Expected Outcomes: Acquisition of Knowledge in Classroom Management

Those students who are coming into the School Counseling Program without an educational pedagogy background will take a classroom management course and successfully complete the course by receiving a score B or above. The classroom management course (RSED 6180: Instructional Classroom Management) was newly added to the School Counseling curriculum in the 2011-12 school year for the purpose of teaching classroom management skills to those students who were not in an undergraduate education major.

Assessment methods

Method: Course Grades

The instructor provided the students with final grades upon course completion.

Findings:

All 9 students who took the class received a score B or above in the class.

How did you use findings for improvement?

The RSED 6180: Instructional Classroom Management course will become a mandatory course for those students who have not taken a classroom management undergraduate course.

Additional comments:

None.

Expected Outcomes: Increased Knowledge

Increased Knowledge about the Components of the School Counseling Program through a Mentoring Program. All first year School Counseling students who are enrolled in the Orientation to School Counseling course will participate in the School Counseling Mentoring Program and gain knowledge about school counselors’ roles and responsibilities and school counseling programs currently being implemented at local schools. The effectiveness of the program will be examined by analyzing the end-term mentee survey data.

Assessment methods

Method: Mentee Surveys

The program coordinator distributed the mentee surveys at the end of the school year and analyzed the collected data.

Findings:

Out of 13 mentees, 11 mentees have submitted the completed mentee surveys. All of them reported that the mentoring program was beneficial to some degree but it could have been more beneficial if their life were less demanding. It was found that arranging a meeting for either a school visit or a meeting over coffee was a challenge for both mentors and mentees due to time constraints.

How did you use findings for improvement?
Taking both positive and negative findings into consideration, the Orientation to School Counseling course will be revised to have two or three on-site classes at schools with each site school counselor as a guest speaker and to ask students to make a total of 5 hours of school visits and write reflection papers as part of course requirements and terminate the implementation of the mentoring program.

Additional comments:

None.