

Table 1. School Counseling Student Progress Monitoring – First Year Review 2017-2018

Statistics	Cohort	Student	Score
	2019	Student 1	2.5
	2019	Student 2	3
	2019	Student 3	3
	2019	Student 4	2.5
	2019	Student 5	3
	2019	Student 6	3
	2019	Student 7	3
	2019	Student 8	-
	2019	Student 9	3
	2019	Student 10	3
	2019	Student 11	2
	2019	Student 12	3
	2019	Student 13	3
N:			12
Mean:			2.83
Median:			3.00
SD:			0.312
Min:			2.00
Max:			3.00
Range:			1.00

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CSP First Year Student Review – Please Identify 1 or 2 areas of Strength (“S”) and 1 or 2 areas for Improvement (“I”) per student. Definitions for each Program Big Idea are on page 3, and a separate space for any additional comments or concerns is on page 5. Thank you!

Table 2. School Counseling Student Progress Monitoring – First Year Review 2016-2017

Student	Collaboration	Cultural Competence	Oral Communication	Self Reflection	Tolerance for Complexity and Ambiguity	Written Communication	Commitment to Service and Advocacy	Building Solutions from Strengths and Resources	Understanding Individuals and Systems	Time Management and Organization
Student				s		s			I	
Student	S									
Student	s									
Student									I	
Student										
Student										
Student					S		S			
Student										
Student							S			S
Student	S		I			I				
Student										
Student										
Student	Collaboration	Cultural Competence	Oral Communication	Self Reflection	Tolerance for Complexity and Ambiguity	Written Communication	Commitment to Service and Advocacy	Building Solutions from Strengths and Resources	Understanding Individuals and Systems	Time Management and Organization
Student										
Student										
Student										
Student			I			S				

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Student	Collaboration	Cultural Competence	Oral Communication	Self Reflection	Tolerance for Complexity and Ambiguity	Written Communication	Commitment to Service and Advocacy	Building Solutions from Strengths and Resources	Understanding Individuals and Systems	Time Management and Organization
Student	S	S								I
Student	S	I								
Student	S	I				S				
Student	S	I				S				
Student	S	I				S				
Student	S	I				S				
Student	S	S				I				
Student	S									I
Student	S				I	S				
Student	S	S				I				
Student	S				I	S				
Student	S				I	S				
Student	S				I	S				
Student	Collaboration	Cultural Competence	Oral Communication	Self Reflection	Tolerance for Complexity and Ambiguity	Written Communication	Commitment to Service and Advocacy	Building Solutions from Strengths and Resources	Understanding Individuals and Systems	Time Management and Organization
Student										
Student	S				I	S				
Student	S									I
Student	S	S				I				

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					and Ambiguity			and Resources		
Student										
Student										
Student										
Student										
Student										
Student										
Student										
Student		S	I				S			
Student	S	S				I	S			
Student										
Student										
Student	S									
Student	S		I			S				S
Student	S					I				
Student	Collaboration	Cultural Competence	Oral Communication	Self Reflection	Tolerance for Complexity and Ambiguity	Written Communication	Commitment to Service and Advocacy	Building Solutions from Strengths and Resources	Understanding Individuals and Systems	Time Management and Organization
Student		S				I	S			
Student				I		I				
Student			I	S		S				
Student										

Student	Collaboration	Cultural Competence	Oral Communication	Self Reflection	Tolerance for Complexity and Ambiguity	Written Communication	Commitment to Service and Advocacy	Building Solutions from Strengths and Resources	Understanding Individuals and Systems	Time Management and Organization
Student			S		I	S				
Student			I (quiet)			S				S

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Student			S			S	S			S
Student		S		S			S			
Student	S					S				
Student			I			I	S		I	
Student			I			I			S	
Student				S		S				S
Student			I				S			
Student			S			I		S		
Student			S		I	S	S			
Student	S			S						
Student				S	I			S		
Student										
Student			I (quiet)			S			S	
Student	Collaboration	Cultural Competence	Oral Communication	Self Reflection	Tolerance for Complexity and Ambiguity	Written Communication	Commitment to Service and Advocacy	Building Solutions from Strengths and Resources	Understanding Individuals and Systems	Time Management and Organization
Student			S			S				
Student										
Student	S				I	I	S			
Student			I (quiet)			S			S	

CSP First Year Student Review – Please Identify 1 or 2 areas of Strength (“S”) and 1 or 2 areas for Improvement (“T”) per student. Definitions for each Program Big Idea are on page 3, and a separate space for any additional comments or concerns is on page 5. Thank you!

Definitions of CSP Program “Big Ideas”

Program “Big Ideas”

1. Collaboration
Effective collaboration involves working cooperatively with others, often in groups or teams, to effect positive change for pupils. Collaborative workgroups and group projects are an important part of CSP coursework. To the extent possible, groups represent different disciplines (teaching, counseling, and school psychology), providing students with the experience of working in multidisciplinary teams.
2. Cultural Competence
Cultural competence has several components but minimally involves being able to express respect and empathy for clients from diverse backgrounds. It involves a willingness to advocate for those students who have less power and voice in schools. It also involves holding multiple perspectives at the same time, withholding judgment, and being patient with ambiguity. The theme of cultural competence is included in fieldwork assignments that provide situations in which students interact with persons of cultures other their own and class discussions of cases, problems, and situations involving pupils and parents from various social and cultural backgrounds.
3. Oral Communication
School psychology also requires well-developed oral communication skills. School psychologists have many opportunities to speak articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations). Class activities such as role-plays and oral presentations are designed to provide students with practice and training with their oral communication skills. Students learn to conduct effective oral presentations and are given specific feedback on their performances.
4. Self-reflection
Reflection is the ability to step back and make explicit the logic underlying one’s actions. Effective reflection implies going beyond the application of technique and is critical to being able to improvise when confronted with complex or puzzling situations. Students in the School Psychology Program self-evaluate and deconstruct their actions to better understand their underlying logic and behaviors.
5. Tolerance for Complexity and Ambiguity

School psychologists are also often faced with complex and ambiguous situations where there is no clear answer. Tolerance for complexity and ambiguity allows students to be patient during the problem solving process and not rush to act before they fully understand a situation.

6. Written Communication

The profession of school psychology requires effective writing skills e.g., memos, reports, lesson plans, and grant applications. Writing is often the most effective avenue to convey critically and reflectively the knowledge and skills learned in coursework and applied in the field. Course assignments include substantive written work, including research papers that conform to the APA format, reflection papers, report writing, and the creation of applied materials such as parent handouts.

7. Commitment to service and advocacy

School psychologists are first advocates for the students they serve. To advocate for someone or something means to support or promote their interests. In School Psychology we promote the interests of the children we serve by giving voice to their best interests, especially when they cannot speak for themselves.

8. Building solutions for children through an appreciation of their strengths and resources

We believe that effective solutions to a problem involve building on an understanding of children's strengths and resources as well as understanding their problems and needs.

9. Understanding children both as individuals and as participants in systems

Children are embedded in multiple systems, including families, schools, classrooms, and communities. School psychologists help children be more successful in school and life by helping these systems become more competent.

10. Time management and organizational skills

School psychology is a complex and demanding career that requires practitioners to manage multiple projects at multiple sites. In order to be successful, practitioners must have a good understanding of such skills as how to break projects into doable sub-tasks, setting priorities, and managing calendars at multiple sites.