

George Mason University
College of Education and Human Development
Counseling & Development

EDCD 626-002: Principles and Practices of School Counseling

3 Credits, Fall 2014

Wednesdays 7:20 pm - 10:00 pm West 1008

PROFESSOR (S):

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COURSE DESCRIPTION:

A. Prerequisite/Corequisites :

Admission to CNDV program, EDCD 602: Foundations of Counseling

B. University Catalog Course Description

Introduces school counseling program development at K-12 levels. Presents philosophy, principles, and practices of effective school counseling.

C. Expanded Course Description

Introduces school counseling programs at the elementary, middle, and high school levels. Philosophy, principles, and practices of effective elementary, middle, and high school counseling, as well as the developmental needs of students 5-18 years of age are represented.

Course Delivery

Class time will include seminar style class discussions, experiential learning exercises, collaborative group work, some didactic learning/lecture, and time for students to work on class assignments with immediate feedback from peers and professor. Outside of class, students will access lectures, powerpoints, and other learning materials from Blackboard as well as read all assigned readings.

LEARNER OUTCOMES AND OBJECTIVES:

The following 5 goals and corresponding objectives will guide the course. At the end of this course, students will:

- 1. Understand the history of Professional School Counseling, including recent trends and transformations in school counseling practice, and how this history has informed the current practice of school counselors.**
 - 1.1.** Know history, philosophy, and trends in school counseling and educational systems. (CACREP A.1)
 - 1.2.** Be aware of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. (CACREP A.4)
 - 1.3.** Understand how the history of school counseling has shaped the present and

is informing the future of the professional specialty of school counseling.

2. Understand the role and functions of a Professional School Counselor, and begin the process of develop and evolving Professional Identity, Professional Philosophy, and Mission to inform future practice.

- 2.1. Understands the relationship of the school counseling program to the academic mission of the school. (CACREP K.1)
- 2.2. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (CACREP A.3)
- 2.3. Is aware of the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. (CACREP O.5)
- 2.4. Understands the importance of effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students (CACREP M.3)
- 2.5. Knows the qualities, principles, skills, and styles of effective leadership. (CACREP O.1)
- 2.6. Articulate clear and concise Beliefs statement, Vision statement, and Mission statement.

3. Understand the ASCA National Model and models of Comprehensive School Counseling Programs (CSCP), and be able to apply the models to develop and manage a CSCP.

- 3.1. Understand current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. (CACREP A.5)
- 3.2. Know models to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. (CACREP C.2; I.2; O.3)
- 3.3. Know current methods of conducting needs assessments, including using survey and outcome data to inform decision making, program planning and implementation, and accountability related to academic, career, and personal social development. (CACREP I.4; G.3))
- 3.4. Understand the basics of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. (CACREP K.3)
- 3.5. Understand the role that individual and group counseling play in the overall CSCP.
- 3.6. Be aware of transition programs, including school-to-work, postsecondary planning, and college admissions counseling. (CACREP C.4)
- 3.7. Understand the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. (CACREP C.6)
- 3.8. Be aware of the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events. (CACREP A.7)
- 3.9. Be aware of outcome research data related to best practices identified in the school counseling research literature. (CACREP I.5)

- 4. Understand and articulate the role of Professional School Counselors in creating educationally just school and managing healthy learning communities that promote success for every student.**
 - 4.1. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (CACREP E.1)
 - 4.2. Identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. (CACREP E.2)
 - 4.3. Understand the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (CACREP E.3)
 - 4.4. Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. (CACREP E.4)
 - 4.5. Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. (CACREP G.1)
 - 4.6. Understand 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 K.2)
 - 4.7. Understands the important role of the school counselor as a system change agent.(CACREP O.4)
 - 4.8. Understand how student development, well-being, and learning are enhanced by family-school-community collaboration. (CACREP M.1)
 - 4.9. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. (CACREP M.5)
- 5. Identify, deconstruct, and analyze current issues facing Professional School Counselors in Fairfax County and surrounding areas, the State of Virginia, and the USA.**
 - 5.1. Understand the student population in Northern Virginia and surrounding areas
 - 5.2. Know current policies, expectations, and climate regarding Professional School Counseling in Northern Virginia and surrounding areas, and nationally.
 - 5.3. Identify emerging issues regarding Professional School Counseling practice in Metro D.C. and surrounding areas, in the State of Virginia, and nationally.
 - 5.4. Identify underlying factors contributing to the climate of professional school counseling locally, regionally, and nationally.
 - 5.5. Understand the importance of advocating for the profession and identity specific strategies for professional advocacy locally, regionally, and nationally.

PROFESSIONAL STANDARDS (Virginia Department of Education):

At the end of this course, students will fulfill the following requirements:

1. Virginia Department of Education - school counseling licensure candidates understand the knowledge, skills, and processes of individual counseling.
2. Virginia Department of Education – Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.

REQUIRED TEXTS AND READINGS:

American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

Kaffenberger, C. & Young, A. (2013). *Making data work* (3rd. ed.). Alexandria, VA: American School Counselor Association. [The authors receive no compensation for the sale of this book and therefore are not in violation of ethical codes]

Professional readings/articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.

RECOMMENDED TEXTS:

Pedersen, P. B., & Carey, J. C. (2003). *Multicultural counseling in schools: A practical handbook* (2nd ed.). Boston: Allyn & Bacon.

Erford, B. (2007). *Transforming the school counseling profession*. (3rd ed.). New Jersey: Pearson Education, Inc.

Brown, D. & Trusty, J. (2005). *Designing and leading comprehensive school counseling programs: Promoting student competence and meeting student needs*. California: Brooks/Cole

COURSE ASSIGNMENTS

Assignment 1: Attendance and Participation (Individual)

As an introductory class, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. Moreover, because the class will be so interactive and experiential, there is no way to “get the information” from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Students who miss two or more classes may be unable to complete the requirements of this course. Several factors will go into your participation grade, including:

- a. **Attendance** (every student is expected to be at every class),
- b. **Punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
- c. **Active participation** in class exercises (key is *active*, contributing ideas, giving feedback,
- d. Participating in group discussions)
- e. **Substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others’ ideas in a meaningful way).

Assignment 2: Developing A Comprehensive School Counseling Program (Group)

Program Design Project & Presentation: This project will be a small group effort. The project will include the design, organization, coordination, and evaluation of a data driven comprehensive school counseling program focused on college and career readiness. School counselors should develop and implement innovative programs to close the academic achievement gap and to increase access and equity for *all* students (e.g., increase access to rigorous courses, increase college access). This project will be a small group effort. The project will incorporate the National Standards for School Counseling Programs. The project will include the design, organization, coordination, and evaluation of a data driven comprehensive school counseling program that will be developed by each group. Each group will present the completed project to the class. Guidelines for this project are as follows:

- A. Students will be assigned to small groups on the first day of class.
- B. Each group will be assigned a level – elementary, middle, or high.
- C. Each group will be responsible for documenting project artifacts along with a presentation. The presentation is an opportunity to explain and present the written project.
- D. The written project must include all the following sections (in order given):

1) Description of Program

- a. Description of School Setting (fictional) to include: Name (fictional) - Level (E,M,H) and Grades - Address (Fictional) - Number of Students - Number of School Counselors/Level/Grades - Description of Student Population –

2) Belief/Vision/Mission Statements

- a. Professional **beliefs** statement, which will briefly describe the fundamental beliefs they hold about students and what they need to be successful.
- b. **Vision** statement, which will describe their vision for themselves as professional school counselors and how they can help their students. This vision looks 5-10 years into the future.
- c. **Mission** statement, which details the students' professional direction and purpose. After reviewing the counseling program mission statements from other schools and districts write a mission statement that reflects your beliefs about the purpose and goals of a school counseling program.

3) 3 School Counseling Program (SMART) Goals (1 each academic, career, & personal-social)

4) Timeline and yearly Calendar (August through June) for implementing activities, services, strategies, programs, etc.

5) Classroom Guidance Lesson Plans

- 1 - Academic Domain
- 1 - Career Domain
- 1 - Personal/Social Domain

In addition to lesson plans, include copies of all handouts/activities given to students. Cite all sources. Be sure to include a method for evaluating each activity. What data tools/ methods (pre-post surveys, focus groups, evaluation measurements) will be used. Guideline for lesson plans will be given in class.

6) Small Group Action Plan

Small group plans for one 3 – session group

Group should address academic, career, or personal/social development and align with the SMART goals. Along with lesson plans, include letter to parents, permission form and examples of all handouts/information given to students. Be sure to include data evaluation measurements (pre/post tests).

7) Special Program/Activity for Students

Develop a special program that addresses peer helping or resiliency models for students. Be sure to include announcement/information describing the activity, objectives, handouts, pre/post test, and evaluation instrument. (Examples: Career Awareness/Exploration, Cultural Responsiveness, Conflict Mediation/Resolution)

8) School Counseling Brochure

Design a brochure that outlines your School Counseling program. The brochure should include, but is not limited to, the school profile, role of the school counselor/s, mission statement, and services provided. Be creative with the graphics!

9) Power Point Presentation

Design a power point presentation or video that explains your program, illustrates the value of your mission/vision statements, program goals, and specific interventions. Facilitate an abbreviated lesson of either a classroom guidance lesson or small group. This presentation should be interactive and will be given during class. Imagine the audience as stakeholders (parents, teachers, students, or administrators). The presentation will be given during a class session for approximately 60 minutes. All group members are expected to participate.

10) APA Reference Sheet with all cited for all resources

Assignment 3: Literature Review (Group)

All students are expected to review the literature by reading refereed journal articles and reviewing resourceful web sites to identify strategies and interventions that contribute to closing achievement gaps, increase access and equity for *all* students and promoting college and career readiness. Students should select topics from the following suggested areas: education reform, school counseling action research, evidence based school counseling practices, college and career readiness, social justice issues, accountability and use of data, access and equity, closing the achievement gap, school counseling advocacy, and school counselor leadership.

Students should individually identify one article and one website to contribute to their group discussion and completion of the literature review research assignment based on the anticipated needs of the program project design. *The article and web sites must be uploaded to Blackboard by the assigned date and time.* Students should be prepared for bibliographical discussions that support the relevancy of topics and their program project design. The journal articles should be less than five years old. Use the APA 6th edition template and literature review research assignment sheet to guide your formatting. This is a cooperative learning and collaborative assignment. Additional details will be discussed during class.

Portfolio I

Students will create and launch an online professional portfolio that they can continue to build throughout their program at George Mason. By the end of the semester, students will launch the website that will feature their **School Counseling Program**. In addition, items including a Resume or C.V., courses taken with syllabi, and selected samples of assignments will be uploaded. *Electronic copies of the classroom guidance lessons and small groups should be uploaded in Blackboard for distribution to all students.* Students may use web space through the GMU server (directions for setting up the space can be found at: http://webdev.gmu.edu/Server:_mason.gmu.edu) or may use free websites such as google sites, weebly, webs.com or livebinder.com. The content of both copies should follow the aforementioned order with identifiable labels (i.e. front cover, table of contents, section).

Assignment 4: Evidence-Based School Counseling Intervention Plan (Group)

This is the performance-based assessment for this course. A key aspect of professional school counseling is using data to identify areas of student need, to develop goals for the school counseling program, to evaluate the effectiveness of school counseling interventions, and to gather important feedback to improve school counseling programming. Towards that end, students will work in pairs or small groups on a semester-long project where students will access and analyze real school data to determine school counseling program goals, develop a plan to conduct a comprehensive, ecological needs assessment, develop specific interventions aligned with school goals, and evaluate the school counseling interventions. This project will be completed in class and as homework, and students will have the opportunity to receive feedback from peers and professor as they develop the project. The project will be broken down into several components:

- A. School Data Analysis**
- B. School Counseling Program Goals** (same as in Assign 2)
- C. Literature Review** (same as in Assign 3)
- D. Plan for Comprehensive Needs assessment**
- E. Small Group Action Plan** (same as in Assign 2)
- F. School Counseling Curriculum Action Plan** and Classroom Guidance Lesson Plans
- G. Closing the Gap Action Plan**

Although these projects will be completed independently, they will be combined into one portfolio at the end of the semester, showing how data analysis and research are used to

inform school counseling program goals and identify specific school counseling interventions, and how those interventions will be evaluated in order to improve future interventions.

TASKSTREAM REQUIREMENTS

Students will be required to upload these final projects onto **Taskstream**, and the rubric used to assess this project is attached to the syllabus and is available through Blackboard.

Every student registered for a Counseling course with a required performance-based assessment is required to submit this assessment to TaskStream. **Evidence-Based School Counseling Intervention Plan is the performance based assessment for this course.** Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester (<http://cehd.gmu.edu/api/taskstream>).

Assignment 5: Counseling Visit Paper (Individual)

This assignment will be placed in your Electronic Portfolio in the Foundations section.

- a) Write a paper to show what you learned from the different visits at the elementary, middle or high school counseling levels. Use APA format.
- b) The title of your paper is: **School Counseling Visits... My point of view**
- c) Use the following headings in the main body of the paper.
 - I. **Summary Statement**. Objectively summarize the counseling visits that you attended. Highlight key issues relevant to your particular counseling area of interest, elementary, middle, or high school.
 - II. **Personal Reflections**. Describe your reactions to the content of the visits and the specific counselors. What did you learn? What impact did it make on your professional goal to be a school counselor? What information were you able to learn about the counselors' utilization of the ASCA model as a framework for their program? What were the strengths and weaknesses of the programs at the site you visited?

Assignment Weighting

5%	Assign 1. Attendance & Participation (10 points)
75%	Assign 2, 3 Developing A Comprehensive School Counseling Program, Literature Review & Portfolio (150 points)
10%	Assign 4. Evidence Based School Counseling Intervention Plan (20 points)
10%	Assign 5. Counseling Visit Paper (20 points)

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA format, and adherence to requirements of assignment. Performance based assessment will be used and rubrics will be provided. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue.

Grades

George Mason University policies prohibit instructors from issuing a grade of A+. The following grading scale will be used for this course:

A	97—100
A-	94—96
B+	91—93
B	87—90
B-	84—86
C	80—83
F	0—79

COURSE EXPECTATIONS

Electronic Devices

Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but **you must submit a request in writing to do so**. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant reduction in your participation grade. Notify the instructor prior to class if you have an emergency situation that requires accommodation.

Attendance

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. **One unexcused absence will automatically lower the students' semester grade. Two unexcused absences will result in failing the class.** Excused absences can only be arranged with instructor on a case by case basis. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused. Finally, lateness to or leaving early from class can count towards someone's absence and/or participation grade. If you must miss a class or arrive late, please call and notify the professor before the class meeting. A rubric will be provided on Blackboard.

Contacting the instructor for absences, late arrivals or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus. If there is a scheduling conflict that interferes with your attendance during any portion of the class; students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester.

Assignment Policy

As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue. Assignments are considered late after 15 minutes of the class session in which they are due. When you are absent, you are responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts. All assignment should be uploaded via Blackboard, as well as turned into class via hard copy on the day the assignment is due.

Students must have their own audio/digital recording equipment. Digital recorders are recommended. Students are expected to be able to use a computer, send and retrieve email, open attachments, access to the internet, participate in online discussions, use Blackboard, and conduct a library search on line. In addition, students should check Blackboard and their GMU email for course updates on a daily basis. All course documents will be available on Blackboard. Email messages sent using Blackboard need to be forwarded to your GMU email.

For more information on checking-out audio/digital recording equipment, please visit STAR-Multimedia (http://doit.gmu.edu/staffSection.asp?page=video_checkout) or call (703) 993-8990. The STAR lab is located on the second floor of the Johnson Center, Room 229. Please note that the C&D program has video equipment available for check-out. Please speak with the instructor for more information.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

GMU's Professional Dispositions GMU students are expected to exhibit professional behavior and dispositions as stated:

The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

- *Commitment to the profession;*
- *Commitment to honoring profession ethical standards;*
- *Commitment to key elements of professional practice;*
- *Commitment to being a member of a learning community;*
- *Commitment to democratic values and social justice.*

C & D's Professional Performance Criteria

As counselor trainees, students have additional professional performance standards. The codes of conduct for the American Counseling Association require counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to adhere to GMU University and C&D's Professional Dispositions while in the C&D program, to include their conduct and behavior while doing their field experiences.

Ethical Obligations

All counselors, to include University Supervisors, Students, and On-Site Supervisors, are bound by the professional ethical standards and practices of the American Counseling Association (ACA). University and On-Site Supervisors must also adhere to *ACA's Code of Ethics, Section F: Supervision, Training and Teaching*. See the ACA Ethical Codes (2014) for detailed information.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

EDCD 626 002: PROPOSED CLASS SCHEDULE

Week	Date	Topic (s)	Readings Due	Assignment(s) Due
1	August 27, 2014	Welcome! Introductions and Course overview; Getting to Know Each Other Your Perceptions of School Counseling Group assignments Qualities and Transformed Role of School Counselor Topics of interest ... Q&A's		
2	September 3, 2014	ASCA National Model Themes & Foundation Beliefs, Vision, and Mission Achievement Gap School Counseling within the Context of Social Justice Literature Review	ASCA Ch I – II H-Mc Ch 1, 2, & 7	1. Description of Program
3	September 10, 2014	ASCA Model: Management & Delivery Counseling & Intervention Planning Consultation Classroom Guidance Counseling Groups in Schools Program Goals	ASCA Ch III & IV H-Mc Ch 3, 4, & 9	2. Beliefs/Vision/ Mission Statements
4	September 17, 2014	ASCA Model: Management & Delivery Coordinating Student Services & Support Academic and Career Planning Creating a College Going Culture K-12 Encouraging Parent Involvement School-Family-Community Partnerships	ASCA Ch IV Delivery H-Mc Ch 4, 5, & 9	C. Literature Review Draft
5	September 24, 2014	Introduction to Data-Driven School Counseling Program ASCA Model: Accountability Collecting and Using Data Design: What is your Goal?	ASCA Ch V H-Mc Ch 6 Makin Data Work Ch I	3. School Counseling Program Goals -Draft 4. Timeline and yearly Calendar
6	October 1, 2014	Classroom Guidance Lessons & Small Groups		5. Classroom Guidance Lesson Plans 6. Small Group Action Plan- Electronic Submission

7	October 8, 2014	Systemic, Data-Driven School Counseling Practice and Programming for Equity- Assessing Needs Ask: How will you answer your question? Track: How will you make sense of the data?	ASCA Ch V- Making Data Work Ch II, III	A. School Data Analysis B. School Counseling Program Goals C. Literature Review D. Plan for Comprehensive Needs Assessment
8	October 15, 2014	Accountability: Determining Outcomes, and Evaluating Programs Track: How will you make sense of the data? Announce: How will you use your findings? Examples of the DATA process	ASCA Ch V Accountability Making Data Work (MDW) Ch IV	E. School Counseling Curriculum Action Plan F. Closing the Gap Action Plan
9	October 22, 2014	Graduation Requirements On-Time Graduation Drop-Out Prevention Counseling Special Needs students 504 Mental and Emotional Disorders Self-Harm Suicide Ideation Substance Abuse	Supplemental Readings	7. Special Program/Activity for Students
10	October 29, 2014	Topics of Interest: Social media and identity factor Sexual and gender identity development Sexual assault and sexual harassment	Supplemental Readings	8. School Counseling Brochure
11	November 5, 2014	Developing A Comprehensive School Counseling Program PRESENTATION		9. Power Point Presentation 10. APA Reference Sheet
12	November 12, 2014	Developing A Comprehensive School Counseling Program PRESENTATION		10. Power Point Presentation 10. APA Reference Sheet
13	November 19, 2014	Counseling Visit Presentation		Counseling Visit Paper Evidence-Based School Counseling Intervention Plan- Upload to Taskstream
	November 26, 2014	NO CLASS- Thanksgiving Break		
14	December 3, 2014	TBA		Portfolio – Online and Active.
15	December 10, 2014	TBA Finals Week		

** Deviations may occur to support student learning and unique circumstances.

ECDC 626 Assignment 2: Developing A Comprehensive School Counseling Program

Project Feedback and Rubric

	Total Pts	Sub Pts	Comments
GROUP			
1. Description of Program (5.0)			
<ul style="list-style-type: none"> • Description of Setting (1.0) 	1	1	
<ul style="list-style-type: none"> • Name/Address (1.0) 	1	1	
<ul style="list-style-type: none"> • Number of Students/Counselors/Level/Grades (2.0) 	2	2	
<ul style="list-style-type: none"> • Description of Student Population (1.0) 	1	1	
Total	5	5	
2. Vision/Mission Statement (5.0)			
<ul style="list-style-type: none"> • Clear, concise, well written (1.0) 	1	1	
<ul style="list-style-type: none"> • Access & equity (1.0) 	1	1	
<ul style="list-style-type: none"> • Mutual Belief System that all students can achieve (1.0) 	1	1	
<ul style="list-style-type: none"> • Indicates long range results for desired students; systemic impact (1.0) 	1	1	
<ul style="list-style-type: none"> • Aligns with mission of school/instructional environment (1.0) 	1	1	
Total	5	5	

	Total Pts	Sub Pts	Comments
3. 3 Program Goals (5.0)			
• Specific	1	1	
• Measurable (1.0)	1	1	
• Attainable (1.0)	1	1	
• Results Oriented (1.0)	1	1	
• Time-Bound (1.0)	1	1	
<i>Total</i>	5	5	
4. Calendar (30)			
• Activities, services, programs, etc. listed	5	5	
• User Friendly & Easy to comprehend (1.0)	5	5	
• Calendar clearly developed based on data	10	10	
• Reflects systemic thinking about school-wide programs and obligations	10	10	
<i>Total</i>	30		

	Total Pts	Sub Pts	Comments
5. Classroom Guidance Lesson Plans (30)			

• 1 Academic Development (6.0)	6	6	
• 1 Career Development (6.0)	6	6	
• 1 Personal/Social Dev. (6.0)	6	6	
• Evaluative method outlined (6.0)	6	6	
• Lesson objectives are clear (6.0)	6	6	
<i>Total</i>	30	30	
6. Small Group (25.0)			
• Four sessions for small group developed (5.0)	5	5	
• Parental Permission Form (5.0)	5	5	
• Handouts (5.0)	5	5	
• Letter to Parent (5.0)	5	5	
• Evaluation methods outlined (5.0)	5	5	
<i>Total</i>	25	25	
7. Special Program/Activity (20)			
• Description, Announcement, Objectives	10	10	
• Handouts (1.0)	5	5	
• Evaluation (1.0)	5	5	
<i>Total</i>	20	20	
8. School Counseling Brochure (10)			
• Mission/vision statements	1	1	
• General information/Services Provided	2	2	
• School Profile	1	1	

• Role of school counselor	1	1	
• Creative and professional	5	5	
<i>Total</i>	10	10	
9. Power Point and Presentation (15)			
• Professional; well designed; informative; engages audience	5	5	
• Vision, mission, SMART goals clearly articulated;	5	5	
• Intervention clearly reflect needs of students	5	5	
<i>Total</i>	15	15	
10. APA Reference Sheet (5)			
• APA Format (3.0)			
• Inclusion of all sources appears evident (2.0)			
	5	5	

Total Points 150

EDCD 626 Assignment 3: Literature Review Rubric

Student's Name:

Article Title -

Evaluation Criteria	Maximum Points	Points Earned	Comments
APA Format	3	3	
Concise Summary <ul style="list-style-type: none">• Author's purpose• Summary of Article• Relevancy to school counseling profession• Peer Reviewed Journal	9		
Personal Perception	4		
Total	15		

Website Review:

Evaluation Criteria	Maximum Points	Points Earned	Comments
Uploaded to ELC	3		
Summary <ul style="list-style-type: none">• URL/ link included• User Friendly• Alignment with school counseling profession• School counselor use	7		
Total	10		

Maximum Points 25 Points Earned _____

EDCD 626 Assignment 4: Intervention Plan Rubric

	(4) Excellent	(3) Satisfactory	(2) Needs Improvement	(1) Unsatisfactory
1. Data Analysis	Data analysis accurately and completely identifies school needs (4)	Data analysis identifies important school needs (3)	Data analysis misses important school needs (2)	Data analysis inaccurately identifies school needs (1)
2. Goal Statement	Goal statement is closely tied to school needs and fits SMART goal format (4)	Goal statement is tied to school needs and mostly fits SMART goal format (3)	Goal statement is loosely connected to school needs, partly fits SMART goal format (2)	Goal statement is not tied to school needs and does not fit SMART goal format (1)
3. Literature Review	Literature Review is closely connected to identified school issue and helps inform targeted interventions (4)	Literature Review is connected to identified school issue and could help inform targeted interventions (3)	Literature Review is loosely connected to identified school issue; not particularly helpful in informing targeted interventions (2)	Literature Review is not well connected to identified school issue and is not useful in informing targeted interventions (1)
4. Intervention Strategies	Small group, Curriculum plan, and Closing the Gap plan are well developed and connected to identified goal (4)	Small group, Curriculum plan, and Closing the Gap plan are reasonably developed and connected to identified goal (3)	Small group, Curriculum plan, and Closing the Gap plan are minimally developed and loosely connected to identified goal (2)	Small group, Curriculum plan, and Closing the Gap plan are not well developed and not clearly connected to identified goal (1)

5. Outcome Measures	Process, Perception, and Outcome data are clearly identified and useful in evaluating program effectiveness and generating potential changes to improve program (4)	Process, Perception, and Outcome data are identified and are reasonably useful in evaluating program effectiveness and generating potential changes to improve program (3)	Process, Perception, and Outcome data are not all present or clear; usefulness of data in evaluating program effectiveness and generating potential changes to improve program is not clear (2)	Process, Perception, and Outcome data are missing, or not useful in evaluating program effectiveness and generating potential changes to improve program (1)
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