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

**EDCD 626.001 - Principles and Practices of School Counseling**
**3 Credits, Fall 2019**
**Tuesdays, 4:30 – 7:10 PM West Building Room 1008 – Fairfax Campus**

Faculty Name:        Sam Steen, PhD,
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**Prerequisites/Corequisites**
EDCD 602 and EDCD 613 (or concurrent)

**University Catalog Course Description**
Focuses on the comprehensive development, delivery, and evaluation of school counseling programs based on the Virginia state model and the American School Counselor Association national model.

**Course Overview**
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 Method**
This course will be delivered using a combination of lectures, class discussions, small group discussions, group presentations, assigned readings, experiential exercises, research, multi-media presentations, guest speakers, and time for students to work on class assignments with immediate feedback from peers and professor.

**Learner Outcomes or Objectives**
This course is designed to enable students to do the following:
1. Understand models of school counseling programs (5.G.1.b)
2. Develop school counseling mission statements and objectives (5.G.3.a)
3. Design and evaluate school counseling programs (5.G.3.b)
4. Learn curriculum design, lesson planning, classroom management strategies, and differentiated instructional strategies (5.G.3.c)
5. Create interventions to promote academic development (5.G.3.d)
6. Use developmentally appropriate career counseling interventions and assessments (5.G.3.e)
7. Develop strategies to promote equity in student achievement and college access (5.G.3.k)
8. Learn strategies for implementing and coordinating peer intervention programs (5.G.3.m)
9. Use accountability data to inform decision making (5.G.3.n)
10. Use data to advocate for programs and students (5.G.3.o)

**Professional Standards**
*Council for Accreditation of Counseling and Related Education Programs (CACREP)*
Upon completion of this course, students will have met the following professional standards:

| CACREP Standard | Course Content (Reading, Assignment, and/or Lecture/Discussion); KPI measured (if applicable) |
|---|---|
| 5.G.1.b. models of school counseling programs | Reading(s): Gysbers Ch.1 & 2; MDW Intro and Ch. 1 |
| 5.G.3.a. development of school counseling program mission statements and objectives | Reading(s): Gysbers Ch.3 |
| 5.G.3.b. design and evaluation of school counseling programs | Reading(s): Gysbers Ch 4; MDW 2 & 3; Assignment: Evidence-Based School Counseling Intervention Plan; KPI Measured: A.9.b (SC) |
| 5.G.3.c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies | Reading(s): Gysbers Ch 5; Assignment: Evidence-Based School Counseling Intervention Plan; KPI Measured: A.9.b (SC) |
| 5.G.3.d. interventions to promote academic development | Reading(s): Gysbers Ch 6; MDW 4 & 5 Assignments: MIDTERM and Literature Review |
| 5.G.3.e. use of developmentally appropriate career counseling interventions and assessments | Reading(s): Gysbers Ch. 8; Assignment: MIDTERM |
| 5.G.3.k. strategies to promote equity in student achievement and college access | Reading(s): Gysbers Ch. 7; Assignment: Evidence-Based School Counseling Intervention Plan; KPI Measured: A.9.b (SC) |
| 5.G.3.m. strategies for implementing and coordinating peer intervention programs | Reading(s):Bryan et al., |
| 5.G.3.n. use of accountability data to inform decision making | Reading(s): MDW Ch 1 & 2 ; Assignment: Evidence-Based School Counseling Intervention Plan; KPI Measured: A.9.b (SC) |
| 5.G.3.o. use of data to advocate for programs and students | Reading(s): MDW 3 & 4; Assignment(s): Evidence-Based School Counseling Intervention Plan; KPI Measured: A.9.b (SC) |

**Required Texts**

Young, A., & Kaffenburger, C. (2019). *Making data work* (4th ed.). Alexandria, VA: American School Counselor Association.

Gysbers, N. C., & Henderson, P. (2012). Developing & managing your school guidance & counseling program (5th ed.). Alexandria, VA, US: American Counseling Association

American School Counselor Association (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

*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.*

**Course Expectations** <u>APA Format</u>: Students in Counseling courses are expected to use APA style (6th ed.) for written papers.

**Electronic Resources**

Sign up for *free* e-newsletters that provide briefings on top PK-12 education news stories and bookmark the Center for School Counseling Outcome Research and Evaluation. Following are the related links for these resources that will be the basis for building knowledge and engaging in discussions throughout the semester: Go to
1. *News* from America's Promise Alliance available at http://www.americaspromise.org/ scroll to bottom of home page & click on "email" to register for updates. "Grad Nation" is accessed from this website (select from drop down menu "Programs" at top of home page).

2. *Education Week* available at http://www.edweek.org/ click on "sign up for FREE e-newsletters" found in the upper right corner of the home page header.

3. *Edutopia* "what works in education" sponsored by the George Lucas Educational Foundation; sign-up for the free weekly newsletter at http://www.edutopia.org/edutopia/enews

4. *eSchool News* available at http://www.eschoolnews.com/ click on "Subscribe" at the top left of the page. Where you enter your information (*Subscribe to our Newsletters*) be sure to click the box for "eSchool News Today."

5. *Smart Brief* from Association for Supervision and Curriculum Development (ASCD) available at http://www.smartbrief.com/ascd/

6. Bookmark on your computer the Center for School Counseling Outcome Research and Evaluation (University of Massachusetts) http://www.umass.edu/schoolcounseling/

7. IRIS Center http://iris.peabody.vanderbilt.edu is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence based practices and interventions. Sign up for the mailing list at: http://visitor.r20.constantcontact.com/manage/optin?v=001G1ZkJV0pNjKUA97ZCELvzjo6FuQuP4Wp

**Course Performance Evaluation**
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

**ASSIGNMENT 1: ATTENDANCE & PARTICIPATION [10 POINTS]**

Because this is an introductory course, a heavy emphasis is placed on processing of information through class discussion, small group discussion, and participation 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**
b. **Punctuality**
c. **Active participation-** Participation includes **reading chapters/articles weekly** related to the role and responsibilities of the school counselor; facilitating discussion on readings; presenting a two minute description of the role of the school counselor on various positions.
d. **Substantive contributions**

**ASSIGNMENT 2: Midterm [10 POINTS]**
This exam will include essay questions, and a reflection component. This exam will reflect the readings, class discussion and/or class activities from the first part of the semester.

**ASSIGNMENT 3: LITERATURE REVIEW [30 POINTS]**

**Literature Review -** Students will identify an issue that may affect their school based on data analysis. Strategies and interventions that contribute to closing achievement gaps, increase access and equity for all students and promote college and career readiness should be considered.

- Students are expected to review recent literature by reading journal articles from referred (JCD, PSC, Journal of Counselor Leadership and Advocacy, Urban Education, etc.) journals. Your review should focus on issues of advocacy, equity, and social justice (e.g., achievement gaps, disproportionality, increasing access and equity for all students, especially traditionally marginalized groups, disadvantaged students, etc.) Upload paper to Bb using Safe Assign; also provide instructor a hard copy to be graded.

Students will write a five (5) - page paper including:
- Introduction
- Describe and discuss the problem/issue as discussed in the literature
- Discuss traditional school counseling response and interventions
- Discuss recent school counseling systemic change response and interventions recommended to address the problem/issue
- Personal Perception (what have I learned from the various research findings regarding the life experiences and challenges of students and parents experiencing the issue)
- Publications (at least 2; Peer Reviewed Journals) less than 10 years old
- APA Format

Students should select topics from the following areas and discuss how these issues can be addressed to increase equity and access for all students (topics should be approved by the 3rd week of class)
1. College and Career Readiness
2. Students experiencing poverty and socioeconomic disadvantage
3. Students experiencing homelessness
4. Gender and sexual identity
5. Disproportionality in special education
6. Disproportionality in discipline
7. Access and equity in gifted education
8. English Language Learners
9. Students with mental health concerns (e.g., depression, anxiety, etc.)
10. Other topics approved by instructor

**ASSIGNMENT 4:** Evidence-Based School Counseling Intervention Plan (Key Assignment – See Rubric Below)
**EVIDENCE-BASED SCHOOL COUNSELING INTERVENTION PLAN [50 POINTS Total]**

1. **Data Analysis and Goal Statements [10] –** Please see http://schoolquality.virginia.gov/ and create *Three* (SMART) Goals (academic, career, and social-emotional)
2. **School Counseling Core Curriculum Action Plan and Lesson Plan [10]** (career or social-emotional)
3) **Small Group Action Plan [10]** (plan for 4 sessions; career or social-emotional)
4) **Closing the Gap DATA Report [10]** (academic)
5. **Evaluation Methods [5]**

**Other Requirements**

**Professional Dispositions**
Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/

Students are expected to exhibit professional behaviors and dispositions at all times.

**Electronic Devices**
**Turn off and put away all electronic communication devices during class. Cell phones 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 or other class activities, 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 notify the professor before the class meeting.
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. 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.

**Plagiarism**
Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

**Grading**

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 for Literature Review and Evidence-Based School Counseling Intervention Plan.

| **GRADED ASSIGNMENTS:** Grades will be posted to Blackboard | |
|---|---|
| Attendance and Participation | 10 points |
| MIDTERM | 10 points |
| Literature Review | 30 points |
| Evidence Based School Intervention Plan | 50 points |
| | |
| **Total Points - 100** | |

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

**Class Schedule**
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.*

| Class Session | TOPICS/READINGS/ASSIGNMENTS | CACREP STANDARDS |
|---|---|---|
| 1 | **Introductions, pre-assessment, Syllabus Review**<br><br>**READING:** Brott, P.E., & Myers, J.E. (1999). Development of professional school counselor identity: A grounded theory. *Professional School Counseling, 2*, 339–348.; Steen, S., & Rudd, T. (2009). Preparing the 21st century school counselor: Alternatives and implications for counselor educators. *Counseling and Human Development, 42,* 1-16. | |
| 2 | **Models of school counseling programs**<br><br>**READING:** Gysbers (Developing & Managing Your SC Program) Ch. 1, 2 & Appendix E; Young (Making DATA Work) Intro & Ch.1 | 5.G.1.b. |
| 3 | **Development of school counseling program mission statements and objectives**<br>**READING:** Gysbers Ch. 3 & Appendix H; Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin?. *Educational Researcher, 39*(1), 59-68. doi:10.3102/0013189X09357621; Young Ch.2 | 5.G.3.a. |
| 4 | **Design and evaluation of school counseling programs**<br>**READING:** Gysbers Ch. 4; Dimmitt, C. (2003). Transforming school counseling practice through collaboration and the use of data: A study of academic failure in high school. *Professional School Counseling, 6*, 340–349. Young Ch. 3&4 | 5.G.3.b. |
| 5 | **Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies**<br>**READING:** Gysbers Ch. 5; Young, Ch. 5<br><br>**Guest Lecture – Anita Young, PHD-** *Making Data Work* **author** | 5.G.3.c.<br>5.G.3.n. |
| 6 | **READING:** Gysbers Ch. 6<br><br>**ASSIGMENT DUE: MidTerm** | |
| 7 | **Interventions to promote academic development – Group Counseling emphasis**<br><br>**READING:** Gysbers Ch. 7; Steen et al., 2018 | 5.G.3.d. |
| 8 | **Fall Break**<br><br>**READING: N/A** | |
| October 16-18 | **VSCA Conference - Hampton, VA** | |

| 9 | **Use of developmentally appropriate career counseling interventions and assessments/ strategies to promote equity in student achievement and college access** <br> **READING:** Gysbers Ch. 8; <br> Thorngren, J. T., Downey, J., & Nelson, M. D. (2006). Promoting a pro-college culture with at-risk students: School counselors' perspectives. *Journal of School Counseling, 4*(11). <br> **ASSIGMENT DUE: Literature Review** | 5.G.3.e. |
|---|---|---|
| 10 | **Strategies for implementing and coordinating peer intervention programs** <br> **READING:** Gysbers Ch. 9 <br><br> Bryan, J., & Henry, L. (2012). A model for building school-family-community partnerships: Principles and process. *Journal of Counseling and Development, 90,* 408-420. | 5.G.3.m. |
| 11 | **READING:** Gysbers Ch. 10 | 5.G.3.d. |
| 12 | **Use of accountability data to inform decision making** <br> **READING:** Gysbers Ch. 11 | 5.G.3.n. |
| 13 | **Use of data to advocate for programs and students** <br> **READING: TBA** | 5.G.3.o. |
| 14 | **Thanksgiving Break** | |
| 15 | **Strategies to promote equity in student achievement and college access** <br> **ASSIGMENT DUE:** Evidence-Based School Counseling Intervention Plan <br> Post assessment, SC Panel – TBA, Closing | 5.G.3.k |

**Core Values Commitment**

The College of Education and 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/.

**GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see http://catalog.gmu.edu/polices/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

*Campus Resources*

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

**For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students.**

**Assessment Rubric(s)**

| Literature Review Rubric (30pts) | Points | Earned | Comments |
|---|---|---|---|
| •   Introduction | 3 | | |
| •   Describe the issue as discussed in literature | 4 | | |
| •   Discuss traditional SC response and interventions | 4 | | |
| •   Discuss recent SC systemic change response interventions | 4 | | |
| •   Personal Perceptions of students | 4 | | |
| •   Publications (at least 2; peer reviewed; less than 10 yrs old) | 3 | | |
| •   Five Page total | 3 | | |
| •   **APA Format** | **5** | | |
| *TOTAL* | *30* | | |

**A.9-SC.b.1: Evidence-Based School Counseling Intervention Plan in 626**

| Component | % | Exceeds Standards 4 A [100-97]; A- [96-94] | Meets Standards 3 B+ [93-91]; B [90-87] | Approaching Standards 2 B- [86-84]; C [83-80] | Below Standards 1 F [79 and below] |
|---|---|---|---|---|---|
| **1. Data Analysis and Goal Statements** *Three* (SMART) Goals (academic, career, and social-emotional)<br><br>KPI A.9-SC.b.1; CACREP 5.G.3.b; 5.G.3.k | 10 | Goal statements are clearly based on school data and promote equity in student achievement, attendance, and/or behavior. A Goal is provided for each domain (academic, career, and social-emotional). Goals are written in SMART format | Goal statements are based on school data and clearly promote equity in student achievement, attendance and/or behavior. A goal is missing from one domain (academic, career, or social-emotional). Goals are written in SMART format | Goal statements are not based on school data, or do not relate to student achievement, attendance and/or behavior. Goals or goal is missing from two or more domains. Goals are written in SMART format | Failure to meet all of the previous criteria |
| **2.a) School Counseling Core Curriculum Action Plan** (career or social-emotional) KPI A.9-SC.b.1; CACREP 5.G.3.b; 5.G.3.k | 10 | Curriculum Action Plan for a unit of lessons is prepared professionally and exceptionally well (thoughtful, in depth, meaningful, well written) and addresses equity issue. | Curriculum Action Plan for a unit of lessons is prepared professionally and is meaningful and well written and addresses equity issue, with only a few errors. | Curriculum Action Plan for a unit of lessons is prepared but contains some errors and/or lacks depth/accuracy. | Curriculum Action Plan for a unit of lessons is not prepared or contains many errors and/or inaccuracies. |
| **2.b) Lesson Plan** KPI A.9-SC.b.1; CACREP 5.G.3.b; 5.G.3.k | 15 | Lesson Plan (career/ social-emotional) includes exceptional, clear, and meaningful lesson objectives and student standards that are completely aligned with the SMART goals and addresses equity issue | Lesson Plan (career/ social-emotional) includes meaningful lesson objectives and student standards that are mostly aligned with the SMART goals addresses equity issue | Lesson Plan (career/ social-emotional) includes some lesson objectives and student standards that are somewhat aligned with the SMART goals, but contain some errors or depth/accuracy | Lesson Plan (career/ social-emotional) is not prepared or contains many errors and/or inaccuracies. |

| 3. Small Group Action Plan<br>KPI A.9-SC.b.1; CACREP 5.G.3.b; 5.G.3.k | 15 | Small Group Action Plan for 4 sessions is aligned with SMART Goals and addresses equity issue and is meaningful, professionally, and accurately prepared without errors. | Small Group Action Plan for 4 sessions is aligned with SMART Goals and addresses equity issue and is professionally prepared with a few errors. | Small Group Action Plan for 4 sessions is aligned with SMART Goals and is prepared with some errors. | Small Group Action Plan for 4 sessions is aligned with SMART Goals and is not prepared or contains many errors and/or inaccuracies. |
|---|---|---|---|---|---|
| **4. DATA Report**<br><br>KPI A.9-SC.b.1; CACREP 5.G.3.b; 5.G.3.k | 25 | DATA report is professionally prepared without errors that shows the student has developed an exceptional closing the gap achievement, equity-promoting plan that addresses reducing the inequalities that exist for target groups of students and/or that promotes college and career readiness, and post secondary options. | DATA report is professionally prepared with a few errors that shows the student has developed a meaningful closing the gap achievement, equity-promoting plan that addresses reducing the inequalities that exist for target groups of students and/or that promotes college and career readiness, and post secondary options. | DATA report is prepared with some errors that shows the student has developed a closing the gap achievement, equity-promoting plan that addresses reducing the inequalities that exist for target groups of students and/or that promotes college and career readiness, and post secondary options. | DATA report is not adequately prepared or has many errors. |
| **5.) Evaluation tools**<br><br>KPI A.9-SC.b.1; CACREP 5.G.3.b; 5.G.3.k | 25 | Evaluation tools are exceptional and professionally prepared without errors and accurately reflect the student's closing the gap achievement, equity-promoting plan that addresses reducing the inequalities that exist for target groups of students and/or that promotes college and career readiness, and post secondary options. | Evaluation tools are professionally prepared with a few errors and accurately reflect the student's closing the gap achievement, equity-promoting plan that addresses reducing the inequalities that exist for target groups of students and/or that promotes college and career readiness, and post secondary options. | Evaluation tools are prepared with some errors and somewhat reflect the student's closing the gap achievement, equity-promoting plan that addresses reducing the inequalities that exist for target groups of students and/or that promotes college and career readiness, and post secondary options. | Evaluation tools are not adequately prepared or have many errors. |