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
|----------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|

|                                                    |          |   |   |   |   |   |      |   |      |
|----------------------------------------------------|----------|---|---|---|---|---|------|---|------|
| 3.5 Demonstrates knowledge of community resources. | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
|----------------------------------------------------|----------|---|---|---|---|---|------|---|------|

|                                                                                            |          |   |   |   |   |   |      |   |      |
|--------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|
| 4.1 Communicates effectively with students, parents, administration, community, and staff. | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
|--------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|

|                                 |          |   |   |   |   |   |      |   |      |
|---------------------------------|----------|---|---|---|---|---|------|---|------|
| 4.2 Advocates for all students. | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
|---------------------------------|----------|---|---|---|---|---|------|---|------|

|                                                                                       |          |   |   |   |   |   |      |   |      |
|---------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|
| 4.3 Assists teachers with the integration of guidance activities into the curriculum. | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
|---------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|

|                                                                                                                          |          |   |   |   |   |   |      |   |      |
|--------------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|
| 4.4 Share appropriate non-confidential information about students with the school personnel, parents, and the community. | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
|--------------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|

Counselor Education: MHS6423 & MHS6800  
School Counseling: EdS  
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|                                                                                                                                                                                                             |          |   |   |   |   |   |      |   |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---|------|---|------|
| 4.5 Makes appropriate referrals of students to school and community programs.                                                                                                                               | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
| 4.6 Assists with coordination of student services in the school.                                                                                                                                            | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
| 4.7 Assists with coordination of the schools annual testing program.                                                                                                                                        | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
| 5.1 Interprets test results and other student data accurately.                                                                                                                                              | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
| 5.2 Assists in the development of an assessment preparation improvement plan to include Criterion, Norm-referenced, Writing, Career-performance based, College and postsecondary practice and actual tests. | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
| 5.3 Uses standardized tests and inventories according to published practices and professional standards.                                                                                                    | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
| 6.1 Adheres to ethical standards of the counseling profession.                                                                                                                                              | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
| 6.2 Follows the laws, policies, and procedures, which govern school administration.                                                                                                                         | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
| 6.3 Maintains ethical and professional growth by regular staff development.                                                                                                                                 | <u>1</u> | 0 | 0 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |

1.1 Develops a written school-based counseling and guidance plan based on student needs

1 (100%)

1.2 Organizes the counseling and guidance program by assessing needs, setting goals, and formulating a plan of action and program evaluation.

1 (100%)

1.3 Manages time effectively and provides counseling and guidance services on schedule.

1 (100%)

1.4 Maintains an organized, functional, and up-to-date office/counseling center

1 (100%)

1.5 Seeks input from teachers and staff, and collaborates with them in making decisions about the school-counseling program.

1 (100%)

2.1 Demonstrates knowledge of multilateral and cross-cultural communication skills and knowledge in the school counseling and guidance program when appropriate.

1 (100%)

2.2 Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.

1 (100%)

2.3 Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling to monitor student progress.

1 (100%)

Counselor Education: MHS6423 & MHS6800  
School Counseling: EdS  
Outcome #3  
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|                                                                                                                                                                                                             |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2.4 Develops a written school-counseling plan where all students receive appropriate guidance, which relates to self-knowledge, educational and career exploration, and career planning                     | 1 (100%) |
| 2.5 Provides counseling and guidance for students taken out of class and placed in special education classes, including gifted.                                                                             | 1 (100%) |
| 2.6 Coordinates with school staff to provide supportive and instructional classroom guidance activities.                                                                                                    | 1 (100%) |
| 2.7 Gathers evaluative data to determine effectiveness of classroom guidance and student comprehension, and makes revisions when necessary.                                                                 |          |
| 3.1 Demonstrates knowledge of consulting process and techniques with students, parents, teachers and administration.                                                                                        | 1 (100%) |
| 3.2 Assists parents and teachers in understanding and responding to developmental levels of students.                                                                                                       | 1 (100%) |
| 3.3 Presents instructional/informational programs to groups of students, parents, teachers, and administrators (e.g, parent education programs, behavior management, school safety, and suicide prevention) | 1 (100%) |
| 3.4 Interprets achievement and aptitude test data to assist school staff with curriculum planning.                                                                                                          | 1 (100%) |
| 3.5 Demonstrates knowledge of community resources.                                                                                                                                                          | 1 (100%) |
| 4.1 Communicates effectively with students, parents, administration, community, and staff.                                                                                                                  | 1 (100%) |
| 4.2 Advocates for all students.                                                                                                                                                                             | 1 (100%) |
| 4.3 Assists teachers with the integration of guidance activities into the curriculum.                                                                                                                       | 1 (100%) |
| 4.4 Share appropriate non-confidential information about students with the school personnel, parents, and the community.                                                                                    | 1 (100%) |
| 4.5 Makes appropriate referrals of students to school and community programs.                                                                                                                               | 1 (100%) |
| 4.6 Assists with coordination of student services in the school.                                                                                                                                            | 1 (100%) |
| 4.7 Assists with coordination of the schools annual testing program.                                                                                                                                        | 1 (100%) |
| 5.1 Interprets test results and other student data accurately.                                                                                                                                              | 1 (100%) |
| 5.2 Assists in the development of an assessment preparation improvement plan to include Criterion, Norm-referenced, Writing, Career-performance based, College and postsecondary practice and actual tests. | 1 (100%) |
| 5.3 Uses standardized tests and inventories according to published practices and professional standards.                                                                                                    | 1 (100%) |
| 6.1 Adheres to ethical standards of the counseling profession.                                                                                                                                              | 1 (100%) |
| 6.2 Follows the laws, policies, and procedures, which govern school administration.                                                                                                                         | 1 (100%) |
| 6.3 Maintains ethical and professional growth by regular staff development.                                                                                                                                 | 1 (100%) |

