

Part D: Competencies

Research & Evaluation

Standards	Research & Evaluation	Artifact(s)																																																																								
<div>CACREP (F.1.k.; F.8.c.; F.8.d; F.8.e.; G.3.b.)</div> <div>CAEP (A.1.1a,b,c,e)</div> <div>ASCA (M-7, B-SS 1, B-PA 3, B-PA 4, B-PA 5)</div> <div>VDOE (8a,b; 10)</div> <div>CEFS PLO (5)</div> <div>MCCE (5.A-D)</div> <div>ISTE (7a; 7b; 7c)</div>	<p>Intern suggests new technologies, research, and/or data sources for analysis to improve school counseling practices/services that result in positive learning outcomes.</p> <p>Applies relevant research findings to inform the practice of school counseling.</p> <p>Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</p>	<div><div>Instructional Groupings</div><div><div>Subject</div><div>Class/Report Group</div><div>Diagnostic</div><div>Grade</div><div>08/31/21–09/30/21</div><div>Key</div></div><div><div>View All Groupings</div><div>Grouping 1 7 Students</div><div>Grouping 2 0 Students</div><div>Grouping 3 7 Students</div><div>Grouping 4 0 Students</div><div>Grouping 5 6 Students</div></div><div><div>Students</div><div>Showing 7 of 7</div><table><tr><th>Student</th><th>Scale Score</th><th>Overall Placement</th><th>PA</th><th>PH</th><th>HFW</th><th>VOC</th><th>LIT</th><th>INFO</th></tr><tr><td>Baker, Danielle</td><td>560</td><td>Grade 4</td><td>Tested Out</td><td>Grade 3</td><td>Tested Out</td><td>Grade 4</td><td>Grade 4</td><td>Grade 3</td></tr><tr><td>Choi, Isabelle</td><td>568</td><td>Grade 4</td><td>Tested Out</td><td>Grade 3</td><td>Tested Out</td><td>Grade 4</td><td>Grade 4</td><td>Grade 4</td></tr><tr><td>Hess, Michael*</td><td>563</td><td>Grade 4</td><td>Tested Out</td><td>Grade 3</td><td>Tested Out</td><td>Grade 3</td><td>Grade 3</td><td>Grade 3</td></tr><tr><td>Malone, Carla</td><td>522</td><td>Grade 3</td><td>Tested Out</td><td>Grade 3</td><td>Grade 2</td><td>Grade 3</td><td>Grade 3</td><td>Grade 3</td></tr><tr><td>Powell, Elijah</td><td>577</td><td>Grade 4</td><td>Tested Out</td><td>Grade 3</td><td>Tested Out</td><td>Grade 4</td><td>Grade 4</td><td>Grade 3</td></tr><tr><td>Simmons, Tristan*</td><td>479</td><td>Grade 2</td><td>Tested Out</td><td>Grade 2</td><td>Tested Out</td><td>Grade 1</td><td>Grade 2</td><td>Grade 2</td></tr><tr><td>Singh, Brian</td><td>577</td><td>Grade 4</td><td>Tested Out</td><td>Grade 3</td><td>Max Score</td><td>Grade 4</td><td>Grade 4</td><td>Grade 4</td></tr></table><div><div>Hide Grouping Description</div><div>Students in this grouping are below grade level in Phonics and have a limited vocabulary.</div><div><div>* Students Needing Differentiated Instruction</div><div>Results indicate that these students are considerably below level in Phonics. They will need more intensive instruction to develop decoding skills. For more information about differentiating instruction to meet their needs, see their individual Diagnostic Results.</div></div><div>Instructional Priorities</div></div></div></div>	Student	Scale Score	Overall Placement	PA	PH	HFW	VOC	LIT	INFO	Baker, Danielle	560	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	Choi, Isabelle	568	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 4	Hess, Michael*	563	Grade 4	Tested Out	Grade 3	Tested Out	Grade 3	Grade 3	Grade 3	Malone, Carla	522	Grade 3	Tested Out	Grade 3	Grade 2	Grade 3	Grade 3	Grade 3	Powell, Elijah	577	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	Simmons, Tristan*	479	Grade 2	Tested Out	Grade 2	Tested Out	Grade 1	Grade 2	Grade 2	Singh, Brian	577	Grade 4	Tested Out	Grade 3	Max Score	Grade 4	Grade 4	Grade 4
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	Analyzes and uses data (and relevant technology) to enhance school counseling programs.	Actual student information was not given to me but this is an example from the I-Ready website showing how scores are shown to staff and families to determine a student's strengths and weaknesses. Evaluating diagnostic data from students allows the use of new technology to determine learning gaps and assist school staff to ensure student are placed in necessary intervention. With the use of data counselors can compile measurable outcomes through goals for the student to succeed.
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