

**KEENE STATE COLLEGE GRADUATE PROGRAMS**  
**M.ED IN SCHOOL COUNSELING**  
**PROPOSAL PART 2 RUBRIC**

STUDENT'S NAME \_\_\_\_\_

DATE \_\_\_\_\_

COMPLETED BY:

☐ KSC FACULTY: \_\_\_\_\_ ☐ PEER \_\_\_\_\_ ☐ OTHER \_\_\_\_\_

DIRECTIONS: EXAMINE EACH COMPONENT OF THE PROPOSAL AND THEN PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 21 POINTS.

**PROPOSAL PART II: METHODS**

METHOD COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<b>INTRODUCTION (2 PARAGRAPHS)</b>		<b>1</b> Introduction does not provide a clear transition from the problem statement and research questions. Does not provide adequate foundational knowledge, based on research, and needed to understand proposed research methods. Although a framework is presented, it is not clearly described.	<b>2</b> Introduction provides a transition from the problem statement and research questions, reminding the reader of the focus for the project. Provides adequate foundational knowledge, based on research, and needed to understand proposed research methods. The framework for the method is presented in a logical fashion.	<b>3</b> Introduction provides a clear transition from the problem statement and research questions, reminding the reader of the focus for the project and making a strong connection for the reader. Provides comprehensive foundational knowledge, based on research and needed to understand proposed project. The framework for the method is easily understood and presented in a logical fashion.
		COMMENTS		

METHOD COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<b>PROJECT PARTICIPANTS AND SETTING</b>		<b>1</b> This section demonstrates a beginning understanding of the importance of research in the following ways: Demographics, participant characteristics and/or the targeted number of participants for the proposed research are described but need further work on important details. The setting, recruitment procedures and other important features are not adequately described.	<b>2</b> This section demonstrates an understanding of the importance of research in the following ways: Demographics and participant characteristics are clearly stated with adequate detail. The targeted number of participants for the proposed research is clear. Recruitment procedures and the source of participants are described. Important features of the research setting are included and described.	<b>3</b> Demographics and participant characteristics are described using a high level of detail. The targeted number of participants for the proposed research is clear. Recruitment procedures including incentives and the source of participants are described. Important features of the research setting are included and described so that findings can be easily connected to the setting for the investigation.
		COMMENTS		
<b>INFORMED CONSENT</b> <b>(REFERENCE IN PARTICIPANTS SECTION AND INCLUDE IN APPENDIX)</b> Y N Informed consent referenced in the participants section Y N Informed consent letter(s) attached (in Appendix) <i>SEE SCORING GUIDE FOR CHECKLIST FOR ELEMENTS IN THE IRB PROCES THAT ARTICULATE LEGAL AND ETHICAL ISSUES INCLUDING INFORMED CONSENT</i>	<b>SCHOOL COUNSELING STANDARD SECTION III PROFESSIONAL PRACTICE SCHOOL COUNSELING FOUNDATIONS</b> <b>A. KNOWLEDGE</b> <b>2. UNDERSTANDS ETHICAL AND LEGAL CONSIDERATIONS SPECIFICALLY RELATED TO THE PRACTICE OF SCHOOL COUNSELING</b>	<b>1</b> KSC IRB requirements are addressed in the informed consent letter(s). Letter follows ethical and legal standards for the School Counseling profession. Quality of writing in letter(s) meets minimum standards.	<b>2</b> All KSC IRB requirements are clearly addressed in the informed consent letter(s). Letter follows ethical and legal standards for the School Counseling profession. Quality of writing in letter(s) is appropriate for intended audience.	<b>3</b> All KSC IRB requirements are addressed in the informed consent letter(s). Letter is exemplary in following ethical and legal standards for the School Counseling profession. Text is easily understood for intended audience.
		COMMENTS		

METHOD - CONTINUED

METHOD COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<b>DATA COLLECTION PROCEDURES</b>  Y N Drafts of data collection tools are attached  Y N Resource book is referenced in this section  Y N Each data collection tool is listed and described	<b>SECTION II PROFESSIONAL IDENTITY KNOWLEDGE</b> <b>G. COMMON CORE CURRICULAR EXPERIENCES AND DEMONSTRATED KNOWLEDGE...</b> <b>8 RESEARCH AND PROGRAM EVALUATION</b> <b>B. RESEARCH METHODS SUCH AS QUALITATIVE, QUANTITATIVE, SINGLE-CASE DESIGNS, ACTION RESEARCH, AND OUTCOME-BASED RESEARCH</b>	<b>1</b> Data collection tools, based on methodology such as qualitative design, action research and outcome based research are not clearly connected to research questions. Drafts of tools and descriptions of the tools do not provide enough detail to the reader. No reference from the literature to support the development of the tool was provided. Procedures for how to collect the data for each tool are limited.	<b>2</b> Data collection tools, based on methodology such as qualitative design, action research and outcome based research, are explicitly connected to research questions. Drafts of tools are included and descriptions of the tools provide enough detail for the reader to understand the purpose of the tool. A resource from the literature is referenced in text to support how the tool was developed. Procedures for how to collect the data for each tool are described. .	<b>3</b> Data collection tools based on methodology such as qualitative design, action research and outcome based research, are explicitly connected to research questions and organized in a fashion that is easily understood. Detailed drafts of tools are included and descriptions of the tools provide excellent detail for the reader to understand the purpose of the tool. <u>Statements of validity and reliability are integrated into this section.</u> A resource from the literature is referenced in text to support how the tool was developed. Procedures for how to collect the data for each tool are described.
		COMMENTS		

METHOD – CONTINUED

METHOD COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<p><b>DATA ANALYSIS</b></p> <p>Y N Section is organized by each data collection tool</p>	<p><b>SCHOOL COUNSELING STANDARD SECTION III PROFESSIONAL PRACTICE SCHOOL COUNSELING RESEARCH AND EVALUATION I. KNOWLEDGE 4. KNOWS CURRENT METHODS OF USING DATA TO INFORM DECISION MAKING AND ACCOUNTABILITY (EG SCHOOL IMPROVEMENT PLAN, SCHOOL REPORT CARD).</b></p>	<p><b>1</b> For each data collection tool, a description of how the data will be analyzed, organized, and presented is included in a limited way and/or in a fashion unclear to the reader. Descriptions of the data analysis procedures are not evident for all tools. A statement about the triangulation of data is limited or missing. The knowledge of how to use data to inform professional practice, decision making and accountability is not clearly evident in this section.</p>	<p><b>2</b> For each data collection tool, a description of how the data will be analyzed, organized, and presented is described. The process described for analysis of the data is adequate. An attempt to describe the triangulation of data is evident. The knowledge of how to use data to inform, professional practice, decision making and accountability is evident in this section</p>	<p><b>3</b> For each data collection tool, a thorough description of how the data will be analyzed, organized, and presented is described including a description of how data will be coded and how themes will be identified. A description about the triangulation of data is evident. <u>Statements of validity and reliability are integrated into this section.</u> The knowledge of how to use data to inform professional practice, decision making and/or accountability is evident in this section</p>
		COMMENTS		

<b>TIMELINE</b>		<b>1</b> The timeline for the investigation lacks appropriate detail to help with the organization of the project. Key milestones in the project are missing in the timeline.	<b>2</b> The timeline for the investigation includes key milestones for the project and includes specific target dates for relevant events.	<b>3</b> The timeline for the investigation includes key milestones for the project and includes specific target dates for relevant events. Additional, specific information is detailed in the timeline.
		<b>COMMENTS</b>		

**METHOD - CONTINUED**

<b>METHOD COMPONENT</b>	<b>STANDARD</b>	<b>NEEDS IMPROVEMENT</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>
<b>PROFESSIONAL AND TECHNICAL WRITING</b> Y N Paper is double-spaced, 12 point font  Y N Length is appropriate for the method (variable depending on project)  Y N Pages are numbered  Y N Citations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class)  Y N Overall summary provided at the end of method section		<b>1</b> Headings and subheadings are not used in text. Transitions between sections and paragraphs are limited. Writing is confusing and lack clarity and conciseness. Errors noted in grammar, spelling, and organization and/or APA citations.	<b>2</b> Headings provided and use of subheadings is evident where appropriate. Transitions between sections and paragraphs provided in most cases. Sentences approach concise language and are clearly written. Only minor errors noted in grammar, spelling, organization. Minor APA errors in text that can be easily fixed.	<b>3</b> Headings provided and subheadings used in a logical way. Transitions between sections and paragraphs evident. Sentences are concise and clearly written to convey information in an economical way. Free of errors in grammar, spelling, organization and APA citations.
		<b>COMMENTS</b>		

