
ASSESSMENT OF STUDENT PROGRESS

The faculty are genuinely interested in your professional growth and development. Because we are invested in you, the profession, and your future impact on students, families, schools and communities, we provide you with this feedback. As has been stressed through the recruitment, selection, and coursework, the NYIT school counseling program prepares candidates who demonstrate outstanding personal and professional qualities. School counselors are in a high profile role. Above average performance is the standard for the field. Grades are only one indicator of a candidate's suitability to the school counseling profession. Many areas of the program are more subjective and difficult to reduce to a grade such as: personal/social/consciousness skills; interactions with fellow students and faculty; ability to collaborate; interest and efforts to grow into a professional; judgment; ability to approach difficult problems and think quickly on your feet; self-awareness especially regarding the impact of behavior on others, and a disposition toward social justice and equity in schools. Therefore, we provide this evaluation as written feedback of your performance on more intangible, subjective areas of your performance as well as some of those areas captured in your course grades.

Grades are critical to graduating with a masters degree, and particularly as faculty we encourage you to strive for the highest grade achievable. You should also be aware that when Supervisors of School Counseling and principals contact us for a recommendation for a school counselor, they do not ask us to send us the person with the strong grade point average. Rather, principals and other administrators are looking for the person who possesses the qualities that cannot be reduced to a grade in a course. Please accept this information in the spirit in which it is intended; an effort to help you self-reflect, grow your professionalism, and examine your match for the profession.

This instrument serves a number of important purposes:

- 1) All of the criteria in this instrument must be met by the end of the spring term of the 1st year in order to remain in the program. A rating of "satisfactory" is needed for each and every area.
- 2) Any areas identified as needing attention will be discussed with faculty and these discussions will culminate in a concrete improvement plan intended to help you grow as a professional.
- 3) Our faculty is ethically obligated to only graduate candidates who are a match for the profession.
- 4) This instrument serves as informed consent regarding how the faculty appraise your standing in the program and your development and potential as a professional school counselor should we be asked for a recommendation as to your employability as a school counselor.

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Name:

Semester:

INTERPERSONAL SKILLS	Satisfactory	Needs more Attention
Demonstrates sensitivity toward others.		
Demonstrates the ability to relate to diverse individuals.		
Demonstrates self-awareness (strengths, personal issues, limitations, etc.)		
Interacts appropriately with others		
Open to personal and professional growth		
Recognizes her/his personal and professional impact upon others		
Maintains a professional demeanor		
Able to self-monitor one's own behavior		
Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.		
Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.		
Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.		
DEMONSTRATION OF PROFESSIONALISM	Satisfactory	Needs More Attention
Preparedness for class such as attendance and punctuality		
Shows responsibility as a group member (carries appropriate share of cooperative group's workload, etc.)		
Demonstrates appropriate behavior as a group member		
Is engaged in his/her learning. Demonstrates a commitment to growth and knowledge instead of just grades.		
Demonstrates future job performance in the way he or she interacts with the faculty and fellow students; attends to his or her work; is responsible.		
Shows maturity of behavior and thought.		
Is a consensus builder, team player, and is a positive force in the cohort.		
Demonstrates a positive attitude.		

Recognizes that the cohort model is a laboratory for a future faculty and demonstrates the willingness and ability to work with various personalities as will be expected in a school.		
	Satisfactory	Needs more Attention
Seizes opportunities to demonstrate leadership qualities within the cohort. Take appropriate turns at stepping up to leadership and being a follower.		
Shows the ability to advocate for oneself and fellow students in an appropriate way.		
Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.		
ACADEMIC PERFORMANCE	Satisfactory	Needs More Attention
Quality of work is consistently strong		
Assignments show depth of understanding		
Assignments show progress		
Writing is above average		
Communication skills are above average		
Student has consistently demonstrated the ability to incorporate suggestions and feedback from professor(s) on how to improve work		
Takes responsibility for his or her own learning. Provides faculty with suggestions, strategies, approaches that will enhance learning. Avoids the easy route to a degree and seeks and fosters opportunities for growth.		
Assignments are completed on time		
Demonstrates the ability to synthesize and analyze information quickly (as in the real world of school counseling).		
FUTURE AS A COUNSELOR	Satisfactory	Needs More Attention
Potential for becoming an effective school counselor		

AREAS FOR IMPROVEMENT NOT MENTIONED ABOVE:

RECOMMENDATIONS - Regardless of the specific recommendations, we encourage you to consider the content of your individual advising session and the feedback represented by this form:

- [] Continue in the program, your development so far has been strong and you demonstrate great potential toward becoming a highly-effective professional school counselor.
- [] Continue in the program, but changes are needed and these changes will be tracked through an individual improvement plan agreed upon between you and the department faculty. Your development and progress with your improvement plan will be reviewed mid-semester.
- [] It is in your best interest to exit the program for a time period of _____ then consult with the faculty about reentering the program at a later date. We will give you specific suggestions for strengthening your standing as a student and your development toward being a highly-effective professional school counselor.
- [] It is in your best interest that you reconsider your match to this program and to the counseling profession. We request a face-to-face meeting to support and guide you in an alternative career plan.

Faculty Signature(s) _____

Department Review Date: _____

Conference Requested by Faculty: Yes No

Conference Requested by Candidate: Yes No