Texas A&M University Commerce  
COLLEGE of EDUCATION  
Department of Psychology, Counseling, and Special Education  
Counselor Education Program  
COUN 514: School Counseling and Development  
Fall 2013

Instructor: Dodie (Limberg) Ohrt, Ph.D., Certified School Counselor  
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Office: Binnion 223  
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Office Hours: 11:00pm-4:00pm Tuesday & by Appointment

Meeting Day: Online Instruction  
Location: weblink

Text:

Required:


Texas Education Agency. (2004). A model comprehensive, developmental guidance and counseling program for Texas public schools: A guide for program development, pre-K - 12th Grade. (4th ed.). Austin, TX Author Note: The TEA Guide text is online if someone does not prefer to buy one. It is located at http://www.schoolcounselor.org/files/Texas.pdf

Highly Recommended:


Other required selections (journal articles) will be distributed in class.

- Students are expected to complete all assigned reading and use readings to contribute to online discussion and learning.

Catalog Course Description:
As the foundation course for those planning to enter school counseling, this course covers organization, planning, management, and evaluation of comprehensive school counseling programs; appropriate roles and functions of school counselors at various school levels, coordination of professional services; and professional issues such as ethics and associations as they specifically relate to school counseling are included. Recommended for non-counselor educational professionals as well as counselors.
Prerequisites:
COUN 501 & 510 or consent of instructor.

This course is required of all students seeking master’s degrees with the school counseling focus and of all students seeking school counselor certification in Texas.

Purpose of the Course:
COUN 514: School Counseling & Development is designed to support professional school counseling students in transferring theory into practice. In this course, students will learn specific skills that can be applied to facilitating and coordinating a developmental, comprehensive professional school counseling program. A comprehensive, developmental school counseling program includes the following counselor-related task and responsibilities: (a) use of technology; (b) appropriate employment of assessment; (c) the provision of structured counseling groups, psychoeducational groups, crisis interventions, consultation services, and peer mediation; (d) availability of ethical and legal counseling services to all students (e.g., child abuse/neglect, substance abuse related issues, behavioral disorders, discipline issues, counseling with special populations, etc.); (e) community collaboration/partnership; and (f) advocacy for systemic and social change. Students will gain experience in designing materials for both counseling and psychoeducational (classroom guidance) groups and special programs. Additionally, students will develop an understanding of the broad range of services that need to be provided by professional school counselors. A primary purpose of COUN 514 is to broaden students’ perspective of the professional school counselor's role to include activities beyond individual and group counseling and the traditional “Guidance Counseling” model. This course is designed to provide students with practical skills and knowledge that can be applied to preK-12 school settings. Focus will be on the counselor's role in classroom guidance, consultation, class management, program design, and coordination of an effective school counseling program.

Whom the Course is Intended
COUN 514 is a required course for all professional school counseling graduate students. Professional school counselors entering the preK-12 school setting face a unique arena in which to apply their skills. They are expected to fulfill many roles yet often face role ambiguity. COUN 514 is designed to support students’ understanding of how to apply theoretical knowledge to practical situations in and out of the classroom. This course examines the various roles of a professional school counselor and focuses on the skills needed to fulfill each role. Through the course, students are taught models that can be applied in real life situations. They also are encouraged to develop their own models for practical application.

How Course is related to Other Courses
This course is intended to support the development of students’ professional school counseling competencies (dispositions, knowledge, skills, and attitudes) as stipulated by the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2009), and the TExES COMPETENCIES.
Accreditation Standards Addressed in COUN 514: School Counseling & Development

1. Council for Accreditation of Counseling and Related Education Programs (CACREP, 2009)
   a. History and philosophy of the counseling profession (Section II.1.a.)
   b. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (Section II.1.g.)
   c. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (Section II.1.i.)
   d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications (Section II.8.d.)
   e. Knows history, philosophy, and trends in school counseling and educational systems (School Counseling: A.1.)
   f. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school (School Counseling: A.3.)
   g. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling (School Counseling: A.4.)
   h. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program (School Counseling: A.5.)
   i. Understands 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 (School Counseling: A.6.)
   j. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students (School Counseling: C.2.)
   k. Knows strategies for helping students identify strengths and cope with environmental and developmental problems (School Counseling: C.3.)
   l. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling (School Counseling: C.4.)
   m. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning (School Counseling: C.5.)
   n. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students (School Counseling: E.2.)
   o. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families (School Counseling: E.3.)
   p. Identifies various forms of needs assessments for academic, career, and personal/social development (School Counseling: G.3.)
   q. Knows models of program evaluation for school counseling programs (School Counseling: I.2.)
   r. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation) (School Counseling: I.3.)
   s. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card) (School Counseling: I.4.)
   t. Understands the outcome research data and best practices identified in the school counseling research literature (School Counseling: I.5.)
   u. Analyzes and uses data to enhance school counseling programs (School Counseling: J.3.)
v. Understands the relationship of the school counseling program to the academic mission of the school (School Counseling: K.1.)
w. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school (School Counseling: K.2.).
x. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material (School Counseling: K.3.)
y. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration (School Counseling: M.1.)
z. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community (School Counseling: M.2.)
aa. 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 (School Counseling: M.3.)
bb. Understands systems theories, models, and processes of consultation in school system settings (School Counseling: M.4.)
c. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children (School Counseling: M.5.)
dd. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them (School Counseling: M.6.)
e. Knows the qualities, principles, skills, and styles of effective leadership (School Counseling: O.1.)
ff. Knows strategies of leadership designed to enhance the learning environment of schools (School Counseling: O.2.)
gg. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program (School Counseling: O.3.)
hh. Understands the important role of the school counselor as a system change agent (School Counseling: O.4.)
ii. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings (School Counseling: O.5.).

2. TExES COMPETENCIES THAT RELATE TO THIS COURSE (TExES is the state examination required for school counselor certification.)

Competency 001 (Human Development)

➢ The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity)

➢ The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors affecting Students)

➢ The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

Competency 004 (Program Management)

➢ The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students’ success.
Competency 005 (Developmental Guidance Program)
- The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development.

Competency 006 (Counseling)
- The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)
- The school counselor understands principles of assessment and is able to use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)
- The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)
- The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)
- The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Course Objectives:
At the conclusion of COUN 514: School Counseling & Development, students should have learned and/or be able to demonstrate the following dispositions, knowledge, skills, and attitudes as stipulated by CACREP (2009):

1. history, philosophy, and current trends in school counseling and educational systems (CACREP [2009] Section II.1.a.)
2. relationship of the school counseling program to the academic and student services program in the school (CACREP [2009] School Counseling: A.5.)
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school (CACREP [2009] School Counseling: A.3)
4. strategies of leadership designed to enhance the learning environment of schools (CACREP Standard [2009]: School Counseling: O.1., O.2., O.4.)
5. knowledge of the school setting, environment, and pre-K—12 curriculum (CACREP [2009]: School Counseling: E.2., E.3.)
6. current issues, policies, laws, and legislation relevant to school counseling (CACREP [2009]: School Counseling: A.3., A.4.)
7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling (CACREP [2009]: School Counseling: A.6)
8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development (CACREP [2009]: School Counseling: M.4.)
9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices (CACREP [2009]: School Counseling: A.5., C.2., G.3., K.1., K.3.)
10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the ASCA Ethical Standards for School Counselors) (CACREP [2009]: School Counseling: A.3., A.4.)
11. advocacy for all students and for effective school counseling programs (CACREP Standard [2009]: School Counseling: O.4.)
12. 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 (CACREP [2009]: School Counseling: M.3.)
13. 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 (CACREP [2009]: School Counseling: C.2.)
14. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate (CACREP [2009]: School Counseling: C.5., K.3; CACREP Standards [2009] D.3.)
15. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community (CACREP [2009]: School Counseling: M.2., O.3., O.5)
16. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs (CACREP [2009]: School Counseling: A.5)
18. use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes (CACREP [2009]: School Counseling: G.3.)
19. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home (CACREP [2009]: School Counseling: C.2.)
20. implementation and evaluation of specific strategies that meet program goals and objectives (CACREP [2009]: School Counseling: I.2., I.3., I.4., I.5.)
21. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies (CACREP [2009]: School Counseling: G.3.)
22. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program (CACREP [2009]: School Counseling: A.5)
23. strategies for seeking and securing alternative funding for program expansion (CACREP [2009]: School Counseling: A.5)
CONTENT AREAS include, but are not limited to, the following:

I. Foundations of School Counseling
   A. Definitions and Philosophy Related to School Counseling
   B. Relationship of School Counseling Program to Academic and Student Services Programs
   C. Integrating the School Counseling Program into the Total School Curriculum
   D. Historical Development of the School Counseling Profession
   E. Current Trends and Issues Affecting School Counseling and Educational Systems
   F. The School Counseling Setting, Environment, and Curriculum
   G. Opportunities and Barriers Affecting Student Success and Development
   H. Legal Issues Relevant to School Counseling
   I. Ethical Issues Related to School Counseling
   J. Collaboration & Team Building: Parents, Non-counselor School Personnel, Outside Resources

II. Essential Services in a School Counseling Program
   A. Advocacy
   B. Counseling
   C. Classroom Guidance (Group guidance)
   D. Consultation
   E. Information Service
   F. Assessment
   G. Placement
   H. Educational Planning and Career Development
   I. Coordination
   J. Funding Essential Services

III. The Comprehensive Developmental School Counseling Program
   A. Systems Theories in Relation to a Comprehensive Developmental School Counseling Program
   B. Leadership Strategies to Promote a Comprehensive Developmental School Counseling Program
   C. Models for a Comprehensive Developmental School Counseling Program
   D. Program Development Cycle (Texas Model)
      1. Organizing for Change
      2. Planning the Program
      3. Designing the Program
      4. Implementing the Program
      5. Evaluating the Program
   E. Evaluation of Individual Counselors

Course Requirements:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Examination</td>
<td>50</td>
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<tr>
<td>Comprehensive Final Examination</td>
<td>50</td>
</tr>
<tr>
<td>Developmental Classroom Guidance Project</td>
<td>25</td>
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<tr>
<td>Accountability Project</td>
<td>25</td>
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<tr>
<td>Comprehensive Guidance Program Project</td>
<td>50</td>
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<tr>
<td>Journal Article Reviews (2)</td>
<td>20</td>
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<tr>
<td>Interview Reaction Paper</td>
<td>30</td>
</tr>
<tr>
<td>Weekly Discussion/Online Participation</td>
<td>100</td>
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<tr>
<td>Discussion Leader Question</td>
<td>10</td>
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<td><strong>Total</strong></td>
<td><strong>360</strong></td>
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Grading Scale:
A=324 pts minimum
B=288 pts minimum
C=252 pts minimum
D=216 pts minimum

Midterm & Comprehensive Final Examination (open book/open note):
The development of your understanding of the components of a Comprehensive Developmental Professional School Counseling Program is essential for its implementation and support. Furthermore, professional school counselors need the ability to clearly articulate their appropriate roles and responsibilities to advocate for the profession. These exams will be take-home and cover material from selected readings (which may or may not have been discussed in class), lecture notes, individual assignments, and class activities. The format will be mixed (multiple choice/short answer). The finished examination responses must be typed and written clearly (i.e., proof the document prior to turning it in). Students may use any sources they would like, but may not consult with others in the construction of their responses.

Developmental Classroom Guidance Project:
Facilitating developmental classroom guidance lessons (psychoeducational groups) are a common and effective role of the professional school counselor in a Comprehensive Developmental School Guidance and Counseling Program. Students will create an original developmental classroom guidance lesson plan for a specific group of students. Additionally, students will provide an outline & handouts for their developmental classroom guidance session online to be available for their classmates.

Accountability Project:
Students will design a way to measure the effectiveness of a part of their comprehensive guidance program (e.g., guidance lesson, group) using MEASURE. MEASURE and the expectations for this project will be discussed prior to the due date.

Comprehensive Guidance Program Project:
Students will design a comprehensive guidance program. This is a concept assignment. Imagine yourself in your first job and you are ready to begin. You need a plan! Decide on a topic/area/need to work on (graduation rates, attendance, school atmosphere/safety, tardies, parent involvement, achievement gap…). Decide what grade level (elementary, middle, high) you will be working with and what topic/school need you will address. Develop a plan based on the school year. Your guidance lesson and accountability project can be used as part of this assignment. Further expectations and details of this project will be discussed prior to the due date.

Journal Article Reviews (2):
Find 2 peer reviewed journal articles on an issue within school counseling. Summarize articles in no more than one page and one page of reflection. Must include APA style citation of the article and be written in APA format. Include a viable link to the article or upload a copy of the article itself. Expectations for this assignment will be discussed prior to the due date.
Interview Reaction Paper:
Students are asked to schedule three (3) interviews with three (3) different professional school counselors (currently practicing or recently changed positions, should be at three [3] different levels & interviews need to be conducted in-person). General interview questions will be distributed and discussed in class. You will hand in a two-page synopsis of the interviews with a one-page personal reaction of the experience (three pages total).

Weekly Discussion/Online Participation:
Students will need to participate in online discussion and discussion leaders will be assigned. Each student will lead the discussion throughout the semester.

Attendance & Participation:
The student is expected to participate regularly on discussion boards. University guidelines regarding attendance policy will be followed. Online participation is necessary and mandatory in order to develop knowledge, dispositions, and skills as ethical and effective professional school counselors. To earn the participation points, students should (a) have completed reading; (b) have completed all assigned work, (c) contribute to discussions, and (d) follow online learning etiquette.

ALL ASSIGNMENTS MUST BE TYPED & IN APA FORMAT

Please note: No late work will be accepted. Any assignment not turned in at the designated classroom due date & time will result in in a failing grade for the assignment.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

Professionalism:
Due to the experiential, interpersonal, and intrapersonal nature of this course professionalism is critical. Within course discussions, students will need to the ability to accept constructive feedback and get along with their peers. It is the instructor’s responsibility to ensure that students training to become professional school counselors possess the abilities to handle these professional responsibilities. Please see the instructor if you have any concerns.

Accommodating Students with Special Learning Needs:
The Individuals with Disabilities Education Act of 2004 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires the University of Texas A&M Commerce provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” Students wishing to receive some instructional accommodation because of a documented disability should meet with the instructor to discuss accommodations. Please arrange a meeting with me at your earliest convenience.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for
reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Student Conduct & Academic Integrity:
By enrolling in this course, you have accepted the responsibility to abide to policies and procedures set forth by the University of Texas A&M Commerce. "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct) “Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work.” (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

Other Considerations:

- As part of this profession, you are STRONGLY encouraged to join the American Counseling Association (ACA) and the Texas Counseling Association (TCA). Additionally, it is highly suggested that you join the American School Counselor Association (ASCA) and the Texas School Counselor Association (TSCA).

HELPFUL WEBSITES:

American Counseling Association (ACA) www.counseling.org
American School Counselor Association (ASCA) www.schoolcounselor.org
National Board of Certified Counselors (NBCC) www.nbcc.org
Council for Accreditation of Counseling and Related Education Programs (CACREP) www.cacrep.org
Chi Sigma Iota (Counseling Academic and Professional Honor Society International) www.csi-net.org
## Tentative Topical Outline

**Note:** Changes may have to be made. If so, they will be announced in class. You are responsible for knowing of any changes even if they are absent when changes are announced.

<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Topic and Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1/August 28</td>
<td><em>Introductions, Texts, Syllabus, &amp; Expectations</em></td>
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<tr>
<td>2/September 4</td>
<td><em>History of School Counseling</em></td>
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<tr>
<td>3/September 11</td>
<td><em>Ethics of School Counseling</em></td>
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<tr>
<td>4/September 18</td>
<td><em>ASCA National Model</em></td>
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<tr>
<td>5/September 25</td>
<td><em>Outcome Research &amp; Accountability in School Counseling</em></td>
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<tr>
<td>6/ October 2</td>
<td><em>Outcome Research &amp; Accountability in School Counseling</em></td>
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<tr>
<td>7/October 9</td>
<td><em>Culturally Competent School Counselor</em></td>
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<tr>
<td>8/October 16</td>
<td><em>Leadership and Advocacy in School Counseling</em></td>
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<tr>
<td>9/October 23</td>
<td><em>Classroom Guidance</em></td>
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<tr>
<td>10/October 30</td>
<td><em>Individual &amp; Group Counseling within the Schools</em></td>
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<tr>
<td>11/November 6</td>
<td><em>Career Planning &amp; Consultation, Collaboration, and Parent Involvement</em></td>
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<tr>
<td>12/ November 13</td>
<td><em>Specialized Problems within the Schools</em></td>
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THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS, AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>13/ November 20</td>
<td>Professional School Counseling and Students with Disabilities</td>
</tr>
<tr>
<td>14/ November 27</td>
<td>Helping Students with Disabilities</td>
</tr>
<tr>
<td>15/ December 4</td>
<td>Final</td>
</tr>
</tbody>
</table>
These questions are designed to provide you with a conceptual framework for your professional school counselor interviews. Therefore, please feel free to vary the questions to your personal style & interest.

**Descriptive Information:**
Gender: Male or Female  Level: __________________  # of Counselor(s): _____

School Size: ______________ Setting: ______________ __  # of Students: ______

Counselor’s Contact Information: __________________________________________

1. How long have you been working as a professional school counselor?

2. How do you refer to your professional position (e.g., Guidance Counselor, Counselor, School Counselor, or Professional School Counselor)?

3. What have been some of the changes you have recognized in school counseling over your career?

4. Are you currently a member of any counseling professional organizations? (If not, why?)

5. What are some of the facets of being a school counselor you find enjoyable?

6. What are some of the facets of being a school counselor you find “most” challenging?

7. What are some current issues confronting you in your position?

8. What areas do you feel your graduate program did not prepare you for in your current position?

9. What is your counseling theoretical orientation?

10. What suggestions would you have for someone entering the profession?

PLEASE DO NOT FORGET TO THANK THE PROFESSIONAL SCHOOL COUNSELOR FOR TAKING THE TIME TO MEET WITH YOU & FOR HIS OR HER ASSISTANCE
Large Group Guidance Project & Handout – Evaluation Rubric

Assignment Description per Syllabus:

Developmental Classroom Guidance Presentation:
Facilitating developmental classroom guidance lessons (psychoeducational groups) are a common and effective role of the professional school counselor in a Comprehensive Developmental School Counseling Program. Students will create an original developmental classroom guidance lesson plan for a specific group of students. Additionally, students will bring an outline & handouts for their developmental classroom guidance session to present to the class during a scheduled class meeting. Students’ developmental classroom guidance presentation to the class will be discussed and students should bring copies of the developmental guidance lesson plan for all class members.

Consult the following resources to align your group guidance lesson to appropriate standards of practice:

- ASCA Domain/Florida School Counselor Framework Standard(s)
- TeXes Competencies

Accreditation Standards Assessed through this Assignment:
CACREP (2009) Standards
1. School Counseling D.2.: Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
2. School Counseling K.3.: Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

Unacceptable = Student-intern does not meet expectations & does not demonstrates Accomplished Practice competencies
Developing = Student-intern does not meet expectations; however, the student demonstrates some Accomplished Practice competencies
Proficient = Student-intern meets expectations & demonstrates Accomplished Practice competencies
Exemplary / Advanced Proficient = Student-intern exceeds expectations & demonstrates Accomplished Practice competencies

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Accreditation Standard(s) Assessed</th>
<th>Unacceptable</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary / Advanced Proficient</th>
<th>Score</th>
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<tbody>
<tr>
<td>Large group guidance lesson’s goal &amp; objectives are clearly stated &amp; appropriate</td>
<td>CACREP (2009) School Counseling: K.3.</td>
<td>Guidance lesson’s goals &amp; objectives are not provided</td>
<td>Guidance lesson’s goals &amp; objectives are provided; however, they are unclear</td>
<td>Guidance lesson’s goals &amp; objectives are provided and are clear, but necessitate strengthening</td>
<td>Guidance lesson’s goals &amp; objectives are provided and are clear &amp; strong</td>
<td></td>
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<tr>
<td>Large group guidance lesson is developmentally appropriate &amp; aligns with school’s</td>
<td>CACREP (2009) School Counseling: D.2., K.3.</td>
<td>Guidance lesson is developmentally inappropriate &amp; does not aligns with school’s</td>
<td>Guidance lesson is developmentally appropriate; but does not aligns with school’s missions &amp;</td>
<td>Guidance lesson is developmentally appropriate &amp; aligns with school’s missions &amp; state standards</td>
<td>Guidance lesson is developmentally appropriate, aligns with school’s missions &amp; state standard,</td>
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<tr>
<td>Large group guidance lesson is well organized &amp; engages students</td>
<td>missions &amp; state standards</td>
<td>state standards</td>
<td>and is creative</td>
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<tr>
<td>CACREP (2009) School Counseling: D.2., K.3.</td>
<td>Guidance lesson is <strong>unorganized</strong> &amp; does not engage students</td>
<td>Guidance lesson is organized; but does not engage students</td>
<td>Guidance lesson is organized and engages students</td>
<td>Guidance lesson is organized, engages students, &amp; is creative</td>
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</table>

**Instructor’s Feedback & Comments:**
COMPREHENSIVE GUIDANCE PROGRAM Project

You are to construct the Comprehensive Professional School Counseling Program with the specified roles of the professional school counselor, (should be level specific – elementary, middle, or high school).

The following should be provided:

1. Professional School Counseling Program Philosophy ([a] mission statements, [b] three primary programmatic goals, & [c] three objectives per goal [nine total objectives]).

2. Definition of a professional school counselor (definition for the school counselors in your comprehensive school counseling program)

3. The role and services provided by the professional school counselor (e.g., counseling [individual & group], large group guidance, consultation, and coordination [include examples of services]).

4. A breakdown of the proportion of recommended direct & indirect services offered (based on ASCA).

5. The conditions/issues that professional school counselors frequently work with students and others about (provide samples of services to address these issues).

6. The ethics that guide a professional school counselor’s work (ethical standards & practices [observable ethical behavior of counselors]).

7. The methods of evaluation used to assess the program’s effectiveness & worth (accountability & professional advocacy).

8. A schedule of events/topics

9. An example of intervention.

Please type your response & limit it to 9 pages (12 font [times new roman], 1 inch margins) – not including Title Page, References, & Appendices

You may use any sources you would like, but may not consult with others in the construction of your program. Writing clarity & readability will be a part of the evaluation process (proof read the document prior to turning it in).

Accreditation Standards Assessed Through This Assignment:

CACREP (2009) Standard:

- Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school (School Counseling: A.3.)
- Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program (School Counseling: A.5.)
- Knows how to design, implement, manage, & evaluate programs to enhance the academic, career, and personal/social development of students (School Counseling: C.2.)
• Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students (School Counseling: E.2.)

• Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families (School Counseling: E.3.)

• Identifies various forms of needs assessments for academic, career, and personal/social development (School Counseling: G.3.)

• Knows models of program evaluation for school counseling programs (School Counseling: I.2.)

• Knows basic strategies for evaluating outcomes in school counseling (e.g., behavioral observation, program evaluation) (School Counseling: I.3.)

• Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card) (School Counseling: I.4.)

• Understands the outcome research data and best practices identified in the school counseling research literature (School Counseling: I.5.)

• Analyzes and uses data to enhance school counseling programs (School Counseling: J.3.)

• Understands the relationship of the school counseling program to the academic mission of the school (School Counseling: K.1.)

• Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school (School Counseling: K.2.)

• Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material (School Counseling: K.3.)

• Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community (School Counseling: M.2.)

• Understands systems theories, models, and processes of consultation in school system settings (School Counseling: M.4.).

• Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children (School Counseling: M.5.)

• Knows how to design, implement, manage, and evaluate a comprehensive school counseling program (School Counseling: O.3.)

• Understands the important role of the school counselor as a system change agent (School Counseling: O.4.).
## Assignment Assessment Rubric

**Unacceptable** = Student does not meet expectations & does not demonstrates Accomplished Practice competencies

**Developing** = Student does not meet expectations; however, the student demonstrates some Accomplished Practice competencies

**Proficient** = Student meets expectations & demonstrates Accomplished Practice competencies

**Exemplary / Advanced Proficient** = Student exceeds expectations & demonstrates Accomplished Practice competencies

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Accreditation Standard(s) Assessed</th>
<th>Unacceptable</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary / Advanced Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a school counseling program mission statement</td>
<td>CACREP (2009) School Counseling: A.3., A.5., K.1., O.3.</td>
<td>Mission statement lacks contemporary best practices (e.g., ASCA, 2005)</td>
<td>Mission statement includes <strong>three</strong> contemporary best practices (e.g., ASCA, 2005)</td>
<td>Mission statement includes <strong>four</strong> best practices (e.g., ASCA, 2005)</td>
<td>Mission statement includes <strong>five or more</strong> contemporary best practices (e.g., ASCA, 2005)</td>
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<tr>
<td>Develop three programmatic goals and three measurable objectives per goal</td>
<td>CACREP (2009) School Counseling: A.3., A.5., K.1., O.3.</td>
<td>Programmatic goals &amp; objectives are random &amp; are not measurable</td>
<td>Programmatic goals &amp; objectives align with mission statement; however, they are not measurable</td>
<td>Programmatic goals &amp; objectives align with mission statement &amp; are measurable</td>
<td>Programmatic goals &amp; objectives align with mission statement &amp; are measurable &amp; bound by time</td>
</tr>
<tr>
<td>Develop definition of a professional school counselor for your program</td>
<td>CACREP (2009) School Counseling: A.3., O.4.</td>
<td>Definition lacks contemporary school counselor qualities (e.g., preparation, etc.)</td>
<td>Definition includes <strong>two</strong> contemporary school counselor qualities (e.g., preparation, etc.)</td>
<td>Definition includes <strong>three</strong> contemporary school counselor qualities (e.g., preparation, etc.)</td>
<td>Definition includes <strong>four or more</strong> contemporary school counselor qualities (e.g., preparation, etc.)</td>
</tr>
<tr>
<td>Review definition of the contemporary roles and services provided by professional school counselors</td>
<td>CACREP (2009) School Counseling: A.3., K.2., K.3., M.4., M.5.</td>
<td>Definition lacks contemporary school counselor roles &amp; services (e.g., counseling, etc.)</td>
<td>Definition includes <strong>three</strong> contemporary school counselor roles &amp; services (e.g., counseling, etc.)</td>
<td>Definition includes <strong>four</strong> contemporary school counselor roles &amp; services (e.g., counseling, etc.)</td>
<td>Definition includes <strong>five or more</strong> contemporary school counselor roles &amp; services (e.g., counseling, etc.)</td>
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<tr>
<td>Present examples of contemporary roles and services provided by professional school counselors</td>
<td>CACREP (2009) School Counseling: A.3., K.2., K.3., M.4., M.5.</td>
<td>Examples are random and are not connected to contemporary school counselor roles</td>
<td>Examples align with contemporary school counselor roles &amp; services, but</td>
<td>Examples align with contemporary school counselor roles &amp; services and</td>
<td>Examples align with contemporary school counselor roles &amp; services, and are</td>
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<td>Provide a breakdown of the proportion of recommended direct &amp; indirect services provided by contemporary professional school counselors</td>
<td>Breakdown does not align with contemporary professional school counseling best practices (e.g., ASCA, 2005)</td>
<td>Breakdown aligns with one contemporary professional school counseling best practices (e.g., ASCA, 2005)</td>
<td>Breakdown aligns with two contemporary professional school counseling best practices (e.g., ASCA, 2005)</td>
<td>Breakdown align with three or more contemporary professional school counseling best practices (e.g., ASCA, 2005)</td>
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<tr>
<td>Provide examples of direct &amp; indirect services provided by contemporary professional school counselors</td>
<td>Examples are random and do not align with contemporary professional school counseling best practices</td>
<td>Examples align with contemporary professional school counseling best practices, but lack clarity</td>
<td>Examples align with contemporary professional school counseling, and are clear</td>
<td>Examples align with contemporary professional school counseling, and are comprehensive and clear</td>
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<tr>
<td>Present the condition &amp; issues the contemporary professional school counselors frequently work with students and other stakeholders about</td>
<td>Conditions &amp; issues are random and do not align with contemporary professional school counseling best practices</td>
<td>Conditions &amp; issues align with contemporary professional school counseling best practices, but lack clarity</td>
<td>Conditions &amp; issues align with contemporary professional school counseling best practices, and are clear</td>
<td>Conditions &amp; issues align with contemporary professional school counseling best practices, and are comprehensive and clear</td>
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<tr>
<td>Present examples of services contemporary professional school counselors offer to address common condition encountered by students and other stakeholders</td>
<td>Examples are random and do not align with contemporary professional school counseling best practices</td>
<td>Examples align with contemporary professional school counseling best practices, but lack clarity</td>
<td>Examples align with contemporary professional school counseling, and are clear</td>
<td>Examples align with contemporary professional school counseling, and are comprehensive and clear</td>
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<tr>
<td>Identify specific ethical behaviors employed by contemporary &amp; ethical professional school counselors</td>
<td>Ethical behaviors are random and do not align with contemporary professional school counseling best practices</td>
<td>Ethical behaviors align with contemporary professional school counseling best practices, but lack clarity (e.g., three best)</td>
<td>Ethical behaviors align with contemporary professional school counseling best practices are clear (e.g., four best practices)</td>
<td>Ethical behaviors align with contemporary professional school counseling, and are comprehensive and clear (e.g.,</td>
<td></td>
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<tr>
<td>Identify specific methods employed in the development of an accountable professional school counseling program</td>
<td>CACREP (2009) School Counseling: A.3., C.2., G.3., I.2., I.3., I.4., J.3., O.3.</td>
<td>Accountability and program evaluation methods are random and do not align with contemporary professional school counseling best practices</td>
<td>Accountability and program evaluation methods align with contemporary professional school counseling best practices, but lack clarity (e.g., two best practices)</td>
<td>Accountability and program evaluation methods align with contemporary professional school counseling best practices and are clear (e.g., three best practices)</td>
<td>Accountability and program evaluation methods align with all contemporary professional school counseling best practices, and are comprehensive and clear (e.g., four or more best practices)</td>
</tr>
<tr>
<td>Identify specific strategies a contemporary professional school counselor employs to support the merit and worth of his or her program to all stakeholders (e.g., uses accountability data to support merit &amp; worth)</td>
<td>CACREP (2009) School Counseling: A.3., C.2., G.3., I.2., I.3., I.4., J.3., O.3.</td>
<td>Strategies to support programmatic merit &amp; worth are random and do not align with contemporary professional school counseling best practices</td>
<td>Strategies to support programmatic merit &amp; worth align with two contemporary professional school counseling best practices</td>
<td>Strategies to support programmatic merit &amp; worth align with three contemporary professional school counseling best practices and are clear</td>
<td>Strategies to support programmatic merit &amp; worth align with four or more contemporary professional school counseling best practices, and are comprehensive and clear</td>
</tr>
<tr>
<td>Assignment is well written and presents information in a clear and concise fashion (scholarly writing; e.g., syntax, grammar, and punctuation)</td>
<td>CACREP (2009) School Counseling: A.3.</td>
<td>Assignment is poorly written and organized, containing significant writing errors</td>
<td>Assignment is organized; however, writing containing some writing errors</td>
<td>Assignment is well written and organized, containing minimal writing errors</td>
<td>Assignment is well written and organized, containing no writing errors</td>
</tr>
<tr>
<td>Creativity and originality of presented comprehensive school counseling program</td>
<td>CACREP (2009) School Counseling: A.3.</td>
<td>Comprehensive school counseling program is generic and provides limited descriptors</td>
<td>Comprehensive school counseling program includes unique qualities, but limited descriptors</td>
<td>Comprehensive school counseling program includes unique qualities and clear descriptors</td>
<td>Comprehensive school counseling program includes unique qualities, and is described in a scholarly fashion</td>
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<td>Total Number of Points Earned</td>
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Supplemental Resources & Texts


