# SDS 6830 Closing the Gap (Multimedia) Project - Rubric

by Florida Gulf Coast University

## Assessment

### Task Description

To demonstrate use of data-driven decision making to detect significant gaps in achievement between students and his/her peers; select appropriate competencies per the ASCA National Standards that need to be addressed; select appropriate interventions/activities for closing the gap; evaluate the outcomes of the interventions; present results in a PowerPoint presentation that describes the nature of the achievement gap (use data to establish the need and illuminate the gap), the intervention, data collection methods, results (including graphs), recommendations for future interventions.

### MHS 6832 Closing the Gap (Multimedia) Project - Rubric

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|  | **Target**(3 pts) | **Acceptable**(2 pts) | **Unacceptable**(1 pt) | **Missing** |
| Demonstration of support and encouragementFL-FEAP-2010.2.a.3.i NEW!!! | Candidates support, encourage, and provide immediate and specific feedback to students to promote student achievement at a level of performance that meets the target behavior. | There are minor errors but the candidate is likely to self-correct over time. | There is at least one major error which shows a lack of understanding of the concept |  |
| CACREP-2009.8.K.2 FL-FEAP-2010.2.a.3.cFL-FTCE-COMP-GUIDCOUNS-2012.5.7 | Candidate demonstrates understanding of the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept |  |
| CACREP-2009.8.K.3 FL-FEAP-2010.2.a.3.a | Candidate understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept |  |
| CACREP-2009.8.H.3 FL-FTCE-COMP-GUIDCOUNS-2012.9.1FL-FEAP-2010.2.a.4.a | Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept |  |
| CACREP-2009.8.J.3FL-FTCE-COMP-GUIDCOUNS-2012. 9.4 ~~FL-FEAP-2010.2.a.4.a~~ | The candidate analyzes and uses data to enhance school counseling programs. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |  |
| CACREP-2009.8.J.2 FL-FTCE-COMP-GUIDCOUNS-2012.8.2FL-FEAP-2010.2.a.3.h | The candidate develops measurable outcomes for school counseling programs, activities, interventions, and experiences. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |  |
| CACREP-2009.8.H.5 FL-FEAP-2010.2.a.3.gFL-FTCE-COMP-GUIDCOUNS-2012.3.2 | The candidate assesses barriers that impede students’ academic, career, and personal/social development. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |  |
| FL-FTCE-COMP-GUIDCOUNS-2012.2.4 | Candidate can identify self-destructive and addictive behaviors and develop appropriate intervention strategies. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |  |
| **Critical Thinking**CACREP-2009.8.C.2FL-FTCE-COMP-GUIDCOUNS-2012.2FL-FEAP-2010.2.a.4.c | The preprofessional school counselor is acquiring assessment techniques and strategies that measure cognitive skills and affective characteristics in students, and is building a repertoire of realistic school counseling delivery techniques and problem-solving activities designed to assist all students to demonstrate appropriate levels of academic performance. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |   |
| CACREP-2009.8.C.3FL-FTCE-COMP-GUIDCOUNS-2012.2.4 FL-FEAP-2010.2.b.1.c | The preprofessional school counselor has a basic understanding of school counseling and is beginning to understand how school counseling is linked to other disciplines and activities in the school. The school counselor’s repertoire of professional skills includes a variety of means to assist students’ development, learning, and/or behavior change. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |   |
| **Planning**CACREP-2009.8.I.5 FL-FTCE-COMP-GUIDCOUNS-2012.8.5FL-FEAP-2010.2.b.1.c | Knows the principles for developing effective school counseling activities that meet the needs of all PK-12 students. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |   |
| **Technology** CACREP-2009.8.J.1FL-FTCE-COMP-GUIDCOUNS-2012.7 FL-FEAP-2010.2.a.4.f | The preprofessional school counselor uses technology as available at the school site and as appropriate to the learner. S/he provides students with opportunities to use technology and facilitates access to technological resources. The school counselor also uses technology to manage, evaluate, and improve school counseling practices. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |   |
| **Assessment**FEAP.1 CACREP-2009.8.I.4FL-FTCE-COMP-GUIDCOUNS-2012. 9.2FL-FEAP-2010.2.a.2.h | To demonstrate use of data-drive decision making to detect significant gaps in achievement between students and his/her peers; select appropriate competencies per the ASCA National Standards that need to be addressed; select appropriate interventions/activities for closing the gap; evaluate the outcomes of the interventions; present results in a PowerPoint presentation that describes the nature of the achievement gap (use data to establish the need and illuminate the gap), the intervention, data collection methods, results, | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |   |
| **Human Development and Learning**FEAP.7 CACREP-2009.8.D.3 FL-FTCE-COMP-GUIDCOUNS-2012.9.1 | To demonstrate use of data-drive decision making to detect significant gaps in achievement between students and his/her peers; select appropriate competencies per the ASCA National Standards that need to be addressed; select appropriate interventions/activities for closing the gap; evaluate the outcomes of the interventions; present results in a PowerPoint presentation that describes the nature of the achievement gap (use data to establish the need and illuminate the gap), the intervention, data collection methods, results, (including graphs), recommendations for future interventions. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept |   |

### Standards

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| CACREP-2009.8.C.2 | Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. |
| CACREP-2009.8.C.3 | Knows strategies for helping students identify strengths and cope with environmental and developmental problems. |
| CACREP-2009.8.C.4 | Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. |
| CACREP-2009.8.D.3 | Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. |
| CACREP-2009.8.E.2 | Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. |
| CACREP-2009.8.F.2 | Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. |
| CACREP-2009.8.I.4 | Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card). |
| CACREP-2009.8.I.5 | Understands the outcome research data and best practices identified in the school counseling research literature. |
| CACREP-2009.8.J.1 | Applies relevant research findings to inform the practice of school counseling. |
| CACREP-2009.8.J.2 | Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. |
| CACREP-2009.8.J.3 | Analyzes and uses data to enhance school counseling programs. |
| CACREP-2009.8.H.5 | Assesses barriers that impede students’ academic, career, and personal/social development. |
| CACREP-2009.8.K.2 | Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. |
| CACREP-2009.8.K.3 | Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. |
| CACREP-2009.8.H.3 | Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. |

FL-FTCE-COMP-GUIDCOUNS-2012.2 **Knowledge of activities and programs for addressing current concerns**

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| FL-FTCE-COMP-GUIDCOUNS-2012.2.4 | Identify high-risk and addictive behaviors and appropriate intervention strategies. |

FL-FTCE-COMP-GUIDCOUNS-2012.8.2: Analyze, interpret, and apply the results of research, evaluation, and follow-up.

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| FL-FTCE-COMP-GUIDCOUNS-2012.3.2 | Identify factors that may influence student performance and affect test results. |

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| FL-FEAP-2010.2.a.3.g | Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; |

FL-FTCE-COMP-GUIDCOUNS-2012.8.5: Candidate can identify self-destructive and addictive behaviors and develop appropriate intervention strategies.

FL-FTCE-COMP-GUIDCOUNS-2012.7:  **Candidate has k**nowledge of academic advisement

FL-FTCE-COMP-GUIDCOUNS-2012.9.1: Candidate demonstrates knowledge of the use of technology in student record management.

FL-FTCE-COMP-GUIDCOUNS-2012. 9.2: Candidate demonstrates knowledge of the appropriate use of technology in student services.

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| FL-FTCE-COMP-GUIDCOUNS-2012.5.7 | Identify effective methods for communicating the benefits of a comprehensive school counseling program to all stakeholders. |
| FL-FEAP-2010.2.a.2.h | Adapts the learning environment to accommodate the differing needs and diversity of students; and |
| FL-FEAP-2010.2.a.3.c | Identify gaps in students’ subject matter knowledge; |
| FL-FEAP-2010.2.a.3.a | Deliver engaging and challenging lessons; |
| FL-FEAP-2010.2.a.4.a | Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process; |
| FL-FEAP-2010.2.a.3.h | Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; |
| FL-FEAP-2010.2.a.4.c | Uses a variety of assessment tools to monitor student progress, achievement and learning gains; |
| FL-FEAP-2010.2.a.4.f | Applies technology to organize and integrate assessment information. |
| FL-FEAP-2010.2.b.1.c | Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; |
| FL-FEAP-2010.2.a.3.i | Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and |