

WINTHROP UNIVERSITY SCHOOL COUNSELING ADEPT Plan

Institution of higher education (IHE):	Winthrop University
Date of submission of plan:	August 29, 2022
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Effective Fall Semester 2022, this ADEPT plan details the educational unit's policies and procedures for complying with State Board of Education Guidelines for Assisting, Developing, and Evaluating Professional School Counseling graduate students (ADEPT).

SECTION II: EPP ADEPT Program Evaluation and Improvement

By submitting this program evaluation and improvement plan, and unless otherwise noted, the EPP agrees to maintain supporting documentation verifying that the institution has gathered **qualitative and quantitative data** on the effectiveness of its ADEPT Program implementation and to make this documentation available at the request of the SCDE or during an onsite visit.

Instructions to the EPP: Please respond to each of the following questions.

1. Based on 2021-22 qualitative and quantitative data, what are the EPP's strengths in terms of promoting the school counselor performance and effectiveness of its candidates and graduates relative to the ADEPT School Counselor Rubric? In this response, please indicate how faculty and staff identified these particular strengths.

- Candidates seeking the M.Ed. degree in School Counseling must complete 27 semester hours of Course Curriculum courses and Specialized Studies in school counseling (i.e., CSDV 613, CSDV 615S). CSDV 613: Foundations and Ethical Issues in School Counseling introduce all candidates to the six ADEPT Performance Standards. Candidates in this course have opportunities to demonstrate their knowledge and skills related to APS(s) 1, 2, 3, 4, 5, and 6. Candidates acquire knowledge of

their professional competencies and expectations of the profession and create and implement a comprehensive school-counseling program that promotes student achievement. Candidates also acquire assessment knowledge to manage their programs, understand direct services for students, parents, school staff, and communities, and determine the effectiveness of school counseling programs and leadership, advocacy, and collaboration skills to bring systemic change. Candidates are concurrently enrolled in (CSDV 610A) Practicum I and must complete 100 clock hours in an elementary school setting. Candidates also complete 1.5 hours per week of campus-based group supervision, 1.0 hour per week of field-based site supervision, and 1.0 hours of university-based individual supervision per week.

- Candidates must complete a second 100-clock hour field-based practicum (CSDV 610B) in an elementary, middle, or secondary school. The practicum is a 10-hour per week for 15 weeks for one semester under the supervision of a certified school counselor. Candidates also complete 1.5 hours per week of campus-based group supervision and 1.0 hour per week of field-based site supervision, and 1.0 hours of university-based individual supervision per week. The objective of supervision includes the evaluation of practicum students' competencies and meeting the expectations of the 6 ADEPT South Carolina Counselor Standards.
- Candidates complete two 300-clock hours of internship (CSDV 611 – Internship I and CSDV 612 Internship II) in an elementary, middle, or secondary school setting (20 hours per week over 15 weeks). During the internships, candidates receive 1.0 hour per week of individual supervision at the school site by their site supervisor. The candidates' site supervisors are certified, school counselors. Candidates receive 1.5 hours of group supervision with the university internship supervisor. Again, one of the objectives of the university-based weekly internship seminar is to focus on implementing and evaluating the six ADEPT South Carolina Counselor Standards and student performance feedback.
- All school counseling practicum and internship students received a formative and summative assessment of the ADEPT performance standards during their field-based experiences (CSDV 610A, CSDV 610B, CSDV 611, and CSDV 612). Instructors, faculty supervisors, and site school counselors provide written and Oral formative assessments to each candidate during courses and field placement for Practicum I, Practicum II, Internship I, and Internship II. In addition, the school counselor provides mid-semester and end-of-semester evaluations at their practicum and internship schools.
- Winthrop expects all school counseling students to demonstrate foundational school counseling skills consistent with CACREP and

ADEPT standards on fieldwork evaluations during the Practicum and Internship. Target rating or “Good, “Very Good’ or “Superior. All students’ evaluation was rated “Good” or higher and 80% rated “Very Good to Superior.

2. *Based on 2021-22 qualitative and quantitative data, what are the areas of growth in terms of promoting the school counselor’s performance and effectiveness of its candidates and graduates relative to the ADEPT School Counselor Rubric? What changes does the EPP plan to make in order to address those areas of growth? In this response, please indicate how faculty and staff determined the need for these changes.*

- Winthrop’s School Counseling candidates continue to perform above standards in content knowledge and ADEPT’s skill requirements. Course assignments and practical counseling skills in schooling settings are rated Good to Superior. Several candidates have been hired at their current intern sites to start in the fall 2022. In addition, our students have performed very well on the national Counselor Preparation Comprehensive Exam (CPCE) each year.
- COVID required the program to reassess how candidates gain the required content knowledge but, more importantly, how to demonstrate their knowledge during field placement. CSDV 613 Foundations and Ethical Issues in School Counseling and CSDV 610A Practicum I am taught in the first semester. The courses were redesigned to provide orientation to School Counseling and the practicum experience. The courses provided the content in CSDV 613 and practiced that knowledge in CSDV 610A each week. Collaborations and evaluations between the Program Director and the course instructor occurred on bi-weekly bases in Fall 2021. The faculty focused on Planning, Program Management, Direct and Indirect Services, and Professionalism. Lesson planning was one area needing improvement. Students were required to identify a school or student need, research best practices, and develop a lesson plan to address the need. A formative evaluation was conducted with the candidates.

SECTION III: EPP’S ADEPT Program Documentation

Course Syllabi

CSDV 613 Foundation of School Counseling

CSDV 615S School Program Planning, Consulting, and Supervision

CSDV 610A Practicum I

CSDV 610B Practicum II

CSDV 611 Internship I (300 hours in K-12 setting)

CSDV 612 Internship II (300 hours in K-12 setting)

SECTION IV: Additional Information

Local school districts continue to provide great opportunity for our student in their field placement. Experience and knowledge gained from working with certified school counselor, is reflected in a 100% employment rate for out school counseling graduates.

SECTION V: EPP Training/Information

School Counseling student interns are mentored in the local school districts by school counselors. School Counselors/site mentors have received ADEPT training from their district supervisors. The school district supervisors have received ADEPT School Counselor trainer and evaluator training. In addition, Dr. Strange, Winthrop's Program Director, and counseling faculty member, has received ADEPT trainer and evaluator training.