MURRAY STATE UNIVERSITY

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: CNS   **COURSE NUMBER: 720**   **CREDIT HOURS: 3**

I.   **TITLE:** Elementary School Counseling

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**
This course provides professional knowledge, skills and practices to be an effective school counselor in the elementary school setting. It focuses on theory, techniques and proficiency that are developmentally appropriate to promote the academic, career, and personal/social development of all P-5 grade students.
Prerequisites: CNS 617

III. **COURSE OBJECTIVES:**
Students will experience class lectures, discussions, and skills development practice for the purpose of expanding knowledge and skills of effective counseling practices and procedures for working with children. School Counselor practices will be taught based on ASCA's National Model and ASCA's Student Competencies. In particular, P-4th grade students' academic, career, and personal/social development will be stressed as well as enhancing minority achievement and access to future education and career opportunities. Students will create a Comprehensive School Counseling Program Curriculum that is specific to student age and grade level and incorporates ASCA's core areas of student development.

This course strives to meet the objectives as outlined in the CACREP Standards (2009) and the Kentucky CAEP Standards (2013).

Upon completion of this course, students will have knowledge of
A. history, philosophy, and trends of school counseling in elementary school systems, including ethical and legal considerations specific to working with children (CACREP Section III SC: A1) [CAEP: A1],
B. roles, functions, and professional identity of the school counselor in relation to other professionals in the school, including collaboration, consultation, and leadership (CACREP Section III SC: A3) [CAEP: A3],
C. advocacy, collaboration, consultation and leadership as a school counselor for the purpose of building partnerships with school stakeholders for the benefit of the academic, career and personal/social development of students (CACREP Section II: G1h; Section III SC: O2, O5) [CAEP: C2f, C3b, 5e],
D. school counseling program models and integration, including using evidence-based practices, of plans to enhance the development and wellness of students through counseling strategies and curriculum design (CACREP Section II: G8e; Section III SC: A5, D3, I2, J2, K3) [CAEP: A5, B3, B6, C1d, C2b, 8e],
E. using technology to manage and analyze data that will enable informed decision-making for programmatic changes, including the use of needs assessments (CACREP Section II: G8d; Section III SC: G3, H3, I3, I4, J3) [CAEP: C1a, C1c, C1g, 1c, 5f, 8d],
F. relationship of the school counseling program with the mission and academic objectives of the school (CACREP Section III SC: K1) [CAEP: A2],
G. peer mentoring programs for prevention and intervention (CACREP Section III SC: M6, N4) [CAEP C2c],
H. the diversity issues that impact student development and methods to promote equity in the schools, including identification of community barriers and opportunities (CACREP Section III SC: E1, E2) [CAEP: A8], and
I. systems theories and perspective in the school system, including the role of system change agent through creating a sense of teamwork with school stakeholders (CACREP Section II: G5e; Section III SC: M1, M2, M3, M4, M5, O4) [CAEP: B2, C1f, C2g, C3a, C3c, 5d].

Upon completion of this course, students will have a skills base in
A. designing a comprehensive and developmentally appropriate guidance curriculum based on the ASCA National Model, including a plan for program implementation and evaluation (CACREP Section III SC: P1),
B. advocating for the counseling program and students by addressing barriers that impede equitable student development (CACREP Section II: G1i; Section III SC: F2, F3) [CAEP: B1], and
C. presenting counseling-related programs for use with parents and teachers (CACREP Section III SC: P2) [CAEP: B4].

The CAEP/EPSB Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on their School Counseling Program Curriculum.

The CAEP/EPSB Themes of Diversity and Closing the Achievement Gap are explored throughout the course by

requiring students to participate in in-class and online discussions regarding diversity in the schools and methods to meet their needs. Students are evaluated on these two themes through the School Counseling Program Curriculum assignment and the Breaking Barriers Research Paper.

The CAEP/EPSB Theme of Assessment is evaluated through the Needs Assessment assignment and Lesson Plan assignment, which requires students to develop a plan to determine students' needs and competency levels.

Students explore the CAEP/EPSB Theme of Technology through supplemental information focused on high-tech tools School Counselors use to collect, manage and analyze data. They are evaluated on their knowledge of School Counseling Technology through examinations.

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. **CONTENT OUTLINE**:
    A. Overview of ASCA National Model of School Counseling and its impact on elementary school settings.
        1. Rationale
        2. Importance
        3. Academic, Career and Personal/Social Domains
    B. School Counseling and Child Development
        1. Theories
        2. Cultural values and issues
        3. Methods of research
    C. Applications and Elementary School Curriculum Development

V. **INSTRUCTIONAL ACTIVITIES:**
    A. Lecture/discussion
    B. Demonstration of counseling strategies and skills development
    C. Cooperative learning groups
    D. Student presentations
    E. Student planning, implementation, and reflection of counseling curriculum

VI. **FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**
    The in-class participation incorporates numerous experiences that will simulate the work of school counselors.

VII. **TEXT AND RESOURCES:**
    A. Barish, K. (2009). *Emotions in child psychotherapy: An integrative framework*. Oxford University Press.
    B. American School Counselors Association (2012). *The ASCA National Model: A framework for school counseling programs, third edition*. Alexandria, VA: Author. *(Supplemental)*
    C. Please have a webcam and microphone accessible for online collaborations. The devices that come with current laptops will suffice.

VIII. **EVALUATION AND GRADING PROCEDURES:**
    A. Course Requirements
Syllabus Question (5%): Please read the syllabus and be familiar with the course requirements by the end of the first week of the semester. To receive the five points, please respond to the question on Canvas.

Personal Mission Statement (5%): Having a mission statement for your school counseling program is important to help you keep your professional activities focused and purposeful. Having a sense of purpose for yourself in your daily life is even more important. Write a personal mission statement that provides clarity and helps define who you are and how you will live. This should be no more than three concise sentences that are free of colloquialisms and simple to read. Answer these three questions: a) What is your purpose? b) How will you meet that purpose (actions)? and c) What are your values? It is easiest to start by brainstorming. Write whatever comes to mind first. Be honest with yourself. Then refine your statements as you re-read and proof. Once you have written your personal mission statement, you will create a personal "wall" using Padlet.com. You will submit a URL link to your wall on Canvas.

Discussion Board (10%): You will respond to ten (10) questions posted on Canvas. Responses should be reflective of your own thoughts based on *Brainshark* presentations, supplemental and textbook material. Do not re-write or paraphrase the text material. Points will be given for thoughtfulness of the response. Five points will be awarded for an original comment that answers the question, one point each for two additional/follow-up comments. You may submit

your response and comments in written, audio or video formats through Canvas.

School Counseling Program Curriculum (30%): This is a three-part assignment designed to help you become familiar with ASCA's National Model and KSCA's State Model for school counseling in the elementary setting and to help develop your own comprehensive school counseling classroom curriculum. The purpose of this assignment is for you to create a stronger professional identity to better advocate for your role in the profession. (CACREP Section III SC: P1)

1. For the first part, you will complete the **Crosswalking Tool (5%)** to identify your view for your ideal counseling program in terms of student skills. On the provided Matrix, mark at which grade levels you plan to Introduce (I), Develop (D) and where students should reach Competency (C) for each standard/competency. You will do this for grades K-12. [CAEP: A5]

2. For the second part of the curriculum, you will submit *at least two* **Needs Assessments and a Paper (10%)** to help identify the needs of your student population. The assessments should help you become aware of barriers or inequities that may impede student success (academic, career and personal/social). You are only required to create them; there is no need to administer them to anyone. In the paper, you will
   a. describe how you plan to implement the needs assessments (CACREP Section II: G8d) [CAEP: C1c, 8d],
   b. discuss how these needs assessment helps measure academic, career and personal/social development (CACREP Section III: SC G3),
   c. explain how you will use the data (management, analysis and/or presentation of data) from your needs assessments to inform your decision making and accountability to meet program goals (CACREP Section II: G8d; CACREP Section III: SC H3, I4) [CAEP: C1c, 8d], and
   d. give a generic sample of your needs assessment data and give an example of the changes you will make because of that data. Then, describe how student outcomes may improve because of your data management and analysis (CACREP Section III SC: J3) [CAEP: C1a].

3. In the third part, you will develop four **Lesson Plans (15%)** for classroom counseling activities. Your lessons should be based on effective practices found through research. Do not base your activities on newsletters, advertisements or solely on what is popular. You will use evidence-based practices to create your lessons. (CACREP Section II: G8e) [CAEP: 8e]
   Your lessons will demonstrate . . .
   a. your understanding of prevention and intervention plans for atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student development (CACREP Section III: SC D3),
   b. your knowledge of school counseling program evaluation (CACREP Section III: SC I2) [CAEP: B6],
   c. your understanding of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (CACREP Section III: SC J2, K3) [CAEP: B6, C2b],
   d. your knowledge of the school setting and environment [CAEP: A5], and
   e. methods to identify student academic, career and personal/social competencies and activities to enhance student development in these areas [CAEP: C1d].
   The Lesson Plan Outline includes more detailed instructions. You can download the outline from Canvas. The lessons should be well-written and easy to read. Use APA format where applicable, i.e. citing resources.

Breaking Barriers Research Paper (15%): In this project, you will describe and demonstrate methods of advocating for your School Counseling position. You will research at least five (5) *counseling* articles that are recent (<10 years) and are from an accredited and refereed journal (no Wikipedia, magazine articles, newsletters, etc.). Remember to maintain a critical view of research in terms of diverse populations.

Your paper should . . .
1. identify cultural, ethical, economic, legal and political issues that may surround diversity, equity, and excellence in terms of student learning (CACREP Section III: SC E1),
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 Section III: SC E2) [CAEP: A8],
3. describe ways in which student development, well-being, and learning are enhanced by family-school-community collaboration (CACREP Section III: SC M1),
4. describe two strategies that promote, develop and enhance effective teamwork within the school and the larger community (CACREP Section III: SC M2) [CAEP: C3a],
5. describe how you plan to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students (CACREP Section III: SC M3)

[CAEP: B2],
6. describe how you plan to work with parents, guardians, families, and communities to empower them to act on behalf of their children (CACREP Section III: SC M5) [CAEP: C3c],
7. describe the leadership strategies that you're using to enhance the learning environment of schools (CACREP Section III: SC O2), and
8. describe a strategy you will use for seeking and securing alternative funding for program expansion [CAEP: C1f].

Advocacy Presentation (15%): The presentation should demonstrate your ability to advocate for your school counseling program.

You should present . . .
1. how you will address institutional and social barriers that impede access, equity and success for students. For example, how will you ensure that school policy and procedures are equitable across populations, and how will you ensure that there are equal resources for all populations? (CACREP Section II: G1i, F3),
2. how you will advocate for all students and for an effective school counseling program. Please discuss your plan to advocate for each the academic, personal/social and career aspects of your program (CACREP Section III SC: F2) [CAEP: B1],
3. how you will promote the use of school counseling and guidance activities by the total school community to enhance a positive school climate [CAEP: B4], and
4. a simulation of presenting a school counseling related program for use with parents and teachers (CACREP Section III SC: P2).

Your presentation is an opportunity to practice your role as leader, consultant and advocate as a professional. You will be graded on the presentation content, demonstration of professional identity and enthusiasm for the topic.

Exams (20%): The exams will evaluate your knowledge of readings and class lectures. (CACREP Section II: G1h, G5e; Section III SC: A1, A2, A3, A5, I3, K1, M4, M6, N4, O4, O5) [CAEP: A1, A2, A3, A6, B3, C1g, C2c, C2f, C2g, C3b, 1c, 5d, 5e, 5f]

Class Participation: All students are expected to participate in the course activities and discussions (online and in-class). Where a grade is "borderline," the instructor may use her subjective evaluation of a student's participation for determining the final course grade.

Evaluation

Syllabus Question	5%
Mission Statement	5%
Discussion Board	10%
Barriers Research Paper	15%
Advocacy Presentation	15%
Exam 1	5%
Exam 2	5%
Exam 3	10%
Crosswalking Tool	5%
Needs Assessments & Paper	10%
Lesson Plans	15%
TOTAL	100%

The following scale will be used:
      A = 90-100%   B = 80-89%   C = 70-79%   D = 60-69%   E = below 69%

B. Assignment Policies:
    Assignments and dates are subject to change in the event of unusual circumstances. Students will be informed of changes by class announcements.
    Any late assignment MAY be accepted with instructor's consent, and must be turned in no later than the next scheduled class. All late assignments will be assessed a 10% late penalty.

IX. **ATTENDANCE POLICY:**
    Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

> **Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
>
> **Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
>
> **Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
>
> **Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.
If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. COUNSELING PROGRAM STANDARDS FOR CNS 720:

CACREP Core Standards		Assessment
Professional	G1h. the role and process of the professional counselor advocating on behalf of the profession.	Exam #1

Orientation & Ethical Practice	G1i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Advocacy Presentation
Helping Relationships	G5e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions	Exam #3
Research & Program Evaluation	G8d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	Needs Assessment
	G8e. the use of research to inform evidence-based practice	Lesson Plans
CACREP School Counseling Standards		**Assessment**
Foundations	A1. Knows history, philosophy, and trends in school counseling and educational systems.	Exam #1
	A2. Understands ethical and legal considerations specifically related to the practice of school counseling.	Exam #1
	A3. Knows roles, functions, settings and professional identity of the school counseling in relation to the roles of other professional and support personnel in the school	Exam #1
	A5. Understands current models of school counseling programs and their integral relationship to the total educational program	Exam #1
Prevention & Intervention	D3. 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	Lesson Plans
Diversity & Advocacy	E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning	Barriers Paper
	E2. Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students	Barriers Paper
	F2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	Advocacy Presentation
	F3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	Advocacy Presentation
Assessment	G3. Identifies various forms of needs assessments for academic, career and personal/social development	Needs Assessment
	H3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs	Needs Assessment
Research & Evaluation	I2. Knows models of program evaluation for school counseling programs	Lesson Plans
	I3. Knows basic strategies for evaluating counseling outcomes in school counseling	Exam #3
	I4. Knows current methods of using data to inform decision making and accountability	Needs Assessment
	J2. Develops measureable outcomes for school counseling programs, activities, interventions, and experiences.	Lesson Plans
	J3. Analyzes and uses data to enhance school counseling programs.	Needs Assessment
Academic Development	K1. Understands the relationship of the school counseling program to the academic mission of the school	Exam #2
	K3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling, and guidance-related material	Lesson Plans
Collaboration & Consultation	M1. Understands the ways in which student development, well-being, and learning are enhance by family-school-community collaboration	Barriers Paper
	M2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community	Barriers Paper
	M3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	Barriers Paper
	M4. Understands systems theories, models and processes of consultation in school system settings	Exam #3
	M5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	Barriers Paper
	M6. Understands the various peer programming interventions and how to coordinate them	Exam #3
	N4. Uses peer helping strategies in the school counseling program.	Exam #3
Leadership	O2. Knows strategies of leadership designed to enhance the learning environment of schools	Barriers Paper
	O4. Understands the important role of the school counselor as a system change agent	Exam #3
	O5. Understands the school counselor's role in student assistance programs, school leadership, curriculum and advisory meetings	Exam #2

	P1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	Curriculum
	P2. Plans and presents school-counseling-related educational programs for use with parents and teachers.	Advocacy Presentation

Kentucky CAEP Standards		**Assessment**
Foundation of School Counseling	A1. History, philosophy, and current trends in school counseling and educational systems	Exam #1
	A2. Relationship of the school counseling program to the academic and student services program in the school	Exam #1
	A3. Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school	Exam #1
	A5. Knowledge of the school setting environment, and pre-K-12 curriculum	Curriculum & Lesson Plans
	A8. Knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impeded student academic, career, and persona/social success and overall development	Barriers Paper
Contextual Dimensions of School Counseling	B1. Advocacy for all students and for effective school counseling programs	Advocacy Presentation
	B2. Coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students	Barriers Paper
	B3. Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.	Exam #3
	B4. Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate	Advocacy Presentation
	B6. Methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs	Lesson Plans
Program Development, Implementation & Evaluation	C1a. use, management, analysis, and presentation of data from school-based informational (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student outcomes	Needs Assessment
	C1c. implementation and evaluation of specific strategies that meet program goals and objectives	Needs Assessment
	C1d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies	Lesson Plans
	C1f. strategies for seeking and securing alternative funding for program expansion	Barriers Paper
	C1g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.	Exam #3
Counseling & Guidance	C2b. individual, group and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development	Lesson Plans
	C2c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs	Exam #3
	C2f. constructive partnerships with parents, guardians, families and communities in order to promote each student's academic, career and personal/social success	Exam #3
	C2g. systems theories and relationship among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system	Exam #3
Consultation	C3a. strategies to promote, develop and enhance effective teamwork within the school and larger community	Barriers Paper
	C3b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies and students as appropriate	Exam #2
	C3c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children	Barriers Paper
Professional Identity	1c. technological competence and computer literacy	Exam #3
Helping Relationships	5d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling	Exam #3
	5e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation	Exam #3
	5f. integration of technological strategies and applications within counseling and consultation processes	Exam #3

Research & Program Evaluation	8d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications	Needs Assessment
	8e. use of research to improve counseling effectiveness	Lesson Plans

XIII. COURSE SCHEDULE AND ASSIGNMENTS:

Instructor:
Phone:
Email:
Office:
Office Hours:

Week	Topic	Assignment/Activity
1	***(PROVIDED ON CANVAS)*** • Introduction & course overview • Chapter 1: Emotions and Emotional Development <u>Other Topics:</u> • History of school counseling, including professional organizations • School counseling roles, functions and relationship to other school professionals, including leadership, collaboration and advocacy	No class meeting. Please look on Canvas for course material.
2	• Chapter 2: Optimal and Pathological Development <u>Other Topics:</u> • Ethics of School Counseling, including case studies • Self-care strategies and burn-out • Developing a School Counseling Program Mission Statement and Objectives	**MSU MEETING #1** *Submit online:* ✓ Syllabus Question ✓ Discussion Board #1
3	**Labor Day**	*Submit online:* ✓ Mission Statement ✓ Discussion Board #2
4	• Chapter 3: Theories of Pathological Development <u>Other Topics:</u> • Using needs assessments • Using creative arts in school counseling	**MAD MEETING #1** *Submit online:* ✓ Crosswalking Tool ✓ Needs Assessments & Paper
5	The **1st exam** will be available through Canvas from Sept. 8th to Sept. 19th. • Chapter 4: Psychopathology in Childhood <u>Other Topics:</u> • Recognizing the signs and symptoms of substances and substance abuse	**ONLINE MEETING#1** *Submit online:* ✓ Exam #1 ✓ Discussion Board #3
6	• Chapter 5: The Therapeutic Process <u>Other Topics:</u> • The impact of poverty on motivation and learning in children	**MAD MEETING #2** *Submit online:* ✓ Discussion Board #4
7	• Chapter 6: Therapeutic Engagement <u>Other Topics:</u> • Crisis assessment, intervention and prevention	**MSU MEETING #2**
8	• Chapter 7: Empathy <u>Other Topics:</u> • Promoting wellness and prevention in the schools	**ONLINE MEETING #2** *Submit online:* ✓ Discussion Board #5
9	**Exam #2** will be available through Canvas from Oct. 6th to Oct. 17th. • Chapter 8: The Problem of Resistance <u>Other Topics:</u> • Understanding the school from a system's perspective • Consultation in the schools	**MAD MEETING #3** *Submit online:* ✓ Exam #2 ✓ Lesson Plans

10	Other Topics: • Using technology and computer programs • Using evaluation & data to improve the school program	**MSU MEETING #3** *Submit online:* ✓ Discussion Board #6
11	Other Topics: • Creating and using groups to meet student needs • Peer mentoring models and implementation	**ONLINE MEETING #3** *Submit online:* ✓ Discussion Board #7
12	• Chapter 9: Child Psychotherapy as a Socializing Process I – Moral Development Other Topics: • Getting funded	*Submit online:* ✓ Breaking Barriers Paper
13	• Chapter 10: Child Psychotherapy as a Socializing Process II – Winning and Losing	**MAD MEETING #4** *Submit online:* ✓ MAD Presentations ✓ Discussion Board #8
14	• Chapter 11: Implications for Work with Parents I – Promoting Emotional Health and Resilience	**MSU MEETING #4** *Submit online:* ✓ MSU Presentations ✓ Discussion Board #9
15	**Thanksgiving Break: No class**	
16	• Chapter 12: Implications for Work with Parents II – Helping Parents with Common Problems of Daily Living	*Submit online:* ✓ Discussion Board #10
17	**FINALS WEEK:** **Exam #3** will be available through Canvas from Dec 1st to Dec 8th.	*Submit online:* ✓ Exam #3

XIV. RUBRICS:

A. Mission Statement

Standards	Meets Standards	Developing Standards	Does Not Meet Standards
Personal Purpose	Candidates **clearly identify** their personal purpose for life.	Candidates demonstrate **vague understanding** of their personal purpose.	Candidates do not give personal purpose; provide **unclear or indistinguishable** purpose.
Actions	Candidates **appropriately identify** their behavior that relates to the purpose.	Candidates **partially identify** behavior; focus behavior on ideal rather than on their purpose.	Candidates **fail to address** behavior that will achieve purpose.
Values	Candidates **clearly pinpoint** their values related to the purpose.	Candidates identify **unclear values** related to their purpose.	Candidates do not identify values or **values do not relate** to purpose.
Professional Writing/ Web Presentation	Candidates demonstrate **appropriate level of writing, including appropriate sentence and paragraph structure; Padlet.com "wall" is **attractive, clear and organized**.	Candidates demonstrate **adequate level of writing; Padlet.com "wall" is attractive and easy to follow.	Candidates provide **confused writing**; provide **inappropriate** sentence structure; **incomplete** Padlet.com "wall."
5% of course grade			

B. Discussion Board

Standards	Exceeds Standard	Meets Standards	Developing Standards	Does Not Meet Standards
Response	Clear response to question.	Adequate response to question.	Attempted response to question.	Does not respond to question.
Comment 1	Appropriate comment on another post.		Fails to comment on another post or inappropriate comment	
Comment 2	Appropriate follow-up comment or comment on another post		Fails to comment on another post, follow-up or inappropriate comment	
10% of course grade				

C. Crosswalking Tool

Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards
Knowledge of the pre-K-12 curriculum (CAEP A5)	Candidates demonstrate **high-level knowledge** of a developmental pre-K-12 curriculum; identify standards that are **developmentally appropriate** per grade level; outline a **clear plan** for skill level enhancement.	Candidates demonstrate a **somewhat proper understanding** of a developmental pre-K-12 curriculum; identify 1 or 2 standards that are not **developmentally appropriate** for the proposed grade levels.	Candidates provide a **vague understanding** of a developmental pre-K-12 curriculum; identify 3 to 5 standards that are **not developmentally appropriate** for the proposed grade levels	Candidates mostly provide an **unsatisfactory or unclear** understanding of a pre-K-12 curriculum; identify 6 or more areas that are **not developmentally appropriate** for the proposed grade levels.
Completion	Candidates identify a grade level for **each/every standard.**		Candidates **skip, neglect or omit** 1 or more standards in their matrix	
5% of course grade				

D. Needs Assessments and Paper

Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards
Principles, models and applications of needs assessments (CACREP Section II: G8d) [CAEP: C1c, 8d]	Candidates **describe a detailed plan** of how they will implement the two needs assessments; **illustrate** methods of how their needs assessments will impact the program goals and objectives with examples.	Candidate **clearly describe** their plan to implement the two needs assessments; **identify** methods of how their needs assessments will impact the program goals and objectives.	Candidates **minimally identify** a plan to implement the two needs assessments; **give a one to two sentence description** of how their needs assessments will impact the program goals and objectives.	Candidates provide an **unclear or improper** method to implement the needs assessments.
Identifies various forms of needs assessments for academic, career and personal/social development (CACREP Section III: SC G3)	Candidates **provide two needs assessments**; provide an **in-depth explanation of how** the needs assessments will measure each: academic, career and personal/social development.	Candidates **provide two needs assessments**; **describe how** the provided needs assessments will measure each: academic, career and personal/social development.	Candidates identify **at least one** needs assessment; provide a **brief description** of how to use a needs assessment to measure academic, career and personal/social development.	Candidates **fail to provide** at least one needs assessment; provide **assessments that do no measure** required student development; provide a **vague description** of using the assessments for their school counseling program.
Principles, models and applications of program evaluation and the use of findings to effect program modifications, decision making and accountability (CACREP Section II: G8d; Section III: SC H3, I4) [CAEP C1c, 8d]	Candidates **illustrates a plan** to use the data from the needs assessments to impact their decision-making and professional accountability regarding their school counseling program; **demonstrate** the value of using data; **explain examples** of methods to use the data to meet program goals.	Candidates **provide a plan** to use the data from the needs assessments to impact their decision-making and accountability regarding their school counseling program; **describe ways** to use the data to meet program goals; **imply value** of using data for program change.	Candidates provide a **vague understanding** of using the data to inform decision making and accountability; give a **superficial identification** of how to use data to meet program goals; demonstrate **minimal value** of using data for program change.	Candidates **fail to describe** a method of using the data; provide an **unclear understanding** of accountability; give an **unclear method** of meeting program goals; **fail to indicate** the value in using data.
Example	Candidates **use** potential data from their own needs assessment to **exemplify** their data analysis and decision-making process; clearly **explain** the changes they would make to the program or the lesson based on the data.	Candidates provide a **valid example** using potential data from their own needs assessments; **outline** the analysis process for their data; **define** the changes they would make to the program or the lesson based on the data.	Candidates **minimally** provide an example using their own needs assessments; **identify** the analysis process for their data; **suggest** the changes they would make to the program or the lesson based on the data; provide a **superficial** example for data usage.	Candidates **vaguely** or do not illustrate usage of data; **imply** data analysis, rather than provide a focused example.
Use, management, analysis and presentation of data to improve student outcomes (CACREP	Candidates **demonstrate how they will** manage and analyze data from the needs assessments by use of examples; **explain in-detail**	Candidates **provide an explanation** of managing and analyzing data from the needs assessments; **describe how** they will use the data for	Candidates indicate a **minimal understanding** of using the data; provide **vague description** of how to improve student outcomes;	Candidates demonstrate an **unclear understanding** of improving student outcomes with data; fails to connect data with student outcomes.

Section III SC: J3) [CAEP C1a]	how they will use the data for program changes that improve student outcomes in the three areas of development.	program changes that improve student outcomes.	fail to identify data management and data analysis.	
Professional Writing	Candidates demonstrate **refined level** of writing that excellently adheres to **APA format**, including margins, font, cover page, running head, appropriate citations, appropriate sentence and paragraph structure, and reference page.	Candidates demonstrate **appropriate level** of writing that adheres to **APA format**, with few mistakes in margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page.	Candidates' level of writing **mostly do not adhere to APA format** with inappropriate margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page.	Candidates' writing is **inappropriate and missing APA formatting**, such as no citations, cover page or reference page; makes **repeated mistakes** from previous papers.
10% of course grade				

E. Breaking Barriers Research Paper

Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards
Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning (CACREP Section III: SC E1)	Candidates **elegantly describe** the cultural, ethical, economic, legal and political issues surrounding diversity, equity and excellence; demonstrate **intuitive understanding** of the impact on student learning; **adequately apply** research to support claims.	Candidate provides a **concise and clear description** of the cultural, ethical, economic, legal and political issues surrounding diversity, equity and excellence; **focuses** on the issues related to student learning; **applies appropriate** research to support claims.	Candidate **minimally describes** issues surrounding diversity, equity and excellence in terms of student learning; demonstrates a **vague understanding** of the impact on student learning; provides **generic research** to support writing.	Candidate provides an **unclear description** of issues that affect student learning; **vaguely focuses** on required issues; fails to apply research or **applies superficial research**, such as newsletters or magazines.
Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impeded – the academic, career and personal/social development of students. (CACREP Section III: SC E2) [CAEP: A8]	Candidate demonstrates **definitive knowledge** of community, environmental, and institutional opportunities that enhance student development; provides equal **knowledge** of barriers that impede student development.	Candidate exhibits a **range of understanding** of community, environmental, and institutional opportunities that enhance student development; provides equal **understanding** of barriers that impede student development.	Candidate **minimally identifies** opportunities or barriers that impact student development; provides a list of opportunities or barriers with no description.	Candidate **lacks information** about student opportunities and barriers; **vaguely identifies** the impact on student development.
Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration (CACREP Section III: SC M1)	Candidate demonstrates understanding by providing an **articulate description** of the impacts of family-school-community collaboration on student development and well-being; **adequately applies** research to support claims.	Candidate demonstrates understanding by providing a **satisfactory description** of the impacts of family-school-community collaboration on student development and well-being; **applies appropriate** research to support claims.	Candidate describes the impacts of collaboration on student development to a **minimal level;** provides **generic research** to support writing.	Candidate provides a description of collaboration that is **inappropriate for school counseling**; **fails to identify** the impact on student development; fails to apply research or **applies superficial research**, such as newsletters or magazines.
Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community (CACREP Section III: SC M2) [CAEP: C3a]	Candidate provides a **detailed plan** of the process they would take to develop healthy working relationships with parents, teachers, and community members; **thoroughly describes** strategies to maintain a productive working relationship.	Candidate **reasonably summarizes** a method to develop healthy working relationships with parents, teachers and community members; provides **a framework** for maintaining the productive working relationship.	Candidate provides a **limited framework** to describe how they would develop working relationships within the school; provide a **minimal description** of developing a relationship with the community; responses are **not articulate**.	Candidate **vaguely focuses** on developing teamwork; provides a **generic response** that provides **no detail** of the candidate's plan for working with others.

Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career and personal/social development of students (CACREP Section III: SC M3) [CAEP: B2]	Candidates **proficiently describe** a method to create teams of school, parent and community members; **skillfully define** the purpose of the teams that focuses on the academic, career and personal/social development of students; integrate **appropriate research** to explain the potential impact the teams may have on student development.	Candidates **describe** a method of creating teams with school, parent and community members; **describe** the purpose of having teams that focus on academic, career and personal/social student development; **apply research** to support their claims for the positive impact on students.	Candidates demonstrate **vague knowledge** of building effective teams; response is limited to **generic ideals** of student development and achievement; provides **broad research** to support writing.	Candidates provide **confused description** of building effective teams; **unfocused response** regarding student development; fails to apply research or **applies superficial research**, such as newsletters or magazines.
Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children (CACREP Section III: SC M5) [CAEP: C3c]	Candidates describe a **detailed plan** on how they will motivate the parent, teacher and community teams to act on behalf of their children; **explain** how they will use differentiate techniques to empower the teams; integrate **appropriate research** to explain the potential impact the teams may have on student development.	Candidates provide a **full plan** to motivate the parent, teacher and community teams to act on behalf of their children; **identify differentiated techniques** used to empower the teams; **apply research** to support their claims for the positive impact on students.	Candidates **minimally applies** strategies for empowering stakeholders for student development; provides **broad research** to support writing.	Candidates provide an **incomplete or inadequate description** of strategies for empowering stakeholders; response is **unclear** in regards to student development; fails to apply research or **applies superficial research**, such as newsletters or magazines.
Knows strategies of leadership designed to enhance the learning environment of schools (CACREP Section III: SC O2)	Candidates **clearly describe** leadership strategies they currently use that would create a positive learning environment in the schools; provide support for the effectiveness of their leadership style with **substantial research.**	Candidates **explain** the effectiveness of their current leadership style, including support from research; **describe** how their leadership style would positively impact the school environment; **support claims** with appropriate research.	Candidates provide a **limited description** of leadership strategies; offer a **vague connection** of school counseling leadership with the school environment; provides **broad research** to support writing.	Candidates demonstrate **unclear knowledge** of leadership strategies; response is **not focused** on the learning environment; fails to apply research or **applies superficial research**, such as newsletters or magazines.
Strategies for seeking and securing alternative funding for program expansion [CAEP: C1f]	Candidates **delineate a thorough plan** to secure extra funding for their counseling program; **define ways** of seeking opportunities for funding; **specify the institutions** that would help them secure and receive the funding.	Candidates **outline a realistic plan** to secure extra funding for their counseling program; **identify** how they will seek the opportunity for funding; **describe** the partnerships necessary to secure the funding.	Candidates indicate a **superficial plan** that would help them receive extra funding for their counseling program; provide **undefined ways** to find funding opportunities; provide **generic examples** for funding partnerships.	Candidates provide an **unclear plan** for funding their counseling program; demonstrate **limited understanding** of seeking funding opportunities or the partnerships necessary to receive funding.
Professional Writing	Candidate demonstrates **refined level** of writing that excellently adheres to **APA format**, including margins, font, cover page, running head, appropriate citations, appropriate sentence and paragraph structure, and reference page.	Candidate demonstrates **appropriate level** of writing that adheres to **APA format**, with few mistakes in margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page.	Candidate level of writing **mostly does not adhere to APA format** with inappropriate margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page.	Candidate writing is **inappropriate and missing APA formatting**, such as no citations, cover page or reference page; makes **repeated mistakes** from previous papers.
15% of course grade				

F. Advocacy Presentation

Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards
Advocacy processes needed to address institutional and social barriers that impede	Candidates **excellently address** the advocacy process they will use to	Candidates **appropriately address** the steps they will take to eliminate	Candidates **minimally address** how school counselors may advocate	Candidates provide a **confused or incomplete** explanation of advocacy;

access, equity, and success for clients (CACREP Section II: G1i)	address institutional and social barriers; demonstrate an understanding of the impact on student success by **illustrating** their claims.	institutional and social barriers through advocacy; demonstrate an understanding of the impact on student success by **giving an example.**	for their programs; demonstrate a vague understanding of the impact on student success by using **general or imprecise** scenarios.	provide an **unfocused connection** to institutional and social barriers.
Advocacy for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations (CACREP Section III SC: F3)	Candidates **define and illustrate an advocacy process** to make necessary changes to school policy, procedures and services; **focus on equity** for all students regarding the academic, career and personal/social development; use culturally inclusive language with respect to ethnic, racial, sexual orientation, religious, SES etc. differences; **describe and illustrate** how they would manage possible challenges or resistance from administration, educators or parents; **explain** how possible changes would enhance the school climate.	Candidates **propose a realistic advocacy process** that they would use to make necessary changes to school policy, procedures and services; provide an advocacy plan that **focuses on equity** for all student populations; **describe** how to manage possible challenges or resistance to necessary changes; **define** how changes would enhance the school climate.	Candidates **outline an advocacy plan** to initiate changes to school policy, procedures and services; provide an advocacy plan that has **limited focus on equity** for student populations; **identify** possible challenges or resistance from stakeholders; **identify** the importance of creating a positive school climate.	Candidates **minimally identify** methods to advocate for changes to school policy, procedures or services; provide **generic advocacy methods** that **lacks focus on equity** for student populations; provides **limited understanding** of challenges or resistance from stakeholders.
Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (CACREP Section III SC: F2) [CAEP: B1]	Candidates **exhibit a sophisticated approach to actively advocate** for all students; **illustrate** the connection between student success and an effective school counseling program **with examples; specify** the advocacy efforts for the academic, career and personal/social development of students; **describe the connection** between student development and their counseling program; support claims by **integrating substantial research** into their discourse.	Candidates **demonstrate an appropriate and professional approach to advocate** for all students; provides ideas for advocacy that **encompass** academic, career and personal/social areas of development for students; **focus** on the learning environment and for their counseling programs; **present research** to support the connection between student success and an effective school counseling program.	Candidates provide a **vague description** of advocacy for students and for a school counseling program; provide advocacy that is **generically focuses** on the counseling program or the school climate; provides an **incomplete plan** for advocacy that fails to include the three areas of student development; dialogue is **superficial** and similar to reading a bulleted list.	Candidates show **limited knowledge** of advocating for students; demonstrate **minimal knowledge** of the areas of development for students; provide a **vague plan** that supports the counseling program; provide an **unclear** connection to a school counseling program.
Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate (CAEP: B4)	Candidates **illustrate** methods of promoting the use of counseling and guidance activities and programs; **integrate research** to develop the connection between the school counseling program and a positive school climate.	Candidates **adequately provide** methods to promote the use of counseling and guidance activities and programs; **apply appropriate research** to support claims that an effective counseling program enhances a positive school climate.	Candidates display **limited knowledge** of how to promote the use of counseling and guidance activities; deliver a **vague** connection between the programs and school climate.	Candidates reveal **improper methods** to promote counseling and guidance activities and programs; provide an **unclear connection** to enhance the positive school climate.
Plans and presents school-counseling-related educational programs for use with parents and	Candidates illuminate **practical and up-to-date** funding opportunities for school counseling programs;	Candidates explain **reasonable strategies** for seeking and securing alternative funding; **identify**	Candidates provide **superficial methods** for seeking funding; offers **limited application** of	Candidates provide **inadequate methods** for funding; **unclear or limited** connection to school

teachers (CACREP Section III SC: P2)	provide an example of how to use funding to expand program.	**methods** to use the funding for program expansion.	monies to expand the school counseling program.	counseling program expansion.
Professional Presentation	Candidates **eloquently articulate** a thorough understanding of the counselor role and program; **apply** research in a thorough and convincing manner; present self in a **mature and striking professional** manner.	Candidates speak and present self in a **professional manner**; clearly apply research in an **organized** and professional manner; **clearly verbalize** the counselor role.	Candidates appear overly nervous and/or **lack confidence**; appear **somewhat disorganized**; view of the counselor role and program is **not clearly connected**; read directly from notes/ PowerPoints; PPts are too busy/disorganized.	Candidates are **not prepared**; **lack professionalism** in presentation; are **disorganized**; present **inaccurate information**; fail to address large portions of required information.
15% of course grade				

G. Four Lesson Plans

Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards
The use of research to inform evidence-based practice (CACREP Section II: G8e) [CAEP: 8e]	Candidates provide a **refined use** of research to inform lesson planning; propose lessons that are **evidence-based**; focus the lessons and research on their **specific population**.	Candidates **apply research** to create each lesson; **demonstrate the use** of evidence-based practices in lesson planning.	Candidates **minimally indicate** the use of research to inform lesson planning; mention the use of research, but **do not propose** evidence-based lessons.	Candidates **superficially identify or lack research** in their lesson planning; provide an **unclear use** of research.
Identification of student academic, career, and personal/social competencies . . . [CAEP C1d]	Candidates **provide a clear plan** to measure student academic, career and personal/social competencies; provide a **realistic plan**.	Candidates **provide a plan** to assess student current level of academic, career and personal/social competencies.	Candidates identify **vague methods** to measure student competencies; provide methods that **lack focus** on each separate competency.	Candidates **seem confused or fail to provide** methods that measure student development; provide an **incomplete measure** to assess for student competency in each area of student development.
the implementation of processes and activities to assist student in achieving these competencies (CAEP C1d)	Candidates propose **proper implementation** of activities to assist students to achieve these academic, career and personal/social competencies according to their lesson.	Candidates **appropriately identify processes and activities** that help students achieve competencies in each area.	Candidates provide a **limited description** of activities to assist student development; provide **superficial activities**.	Candidates provide methods to develop student competency that are **unrealistic or impractical**; **minimally identify** activities for student development.
Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, . . . (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (CACREP Section III: SC D3)	Candidates provide a **refined description** of the impact of their lesson on each developmental effect: atypical growth, language, ability level, multicultural issues, and/or resiliency; **explain why** their lesson is appropriate for the developmental level of the student population; **describe the impact** on student learning and development.	Candidates **describe how** their lesson would help with prevention and intervention related to student learning and development; include a sentence that **specifically identifies the intervention** of atypical growth, language, ability level, multicultural issues, and/or resiliency.	Candidates **minimally or superficially identify** the impact of their lessons on the effects of atypical growth, language, ability level, multicultural issues, and/or resiliency on the student population; demonstrate **a lack of understanding** of the impact on student development.	Candidates provide an **unclear explanation** of the impact of their lessons on students; **seem confused** about the purpose of the lessons; provide lessons that **vaguely relate** to student learning and development.
Designs and implements prevention and intervention plans related to the effects of. . . (b) health and wellness . . . on student learning and development. (CACREP Section	Candidates provide a **refined description** of the impact of their lesson on student health and wellness; **describe the impact** on student learning	Candidates **describe how** their lesson would help with prevention and intervention related to student health and wellness; describe how this	Candidates **minimally or superficially identify** the impact of their lessons on student health and wellness; demonstrate **a lack of understanding** of	Candidates provide an **unclear explanation** of the impact of their lessons on student health and wellness; provide a **vague understanding** of the impact

III: SC D3)	and development.	intervention would impact student learning and development.	health and wellness on student development.	of health and wellness; provide a **generic explanation** of how their lessons impact students.
Individual, group and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development (CAEP C2b)	Candidates provide a **systematic plan** that would impact student academic, career and personal/social development; **explain** how collaborative efforts will benefit student development, **specifically** including the stakeholders in the candidates' proposals.	Candidates **describe** how their lessons will impact student academic, career and personal/social development**;** explain the **systematic impact** on student development, integrating school, family and community relationships.	Candidates **marginally identify** how their lessons reflect a systematic approach for student development; provide **minimal connection** between their guidance approaches and student development.	Candidates propose lessons that **fail to reflect** the role of the school counselor as part of a system; provide lessons that seem to be put together **without regard** to student development.
Develops measureable outcomes for school counseling programs, activities, interventions and experiences (CACREP Section III: J2)	Candidates develop **more than three** learning goals and objectives per lesson that are realistic and practical for their school setting; develop each goal and objective to be **developmentally appropriate** for their student population; provide objectives that are **easily and clearly** measurable per student.	Candidates develop **at least three practical** learning goals and objectives per lesson; provide goals and objectives that are **appropriately formatted** for a school setting; develop objectives that are **developmentally appropriate** for their student population.	Candidates identify **two or more** learning goals and objectives per lesson; provide goals and objectives that are **superficial** or not at the developmental level of the student population; provide objectives that are **difficult to measure or unclear**.	Candidates identify **minimal and generic** goals and objectives; provide objectives that are **incomplete or immeasurable**; demonstrate a **confused understanding** of the lessons' purpose.
Knowledge of the school environment (CAEP A5)	Candidates **demonstrate superior understanding** of the school setting and environment to use as resources; **appropriately include** the use of technology; integrate **at least one school resource**; integrate **at least one community resource**.	Candidates provide a **clear understanding** of the school setting, including using technology; integrate **at least one school resource**; integrate **at least one community resource**.	Candidates **demonstrate minimum understanding** of the school setting; provide a **superficial use** of resources; identify an **unrealistic use** of community resources.	Candidates **fail to identify** resources into a lesson; demonstrate a **confused understanding** of school environment/setting; provides **one or less unrealistic or impractical** school or community resource.
Understands curriculum design, . . . for teaching counseling and guidance-related material (CACREP Section III: K3)	Candidates provide four lessons that are **directly linked to the ASCA student standards**; provide at **least one lesson each** in academic, career and personal/social development; provide lessons that are **developmentally appropriate** for their student population.	Candidates provide four lessons that are **directly linked to ASCA** student standards; provide **at least one lesson each** in academic, career and personal/social development.	Candidates demonstrate an **incomplete understanding** of lesson plan development; **minimally connect** their lessons to the ASCA student standards; provide **3 or more lessons** that relate to each the academic, career and personal/social development.	Candidates provide **improper or unclear lessons** for student academic, career and personal/social development.
Understands . . . lesson plan development, classroom management strategies, . . . for teaching counseling and guidance-related material (CACREP Section III: K3)	Candidates **completely delineate** the procedure for each lesson, **including** classroom management strategies; provide lessons that **each meets the ASCA standards**.	Candidates provide a practical and detailed description of lesson procedures that **purposefully meet the ASCA standard**.	Candidates demonstrate an **incomplete understanding** of curriculum design and assessment; provide lessons with **missing components** of the counseling curriculum as	Candidates provide **superficial and unclear lessons**; provide lessons that are **difficult to follow**; provide lesson instructions that are **incomplete** and do not account for student resistance; provide lessons

			prescribed by ASCA; provide lesson procedures that are **unclear or incomplete**.	that **lack focus** on the ASCA student standards.
Understands . . . differentiated instructional strategies for teaching counseling and guidance-related material (CACREP Section III: K3)	Candidates provide lessons that are **appropriate for specific** developmental levels; **identify methods** to overcome learning barriers; provide differentiated learning strategies that are **researched and focused** on the student need.	Candidates describe **consistently engaging** lesson procedures for the average student, as well as for those in need of differentiated learning strategies; differentiated learning strategies are **realistic and practical**.	Candidates provide **some ideas** for overcoming learning barriers; provide differentiated learning strategies that are **incomplete or generic**.	Candidates **superficially identify** working with diverse learning populations; identify strategies that are **impractical**; demonstrate a **lack of knowledge** of differentiated learning strategies.
Knows models of program evaluation for school counseling programs (CACREP Section III: I2; CAEP: B6)	Candidates demonstrates **superior knowledge** of program monitoring and evaluation; provide a **detailed description** of how their counseling curriculum will impact the school.	Candidates **demonstrate knowledge** of using data to evaluate counseling program activities; **explain how** their curriculum will impact the overall school.	Candidates demonstrate **vague understanding** of program monitoring, evaluation and data usage; provide **generic and superficial plan**; **fails to focus** on the impact to the overall school.	Candidates provide lesson evaluation methods that **do not meet** the requirements of the assignment; provide evaluation methods that **lack focus** on the particular lesson; identify **little or no connection** regarding the impact on the school.
Methods of planning, developing, implementing, monitoring, . . . comprehensive school counseling programs (CAEP B6)	Candidates **explain the importance** of using the data to meet the mission of the counseling program and of the school; **illustrate** at least one method of how the data will help the candidate advocate for the counseling program to school stakeholders; **illustrate** how the data will promote the school climate.	Candidates describe how they will **apply data** to meet the school counseling program's mission; describe at least one method of **using the data** to advocate for their school counseling program to administration, teachers, parents, the community and students.	Candidates provide **marginal methods** to use the data in ways that enhance the school climate; demonstrate a **lack of understanding** of how to use the data with stakeholders.	Candidates provides **confused methods** of using data; provides methods that are **ideal or unrealistic**; provides methods for data usage that **lacks focus** on the school climate for student development.
Professional Writing	Candidates demonstrate refined **formal writing**; provide writing that **excellently adheres to APA** format, including margins, font, cover page, running head, appropriate citations, appropriate sentence and paragraph structure, and reference page; **completely follow provided Lesson Plan Outline.**	Candidates demonstrate appropriate level of **formal writing** that **adheres to APA format**, with few mistakes in margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page; **closely follow provided Lesson Plan Outline.**	Candidates provide **informal writing**; write in a way that mostly **fails to indicate** the value in using research; format with **inappropriate** margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page; **vaguely follow provided Outline.**	Candidates provide **inappropriate writing**, such as colloquial language and the use of slang; writing is **missing APA formatting**, such as no citations, cover page or reference page; **develop their own lesson plan format.**
15% of course grade				