



The M.Ed. in Counselor Education - School Counseling candidate will demonstrate their content knowledge by completing a Classroom Lesson Planning assignment in MHS 6423 Counseling Adolescents and SDS 6820 Internship in School Counseling. The candidate's ability to sequence lessons and concepts to ensure coherence and required prior knowledge is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program. Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.2.b. – Managing individual and class behaviors through a well-planned management system. Candidates in MHS 6423 will complete a Classroom Lessons Planning assignment in which they develop a series of classroom guidance lessons demonstrating an understanding of the developmental needs of adolescents.

Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate FEAP A.2.b. by preparing a classroom lesson that documents their ability to plan a lesson that (a) is aligned to national and state-adopted standards, (b) sequences concepts to ensure coherence and required prior knowledge, (c) uses developmentally appropriate materials, (d) includes multiple activities for application of skills and competencies, (e) describes strategies to manage individual and classroom behaviors, differentiate instruction and use feedback to monitor learning and the opportunity for students to demonstrate mastery of the material.

The M.Ed. School Counselor candidate will demonstrate their communication skills by completing the Classroom Lesson Facilitation assignment in MHS 6423 Counseling Adolescents and SDS 6820 Internship in School Counseling. The candidate's ability to model clear, acceptable, oral and written communication skills during a parent or teacher workshop is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program

Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. Candidates in MHS 6423 will complete a Classroom Lesson Facilitation assignment in which they facilitate one classroom lesson demonstrating their large group facilitation skills including the ability to: (1) use a variety of instructional practices to deliver an engaging and challenging lesson; (2) involve students in establishing and maintaining a positive learning environment and (3) high-quality communication interactions; (4) utilize available technology; (5) modify the lesson during implementation to respond to misconceptions or preconceptions; and (6) provide students with differentiated instruction based on their student's individual needs during the lesson.

Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate FEAP A.2.i.

by recording him or herself leading a classroom guidance session using the FAU model and demonstrate how they plan to use a PPT presentation with multimedia clips, use computer devices to engage the learner and assess their level of understanding, and plan to incorporate other modes of technology in their lessons.

The M.Ed. School Counselor candidate will demonstrate their critical thinking skills by completing the Group Counseling Skills Practice assignment in MHS 6421 Counseling Children and the Small Group Counseling assignment in MHS 6800 Practicum in School Counseling. The candidate's ability to differentiate instruction is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program. Candidates enrolled in MHS 6421 Counseling Children will demonstrate their ability to think critically by meeting expectations on FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

Candidates enrolled in MHS 6800 Practicum in School Counseling will demonstrate FEAP A.3.h by recording him or herself leading a small group counseling session using the FAU model in which they tailor the group session to address various learning styles, encourage pair sharing, and ask students to nonlinguistic representations of new content in order to assess their understanding.

Outcome 1:

The school counselor candidate will demonstrate their critical thinking skills by completing the Group Counseling Skills Practice assignment in MHS 6421 Counseling Children and the Small Group Counseling assignment in MHS 6800 Practicum. The candidate's ability to differentiate instruction is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Implementing Strategy:

Candidates enrolled in MHS 6421 Counseling Children will demonstrate their ability to thinking critically (FL-FAU-3Cs.3c - Critical Thinking, Evidence- Student selects information and interprets/evaluates information to develop analysis or synthesis) by meeting expectations on FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

Candidates enrolled in MHS 6800 Practicum in School Counseling will demonstrate FEAP A.3.h by recording him or herself leading a small group counseling session using the FAU model in which they tailor the group session to address various learning styles, encourage pair sharing, and ask students to share nonlinguistic representations of new content in order to assess their understanding.

Candidates enrolled in MHS 6421 must earn a minimum of “emerging” on each assignment in order to earn a grade in the course. Candidates enrolled in MHS 6800 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

Assessment Method:

During 2019-2020, the School Counseling program faculty will use updated course assignments and evaluation rubrics to evaluate student performance.

Candidates enrolled in MHS 6421 will be assessed using the Group Counseling Skills Practice assignment rubric. Candidates enrolled in MHS 6800 will be assessed using the Small Group Counseling Tape assignment rubric. Assessments will be recorded in the College of Education Livetext Assessment system. MHS 6421 and MHS 6800 are required courses for degree seeking candidates in the School Counseling program. Candidates enrolled in MHS 6421 must earn a minimum of “emerging” on each assignment in order to earn a grade in the course. Candidates enrolled in MHS 6800 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

MHS 6421 will be offered in Boca in Summer 2019.

MHS 6800 will be offered on the Boca and Jupiter campuses during the Fall 2019 and Spring 2020 semesters.

Data will be collected by the end of each semester the course is offered using the assessment rubrics provided in Livetext.

Faculty in the Department of Counselor Education, School Counseling program review the data collected on an annual basis to determine areas for improvement, inter-rater reliability for required assessments are examined in Livetext. When necessary, training is provided to adjuncts who are unfamiliar with Livetext or evaluating required course assessments. Attached are copies of the assignment templates and/or forms and assessment rubrics, embedded in Livetext, used to evaluate student learning outcomes.

Criterion for Success:

90% of students enrolled in MHS 6421 will earn a minimum of “emerging” on the FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

90% of students enrolled in MHS 6800 will earn a minimum of “satisfactory” on the FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

Data Summary: Analysis & Evaluation:

Attached are the Livetext report results for students outcomes for Summer Fall 2019, Spring 2020, and Summer 2020 for the MHS 6423 Group Counseling Skills Practice and Peer Counseling assignment and MHS 6800 Small Group Counseling Tape assignment.

28 students were enrolled in MHS 6421; 100% of students earned a minimum of “emerging” on the FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

23 students were enrolled in MHS 6800; 100% of students earned a minimum of “satisfactory” on the FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

The goal was met.

Program Improvement:

The faculty in the Department of Counselor Education revised the school counseling program curriculum, syllabi, assignments, and assessment rubrics beginning in the 2017-2018 academic year. These assignments and rubrics were used to measure student learning outcomes beginning in the Fall 2017 semester. Students enrolled in the field experiences will continue to be evaluated on all the FEAPS in the practicum and internship courses. These two additional assessments will be added to the assessment of the FEAPs during their specialty courses evaluation. Therefore, each student enrolled in the school counseling program will have three data points. In addition, in Fall 2018, an additional text was added to both courses which expanded students' knowledge and application of Small Group Counseling Planning and related skills. All assessments will continue to be evaluated in Livetext and we have revised the rubrics to also include the 2016 CACREP standards.

Outcome 2 Description and Methodology Outcome Description:

The school counselor candidate will demonstrate their content knowledge by completing a Classroom Lesson Planning assignment in MHS 6423 Counseling Adolescents and SDS 6820 Internship in School Counseling. The candidate's ability to sequence lessons and concepts to ensure coherence and required prior knowledge is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Implementing Strategy:

Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge. Candidates in MHS 6423 will complete a Classroom Lessons Planning assignment in which they develop a

series of classroom guidance lessons demonstrating an understanding of the developmental needs of adolescents.

Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate FEAP A.1.b. by preparing a classroom lesson that documents their ability to plan a lesson that: (a) is aligned to national and state-adopted standards, (b) sequences concepts to ensure coherence and required prior knowledge, (c) uses developmentally appropriate materials, (d) includes multiple activities for application of skills and competencies, (e) describes strategies to manage individual and classroom behaviors, differentiate instruction and use feedback to monitor learning and the opportunity for students to demonstrate mastery of the material.

Candidates enrolled in MHS 6423 must earn a minimum of “emerging” on each assignment in order to earn a grade in the course. Candidates enrolled in SDS 6820 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

Assessment Method:

During 2019-2020, the School Counseling program faculty use revised and updated course assignments and grading rubrics to evaluate student performance.

Candidates enrolled in MHS 6423 will be assessed using the Classroom Lessons Planning assignment rubric. Candidates enrolled in SDS 6820 will be assessed using the Classroom Guidance Lesson Planning assignment rubric. Assessments will be recorded in the College of Education Livetext Assessment system.

MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. Candidates enrolled in MHS 6423 must earn a minimum of “emerging” on each assignment in order to earn a grade in the course. Candidates enrolled in SDS 6820 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

MHS 6423 will be offered in Boca in Fall 2019. SDS 6820 will be offered on the Boca and Jupiter campuses during the Fall 2019 and Spring 2020 semesters.

Data will be collected by the end of each semester the course is offered using the assessment rubrics provided in Livetext.

Faculty in the Department of Counselor Education, School Counseling program review the data collected on an annual basis to determine areas for improvement, inter-rater reliability for required assessments are examined in Livetext. When necessary training is provided to adjuncts who are unfamiliar with Livetext or evaluating required course assessments.

Attached are copies of the assignment templates and/or forms and assessment rubrics, embedded in Livetext, used to evaluate student learning outcomes.

Criterion for Success:

100% of students enrolled in MHS 6423 will earn a minimum of “emerging” on the FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge.

100% of students enrolled in SDS 6820 will earn a minimum of “satisfactory” on the FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge

Data Summary: Analysis & Evaluation:

Attached are the Livetext report results for students outcomes for Fall 2019, Spring 2020, and Summer 2020 for the MHS 6423 Classroom Lessons Planning assignment and SDS 6820 Classroom Guidance Lesson assignment.

66 students in MHS 6423 were evaluated on FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge. 100% of students enrolled in MHS 6423 earned a minimum of “proficient” on the FEAP A.1.b.

17 students enrolled in SDS 6820 were evaluated on FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge. 100% earned a minimum of “proficient” on the FEAP A.1.b.

This goal was met.

Program Improvement:

The faculty in the Department of Counselor Education revised the school counseling program curriculum, syllabi, assignments, and assessment rubrics beginning in the 2017-2018 academic year. These assignments and rubrics were used to measure student learning outcomes beginning in the Fall 2017 semester. Students enrolled in the field experiences will continue to be evaluated on all the FEAPS in the practicum and internship courses. These two additional assessments will be added to the assessment of the FEAPs during their specialty courses evaluation. Therefore, each student enrolled in the school counseling program will have three data points. All assessments will continue to be evaluated in Livetext and we have revised the rubrics to also include the 2016 CACREP standards.

Outcome 3 Description and Methodology Outcome Description

The school counselor candidate will demonstrate their communication skills by completing the Classroom Lesson Facilitation assignment in MHS 6423 Counseling Adolescents and Classroom Guidance Tape in SDS 6820 Internship in School Counseling. The candidate's ability to model clear, acceptable, oral and written communication skills during a parent or teacher workshop is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Implementing Strategy:

Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. Candidates in MHS 6423 will complete a Classroom Lesson Facilitation assignment in which they facilitate one classroom lesson demonstrating their large group facilitation skills including the ability to (1) use a variety of instructional practices to deliver and engaging and challenging lesson, (2) involve students in establishing and maintaining a positive learning environment and (3) high-quality communication interactions, (4) utilizes available technology (5) modify the lesson during implementation to respond to misconceptions or preconceptions, and (6) provide students with differentiated instruction based on their student’s individual needs during the lesson.

Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate FEAP A.2.i. by recording him or herself leading a classroom guidance session using the FAU model and demonstrate how they plan to use a PPT presentation with multimedia clips, use computer devices to engage the learner and assess their level of understanding, and plan to incorporate other modes of technology in their lessons.

MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. Candidates enrolled in MHS 6423 must earn a minimum of “emerging” on each assignment in order to earn a grade in the course. Candidates enrolled in SDS 6820 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

Assessment Method:

During 2019-2020, the School Counseling program faculty use revised and updated course assignments and grading rubrics to evaluate student performance.

Candidates enrolled in MHS 6423 will be assessed using the Classroom Lessons Planning assignment rubric.

Candidates enrolled in SDS 6820 will be assessed using the Classroom Guidance Lesson Planning assignment rubric. Assessments will be recorded in the College of Education Livetext Assessment system. MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. Candidates enrolled in MHS 6423 must earn a minimum of “emerging” on each assignment in order to earn a grade in the course. Candidates enrolled in SDS 6820 must earn a minimum of “satisfactory” on each assignment in order to earn a grade in the course.

MHS 6423 will be offered in Boca in Fall 2019. SDS 6820 will be offered on the Boca and Jupiter campuses during the Fall 2019 and Spring 2020 semesters.

Data will be collected by the end of each semester the course is offered using the assessment rubrics provided in Livetext.

Faculty in the Department of Counselor Education, School Counseling program review the data collected on an annual basis to determine areas for improvement, inter-rater reliability for required assessments are examined in Livetext. When necessary training is provided to adjuncts who are unfamiliar with Livetext or evaluating required course assessments.

Criterion for Success:

100% of students enrolled in MHS 6423 will earn a minimum of “emerging” on the FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

100% of candidates in SDS 6820 will earn a minimum of “satisfactory” on the FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Data Summary: Analysis & Evaluation:

Attached are the Livetext report results for students outcomes for Fall 2019, Spring 2020, and Summer 202 for the MHS 6423 Classroom Lesson Facilitation assignment and SDS 6820 Classroom Guidance Tape assignment.

28 students in MHS 6423 were evaluated on FEAP A.2.c. – FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. 96.4% of students enrolled in MHS 6423 earned a minimum of “emerging” on the FEAP A.2.i.

17 students enrolled in SDS 6820 were evaluated on FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. 100% earned a minimum of “satisfactory” on the FEAP A.2.i.

This goal was not met.

Program Improvement:

The faculty in the Department of Counselor Education revised the school counseling program curriculum, syllabi, assignments, and assessment rubrics for the 2017-2018 academic year. These assignments and rubrics are now used to measure student learning outcomes beginning in the Fall 2017 semester. Students enrolled in the field experiences will now be evaluated on all the FEAPS in the practicum and internship courses. These two additional assessments will be added to the assessment of the FEAPs during their specialty courses evaluation. Therefore, each student enrolled in the school counseling program will have three data points. All assessments will continue to be evaluated in Livetext and we have revised the rubrics to also include the 2016 CACREP standards.