

**DOANE UNIVERSITY – School Counseling  
Dispositions / Self-Reporting Survey**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please check when you are completing this survey.  
A. \_\_\_\_ on entry into the program **OR**  
B. \_\_\_\_ when you are graduating from the program.

**Please check the rating listed with the standard that best describes you.**

**The scale is described below:**

1. *Novice – Performance needs more time, practice, and support to begin moving in a positive direction.*
2. *Progressing – Performance is developing, moving in a positive direction.*
3. *Proficient – Performance is consistently positive.*
4. *Distinguished – Performance is strong, demonstrates command of the area.*
5. *Professional – Demonstrates performance of a master candidate.*

**1. SKILLED IN THE DELIVERY OF SERVICES WITHIN SCHOOLS:**

1 - Novice	2 - Progressing	3 - Proficient	4 - Distinguished	5 - Professional
Candidate is not familiar with mental health services, including prevention, intervention, and referral strategies for enhancing student success.	Candidate has some understanding of a few mental health services, including prevention, intervention, and referral strategies for enhancing student success.	Candidate is becoming aware of the mental health services available, including prevention, intervention, and referral strategies for enhancing student success.	Candidate is above average in knowledge of mental health services available, including prevention, intervention, and referral strategies for enhancing student success.	Candidate understands the continuum of mental health services, including prevention, intervention, and referral strategies to enhance student success.
Candidate is not aware of how the use of data can evaluate program effectiveness and determine program needs.	Candidate has some understanding of the use of data to evaluate program effectiveness and determine program needs.	Candidate uses some data to evaluate program effectiveness and determine program needs.	Candidate is above average in ability to use data to evaluate program effectiveness and to determine program needs.	Candidate can articulate and demonstrate an understanding of the use of data to evaluate program effectiveness and to determine program needs.
Candidate is not familiar with program audits and student results reports.	Candidate has some understanding of program audits and student results reports.	Candidate may use some program audits and student results reports.	Candidate is above average in ability to use program audits and student results reports.	Candidate can articulate and demonstrate an understanding of program audits and student results reports.
Candidate has little knowledge of the history or changes in school counseling.	Candidate is learning the history and purpose of school counseling.	Candidate is learning about the traditional and transformed roles of school counselors and is knowledgeable about the history and purpose of school counseling.	Candidate is quite familiar with the history and purpose of school counseling, including traditional and transformed roles of school counselors.	Candidate has extensive knowledge about the history and purpose of school counseling, including traditional and transformed roles of school counselors.

**2. KNOWLEDGEABLE ABOUT CURRENT TRENDS IN SCHOOL COUNSELING PROGRAMS:**

<b>1 - Novice</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Distinguished</b>	<b>5 - Professional</b>
Candidate is not familiar with educational systems, philosophies and current trends in education, including federal and state legislation and education initiatives.	Candidate has some knowledge of educational systems, philosophies and current trends in education, including federal and state legislation and education initiatives.	Candidate is becoming familiar with educational systems, philosophies and current trends in education, including federal and state legislation and education initiatives.	Candidate is above average in knowledge of educational systems, philosophies and current trends in education, including federal, state legislation and education initiatives.	Candidate understands educational systems, philosophies and current trends in education, including federal and state legislation and education initiatives.
Candidate does not seek professional development to enhance knowledge or skill in counseling.	Candidate participates in professional activities to a limited extent.	Candidate participates in professional activities that are provided.	Candidate seeks opportunities for professional development to learn about current trends and research in school counseling.	Candidate seeks opportunities for professional development and conducts action research in the field to inform practice.
Candidate is not familiar with theories of development, learning, social justice, counseling, career development, and cultural competence as well as students with diverse needs.	Candidate has some knowledge of theories of development, learning, social justice, counseling, career development, and cultural competence as well as students with diverse needs.	Candidate is becoming familiar with theories of development, learning, social justice, counseling, career development, and cultural competence as well as students with diverse needs.	Candidate is above average in knowledge of theories of development, learning, social justice, counseling, career development, and cultural competence as well as students with diverse needs.	Candidate understands theories of development, learning, social justice, counseling, career development, and cultural competence as well as students with diverse needs.
Candidate is not familiar with results-based school counseling and accountability issues.	Candidate has some knowledge of basic concepts of results-based school counseling and accountability issues.	Candidate is becoming familiar with basic concepts of results-based school counseling and accountability issues.	Candidate is above average in knowledge of basic concepts of results-based school counseling and accountability issues.	Candidate can articulate and demonstrate an understanding of basic concepts of results-based school counseling and accountability issues.
Candidate has not conducted research is has little familiarity with basic research and statistical concepts.	Candidate has some knowledge of basic research and statistical concepts.	Candidate is beginning to conduct research and understands many research and statistical concepts.	Candidate is above average in knowledge of basic research and statistical concepts and can conduct applicable research.	Candidate can articulate and demonstrate an understanding of basic research and statistical concepts to read and conduct research.

**3. DEMONSTRATES THE ABILITY TO COLLABORATE WITH OTHER SCHOOL PERSONNEL, FAMILIES AND COMMUNITY SERVICES:**

<b>1 - Novice</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Distinguished</b>	<b>5 - Professional</b>
Candidate is not familiar with the mission of the school counseling program that aligns with current school improvement and student success initiatives at the school, district and state levels.	Candidate is familiar with the mission of the local school and beginning to align school counseling program with current school improvement.	Candidate is familiar with the mission of the school counseling program that aligns with current school improvement and student success initiatives at the school and district level.	Candidate is above average in knowledge of the school counseling program that aligns with current school improvement and student success initiatives at the community, school, district and state levels.	Candidate understands the mission of the school counseling program that aligns with current school improvement and student success initiatives at the community, school, district and state levels.
Candidate is unfamiliar with data-informed decision making.	Candidate is beginning to understand data-informed decision making.	Candidate is beginning to use data-informed decision making.	Candidate is above average in ability to use data-informed decision making.	Candidate can articulate and demonstrate an understanding of data-informed decision making.
Candidate is unfamiliar with management tools (Calendars, principal-Candidate responsibilities agreements, action plans, advisory councils, use of time.)	Candidate is familiar with some management tools (Calendars, principal-Candidate responsibilities agreements, action plans, advisory councils, use of time.)	Candidate is beginning to use some management tools (Calendars, principal-Candidate responsibilities agreements, action plans, advisory councils, use of time.)	Candidate is above average in ability to use management tools (Calendars, principal-Candidate responsibilities agreements, action plans, advisory councils, use of time.)	Candidate can articulate and demonstrate an understanding of management tools (Calendars, principal-Candidate responsibilities agreements, action plans, advisory councils, use of time.)
Candidate is unfamiliar with the use of current and emerging technologies in school counseling.	Candidate is familiar with the use of some current and emerging technologies in school counseling.	Candidate uses many of the current and emerging technologies in school counseling.	Candidate is above average in use and adaption of current and emerging technologies such as use of the internet, web-based resources and management information systems.	Candidate can articulate and demonstrate an understanding of current and emerging technologies such as use of the internet, web-based resources and management information systems.
Candidate is not familiar with professional development; consultation, collaboration and teaming; and program management and operations in school counseling.	Candidate has some familiarity with professional development; consultation, collaboration and teaming; and program management and operations in school counseling.	Candidate is beginning to use professional development; consultation, collaboration and teaming; and program management and operations in school counseling.	Candidate is above average in use of professional development; consultation, collaboration and teaming; and program management and operations in school counseling.	Candidate can articulate and demonstrate an understanding of professional development; consultation, collaboration and teaming; and program management and operations.
Candidate's relationships with colleagues and families is limited or poor. There is little knowledge of available community services.	Candidate maintains cordial relationships with colleagues and families. Aware of a few community services available to students and families.	Candidate supports and cooperates with colleagues and families. Makes inquiries about services if requested by a student or family.	Candidate supports and cooperates with colleagues. Candidate takes the initiative in assuming leadership with colleagues and to find services a student may need .	Candidate is proactive, seeing and developing the potential of students. Candidate serves as an advocate for students. Together the teacher, student and families seek a variety of resources to meet individual needs.

**4. DEMONSTRATES THE ABILITY TO ESTABLISH AND IMPLEMENT INTERVENTIONS THAT MEET CHILDREN’S AND ADOLESCENTS’ NEEDS:**

<b>1 - Novice</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Distinguished</b>	<b>5 - Professional</b>
Candidate is not aware of district, state and national student standards and competencies.	Candidate is learning district, state and national student standards and competencies.	Candidate is fairly knowledgeable about district, state and national student standards and competencies.	Candidate is quite familiar with district, state and national student standards and competencies.	Candidate understands district, state and national student standards and competencies.
Candidate is not aware of the distinctions between academic achievement, career planning, and personal and social development in school counseling.	Candidate has some knowledge of academic achievement, career planning, and personal and social development in school counseling.	Candidate is fairly knowledgeable about academic achievement, career planning, and personal and social development in school counseling.	Candidate is quite knowledgeable about academic achievement, career planning, and personal and social development in school counseling.	Candidate understands the three domains of academic achievement, career planning, and personal and social development.
Candidate has little knowledge of individual student planning, which includes career guidance and educational planning.	Candidate has gained some knowledge of individual student planning, which includes career guidance and educational planning.	Candidate has average knowledge of individual student planning, which includes career guidance and educational planning.	Candidate has above average knowledge of individual student planning, which includes career guidance and educational planning.	Candidate can articulate and demonstrate an understanding of individual student planning, which includes career guidance and educational planning.
Candidate is not familiar with counseling techniques and applications for varied school settings.	Candidate is knowledgeable about some counseling techniques and applications for varied school settings.	Candidate is knowledgeable about counseling techniques and applications that work in varied school settings and can provide individual and small-group counseling.	Candidate is knowledgeable about counseling techniques and applications that work in varied school settings and can provide individual and small-group counseling. Candidate can provide crisis counseling and intervention, consultation, referrals and peer facilitation under supervision.	Candidate can articulate and demonstrate an understanding of counseling techniques and applications that work in varied school settings; crisis counseling and intervention; consultation, individual and small-group counseling; referrals, and peer facilitation.

**5. ABLE TO CONDUCT ASSESSMENTS OF COGNITIVE, BEHAVIORAL AND ACADEMIC NEEDS OF CHILDREN AND YOUTH:**

1 - Novice	2 - Progressing	3 - Proficient	4 - Distinguished	5 - Professional
Candidate does not serve as a leader or change agent.	Candidate is beginning to take on some responsibility to arrange collaboration with stakeholders to improve student achievement.	Candidate works closely with a leader who collaborates with stakeholders to improve student achievement and serves as a student advocate and systems change agent.	At times, candidate is beginning to assume the role as a leader who collaborates with stakeholders to improve student achievement and serves as a student advocate and systems change agent.	Candidate assumes role as leader who collaborates with stakeholders to improve student achievement and serves as a student advocate and systems change agent.
Candidate is unsure of how to provide counseling services.	Candidate is beginning to work to provide individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources promoting academic achievement; personal, social and emotional development; and career development inducing the identification of appropriate postsecondary education for every student.	Candidate is able to provide individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources promoting academic achievement; personal, social and emotional development; and career development inducing the identification of appropriate postsecondary education for every student under direction.	Candidate is able under most circumstances to provide individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources promoting academic achievement; personal, social and emotional development; and career development inducing the identification of appropriate postsecondary education for every student without supervision.	Candidate provides individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources promoting academic achievement; personal, social and emotional development; and career development inducing the identification of appropriate postsecondary education for every student.
Candidate is not aware of measurement and assessment literacy.	Candidate has some knowledge of measurement and assessment literacy.	Candidate has average knowledge of measurement and assessment literacy.	Candidate has above average knowledge of measurement and assessment literacy.	Candidate can articulate and demonstrate an understanding of measurement and assessment literacy.
Assessments contain no clear criteria or performance levels.	Assessment criteria and performance levels are evident, but not clearly developed.	Assessment criteria and performance levels are appropriate and have been clearly communicated.	Assessment criteria and performance levels are appropriate and can be clearly communicated to students, families, and colleagues.	Assessment criteria and performance levels are appropriate and are clearly communicated to students, families, and colleagues. Other school personnel are consulted when appropriate.

**6. ABLE TO IMPACT STUDENT LEARNING:**

1 - Novice	2 - Progressing	3 - Proficient	4 - Distinguished	5 - Professional
Candidate has little knowledge of PK-12 Guidance Curriculum which includes classroom instruction; interdisciplinary curriculum development; group activities and parent workshops and instruction.	Candidate has gained some knowledge of PK-12 Guidance Curriculum which includes classroom instruction; interdisciplinary curriculum development; group activities and parent workshops and instruction.	Candidate has average knowledge of PK-12 Guidance Curriculum which includes classroom instruction; interdisciplinary curriculum development; group activities and parent workshops and instruction.	Candidate has above knowledge of PK-12 Guidance Curriculum which includes classroom instruction; interdisciplinary curriculum development; group activities and parent workshops and instruction.	Candidate can articulate and demonstrate an understanding of PK-12 Guidance Curriculum which includes classroom instruction; interdisciplinary curriculum development; group activities and parent workshops and instruction.
Plans are unacceptable.	Plans are complete but more time and attention to detail and presentation is needed.	Plans are complete.	Plans are complete. Plans go over and above that which is expected.	Plans are complete and go over and above that which is expected. Plans are detailed and specific enough to be understood by others.

Electronic Signature

Date

5/2020