INSTRUCTOR: Lindsey Nichols, Ph.D, NCC
INFORMATION:
Office: Education Building, Room 211A
Office Hours: Tuesday’s 10am-noon, 4-5pm and by appointment
Phone: 406-243-5820 (office)
e-mail: lindsey.nichols@umontana.edu

SCHEDULED CLASS MEETINGS: PJW Education Building 110 on Tuesdays from 1:00PM to 3:50PM, January 29th to May 14th

COURSE CONTENT AND DESCRIPTION: This course emphasizes practical approaches to working with children and adolescents in school settings. These approaches include individual counseling, small group counseling, large group guidance, and consultation. Because children and schools exist in an ecological system that includes parents and teachers, the course will also review and provide specific instruction in practical strategies for parent and teacher consultation and education/in-service.

TEXTBOOKS:

ARTICLES:
Falls, L. (2010). Fan the Flame: Learn How to Ignite the Flame that Shows your Passion for School Counseling without Letting it get out of Control and Lead to Burnout. ASCA School Counselor, 47:6, 42-44.


SUPPLEMENTAL RESOURCES:


RECOMMENDED READING:


COURSE OBJECTIVES: The overall purpose of this course is to provide you with skills training for working with children, adolescents, parents, teachers, administrators and other stakeholders within the context of a comprehensive school counseling program.

CACREP-Related Core Course Objectives:
To provide an understanding of the following aspects of professional functioning:

1.h. The role and process of the professional counselor advocating on behalf of the profession.

3.e. A general framework for understanding exceptional abilities and strategies for differentiated interventions.

4.b. Career, vocational, educational, occupational and labor market information resources, and career information systems.

4.c. Career development program planning, organization, implementation, administration, and evaluation.

5.c. Essential interviewing and counseling skills.

5.d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.

5.f. A general framework for understanding and practicing consultation.

5.g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6.d. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
CACREP-Related School Counseling Specialty Standards:

To provide an understanding of:

A.2. The ethical and legal considerations specifically related to the practice of school counseling.

A.6. 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.

B.2. How to articulate, model, and advocate for an appropriate school counselor identity and program.

C.3. Strategies for helping students identify strengths and cope with environmental and developmental problems.

C.4. How to design, implement, manage, and evaluate transition programs including school-to-work, postsecondary planning, and college admissions counseling.

C.6. The potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D.3. How to design and implement 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.

E.1. The cultural, ethical, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

E.2. Identification of community, environmental, and institutional opportunities that enhance as well as barriers that impede the academic, career, and personal/social development of students.

E.3. 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.

E.4. The multicultural issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F.2. How to advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

F.3. How to advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

G.1. The influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

G.2. The signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

H.1. How to assess and interpret students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

H.3. How to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

K.2. 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.

K.3. The curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling-and guidance-related material.

L.1. How to conduct instructional strategies to enhance student academic development.

L.2. How to implement strategies and activities to prepare students for a full range of postsecondary options and opportunities.
L.3. How to implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

M.1. The ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

M.3. How to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

M.4. The systems theories, models, and processes of consultation in school system settings.

M.5. The strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

M.6. The various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them.

M.7. School and community collaboration models for crisis/disaster preparedness and response.

N.2. How to locate resources in the community that can be used in the school to improve student achievement and success.

N.3. How to consult with teachers, staff, and community-based lead organizations to promote student academic, career, and personal/social development.

N.4. How to use peer helping strategies in the school counseling program.

N.5. How to use referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

O.2. Knows strategies of leadership designed to enhance the learning environment of schools.

O.4. Understands the important role of the school counselor as a system change agent.

O.5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum and advisory meetings.

P.2. How to plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

TEACHING METHODS:
1. Lectures/class discussions
2. Guest lectures/student presentations
3. Class activities
4. Video presentations

GRADING PROCEDURES AND COURSE ASSIGNMENTS: Readings are listed in the weekly schedule. Each week, I will facilitate a discussion and activities focusing on the weekly topic, including the assigned readings. During these discussions/learning activities, everyone will be expected to participate and show reasonable recall and understanding of the readings. Grades are based on completion of class assignments and class participation/attendance. Class attendance and participation is a significant portion of your grade. Points will be deducted for missing a class unless prior arrangements are made with me for an alternate assignment. If you have questions about the grading procedures or specific grades on an assignment, please don’t hesitate to contact me. Detailed percentages and point allocations are listed below.

There are a possible 200 points available to earn during the semester, with an optional 15 points extra credit. Grades will be assigned on a percentage basis.

A=93-100%; A- = 91-92%; B+ = 88-90%; B = 83-87%; B- = 81-82%; C+ = 78-80%; C = 73-77%; C- = 71-72%; D+ = 68-70%; D = 63-67%; D- = 61-62%; F = Below 61%
DISABILITY ACCOMMODATIONS: If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised that I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at http://life.umt.edu/dss.

IN-CLASS BEHAVIOR STANDARDS AND LEARNING ENVIRONMENT: The Student Conduct Code, embodying the ideals of academic honesty, integrity, human rights and responsible citizenship, governs all student conduct at The University of Montana-Missoula. You are expected to adhere to this code. It is also expected that each student will help to foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others. It is the expectation of the instructor that you will turn off cell phones during class.

ACADEMIC INTEGRITY: “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.”

Please remember that presenting another person’s ideas, answers, or writings as your own is considered plagiarism, is unethical, and is a violation of the Student Conduct Code (this also applies to materials accessed from the Internet). To prevent plagiarizing someone else’s work, credit for the words and ideas must always be given in-text and in the references section. Quotation marks are used to indicate another person’s exact words. Paraphrasing is summarizing a passage or taking the ideas of the sentences and constructing a new sentence in your own words. The original sentence must be substantially altered for it to be your work and citing the source is still necessary because you took the idea from another source. Evidence of plagiarism will result in an automatic “F” for that assignment and a 50-point deduction from your final grade. An “F” may be assigned for the course if plagiarism occurs.

CLASS ASSIGNMENTS

1. Attendance and Weekly Reading Discussion (20 pts; 10% of grade) Each class period will be constructed in a way to encourage dialogue and involvement from each class member. There will be interactive lecture, experiential learning, and other activities. Class members will be asked to facilitate discussion and learning activities from time to time. You will be expected refer to the assigned readings and to actively engage in the discussion and learning opportunities.

2. Case Study Facilitation (20 pts; 10% of grade) You will be responsible for facilitating a discussion of a case study from Golden & Henderson (approximately 20 minutes) which Lindsey will provide. You will summarize the case, main issues, how you would approach the case clinically and lead the group in a discussion regarding the specific counseling strategy used. You will provide the class with some form of visual (e.g., handout, powerpoint) to organize the discussion.

3. In-Service Presentation (40 pts; 20% of grade) School Counselors are often asked to provide information to school faculty and staff either informally or formally. This assignment requires you to research a relevant topic for an all-school in-service. You will write up a 5-7 page report on this topic and deliver a mock in-service to the
class, as if it were a “real” school situation. You will become the class “expert” in this area and possible topics include, but are not limited to: working with ADHD students in the classroom, learning disorders and disabilities, crisis management, trauma and the impact on kids, divorce, behavior management, study skills, substance issues, fear and anxiety, autism spectrum disorders, or child abuse. Presentations should be approximately 30 minutes and all papers are due 2/26/13.

4. **Guidance Lesson Presentation (50 pts; 25% of grade)**
Choose an evidence-based school counseling program which includes classroom guidance as a component. Research and become familiar with the program. Write up a 3-4 page summary of the program itself and prepare a guidance lesson to present to the class. In other words, provide a rationale of the importance of the topic this lesson will be addressing including at least 2 empirical resources (i.e., scholarly journal articles). Also provide an outline of the activity including: title, objectives, materials needed, and steps in the lesson (see Moodle for ASCA Guidance Action and Results Report in syllabus file). You must decide if it is a K-12, elementary, middle, or high school and explain how you’ve made the lesson developmentally appropriate. The class will “morph” into a specific age group for you to present to as if it were an actual classroom situation. Options for topics include Careers, Test Readiness/Anxiety, Character Education, Substance Abuse Prevention, etc. Be sure the content of your presentation is age appropriate for the grade level you choose. Lessons should be approximately 30 minutes in length (and may include an experiential activity) and all papers are due 4/9/13.

5. **School Board/Administrator Presentation (30 pts; 15% of grade)**
This assignment is designed to prepare you for the task of advocating for a school counseling program with those who make ultimate budget and scheduling decisions. You will prepare a 20 minute power point presentation that would be used to inform school board members and administrators about your comprehensive school counseling program. Using the articles provided on MOODLE (i.e., Jacques & Brorsen, 2002; Studer et al., 2006) along with other scholarly resources, you should: (1) clearly define the unique roles and qualifications of a school counselor; (2) define the issues within your school district (can make-up data or use real data from a school district of your choice), (3) how are you addressing the issues, (4) evidence of change (how are you collecting this data), (5) collaboration approaches, (6) additional information that may be necessary for audience who might not have awareness of school counselors. The class will work together and will present to an “actual” school board. **Outline of presentation due to Lindsey on 4/19/13. Presentation on 5/7/13**

6. **Book Exam (20 pts; 10% of grade)**
There will be a brief in-class exam (i.e., multiple choice and short answer) to measure your understanding of material presented in Evidence-Based School Counseling. 4/30/13

7. **Academic/Career/Personal Social Resource File (Final Project; 20 pts; 10% of grade)**
You will collect, over the course of the semester, tools and information for design, implementation, management, and evaluation of a comprehensive school counseling program. Elements should include sample needs assessments, form letters, specific programs that address the national standards and coverage of the academic, career, and personal/social domains. Consider using an electronic medium such as flashdrive, Dropbox, Google Drive. The last day of class will be when you will bring your file to class to share with your classmates.

8. **Attend Montana School Counselor Association Spring Institute (**Extra Credit worth 10 pts) April 11 & 12 Bozeman, MT
## APPROXIMATE WEEKLY SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>In-Class Topic</th>
<th>Reading and Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>1/29</td>
<td>Syllabus review and course orientation. Overview of course material as it relates to developing a comprehensive counseling program; the ASCA National Model and Three Domains: Academic, Career, &amp; Personal/Social; Professional Ethics, informed consent and confidentiality</td>
<td>ASCA Ethical Standards; Lazovksy</td>
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<td>2</td>
<td>2/5</td>
<td>Developing a comprehensive counseling program; Intro to solution-focused Counseling Supporting K-12 students for Academic Success: Strategies and Interventions; targeting the achievement gap</td>
<td>Murphy Chpts. 1-5; pp. 245-254; Shelton &amp; James, 1 &amp; 2; Kayler &amp; Sherman</td>
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<td>3</td>
<td>2/12</td>
<td>Advocacy: minority students, gifted students, special education. Guest Speaker Mika Watanabe, UM Disability Services for Students Coordinator</td>
<td>Murphy Chpts. 9-12; all appendices; DePaul, Walsh, &amp; Dam; Roaten &amp; Schmidt; Dodson</td>
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<tr>
<td>4</td>
<td>2/19</td>
<td>Career Counseling and Guidance: College and Job Access Guest speaker: Maegan Rides At The Door, UM Career Services</td>
<td>Shelton &amp; James, Chpts 3-5; Fraser; McHale; Tang</td>
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<tr>
<td>5</td>
<td>2/26</td>
<td>Program advocacy and association involvement.</td>
<td>In-Service Presentations Due</td>
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<tr>
<td>6</td>
<td>3/5</td>
<td>Special topic presentations.</td>
<td>Continued In-Service Presentations</td>
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<td>7</td>
<td>3/12</td>
<td>Personal/Social domain: Offering support with effective, appropriate interventions; substance abuse; developing resiliency; collaborating for student success</td>
<td>Viccora; Davis; Moyer &amp; Sullivan</td>
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<td>8</td>
<td>3/19</td>
<td>Suicide prevention. Guest speaker: Karl Rosston, Montana Suicide Prevention Coordinator</td>
<td>Murphy Chpts. 6-8</td>
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<td>9</td>
<td>3/26</td>
<td>Crisis response, school emergency management, effects of trauma on children. Guest speaker Mark Kowack, TCJC</td>
<td>Dimmitt, Carey, &amp; Hatch Chapters 1-3; Fein, Carlisle, &amp; Isaacson; Haviland</td>
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<td>4/2</td>
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<td>Spring Break – no class</td>
<td>Relax and rejuvenate…</td>
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### COURSE-RELATED CACREP SPECIALTY STANDARD STUDENT LEARNING OUTCOMES AND EVALUATION RUBRICS:

In this course student performance will be evaluated in many ways. Below are the school counseling standards that are evaluated in this course. Although your competence with respect to the following standards will undoubtedly be related to your final grade in the course, the particular rubric included below is also designed for faculty to systematically evaluate our effectiveness in teaching these areas. We provide this information because it may be useful to you to know what sorts of standards we’re covering in the program and how we’re going about measuring these standards in this course. If you find this process confusing or overwhelming, then you can feel free to ignore this section because if you do a good job completing the assignments described above, then you’ll be doing a good job in this class!

CACREP Student Learning Outcomes: School Counseling

**Source of Measurement:** Weekly Reading/Discussion

<table>
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<tr>
<th>COURSELING, PREVENTION, AND INTERVENTION</th>
<th>Needs Improvement</th>
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<tr>
<td>C. Knowledge</td>
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<td>4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.</td>
<td>The student failed to articulate in a complete manner an understanding of various transition programs.</td>
<td>The student demonstrated a thorough understanding of how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.</td>
<td>The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research,</td>
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<td>ACADEMIC DEVELOPMENT</td>
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<td>professional ethics, developmental, or other important counseling domains into his or her performance.</td>
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<td><strong>L. Skills and Practices</strong></td>
<td>admissions planning as evidenced by professor observation during classroom discussion and inquiry regarding the reading.</td>
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<td>2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</td>
<td>The student showed a partial understanding of the wide variety of options available to students following high school. They were unable to demonstrate an ability to effectively counsel students in the academic domain.</td>
<td>The student revealed and understanding of implementation activities that prepare students for a variety of postsecondary opportunities. This was evidenced by thorough responses during question and answer period of classroom discussion and an ability to navigate online resources.</td>
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<td><strong>COLLABORATION AND CONSULTATION</strong></td>
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<td><strong>M. Knowledge</strong></td>
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<td>4. Understands systems theories, models, and processes of consultation in school system settings.</td>
<td>The student did not articulate a complete understanding of the consultation models or system theories used in school settings.</td>
<td>The student demonstrated, through verbal response, a clear understanding of systems theories, models, and consultation strategies utilized in school settings. They demonstrated an understanding of the applicable reading material.</td>
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<tr>
<td><strong>N. Skills and Practices</strong></td>
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<td>2. Locates resources in the community that can be used in the school to improve student achievement and success.</td>
<td>The student did not show the ability to appropriately match a service with a student need, or did not know when to make a referral. The student was unable</td>
<td>The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.</td>
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to connect the correct resource with student need.
tutoring agencies, mental health supports, wrap-around supports, and other collaborative options for students and families.
spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.

**Source of Measurement:** Case Study Facilitation and Discussion

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<td>A.Knowledge</td>
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<td>6. 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.</td>
<td>The student did not articulate a complete understanding of the issues that impact student learning and development. Their answers did not reflect upon the reading material assigned.</td>
<td>The student responded with clarity and thoroughness when asked about the various factors that impact student learning and development. Their answers reflected an understanding of material read and how it applies to school counseling.</td>
<td>The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.</td>
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| COUNSELING, PREVENTION, AND INTERVENTION |                   |            |           |
| C.Knowledge |                   |            |           |
| 3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems. | The student did not give complete answers to verbal questions and/or they lacked understanding of the case material as evidenced by professor evaluation. | The student responded to verbal inquiry and engaged in meaningful classroom discussion involving strategies for helping student cope with environmental and developmental problems. Their understanding of the complexities of the cases was apparent. | The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance. |

| COLLABORATION AND CONSULTATION |                   |            |           |
| M.Knowledge |                   |            |           |
| 6. Understands the | Student did not respond | The student engaged in | The student provided |
various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them.

with accuracy or complete understanding of peer programming interventions. There was a lack of integration of materials read.

verbal dialogue regarding peer programming options for elementary, middle, and high school students. Answers reflected and understanding of reading materials assigned.

information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.

**Source of Measurement: In-Service Presentation**

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<tr>
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<tr>
<td>3. 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.</td>
<td>Presentation was lacking in facts and information regarding educational policies and practices. There was no example given of how these might be modified to respond to specific student needs.</td>
<td>Presentation clearly demonstrated an understanding of the complexity of issues involved related to educational policies, programs, and practices. They were able to show how these might be adapted in response to specific school and community cultures.</td>
<td>The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.</td>
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| ASSESSMENT | | | |
| **G. Knowledge** | | | |
| 1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. | Student presentation did not reflect a thorough examination of issue and/or was lacking in application to student functioning. There was no suggestion given for intervention or role of school counselor related to the issue and/or problem. | Presentation given was a thorough examination of a topic relevant to contemporary school counseling and student needs. There was an element of the in-service that included impact on the student, which domain, and intervention strategies for the individual and |
| | | | The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance. |
### ACADEMIC DEVELOPMENT

<table>
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<tr>
<th>K. Knowledge</th>
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<tr>
<td>2. 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.</td>
<td>The student did not relate topic to student academic success. The presentation was not clearly “in-service” in nature and did not have immediate relevance for fellow educators.</td>
<td>The student provided evidence of impact on student learning related to their in-service topic. They were able to show relevance to fellow educators and make suggestions for academic success and/or drop out prevention.</td>
<td>The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.</td>
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Source of Measurement: Guidance Lesson Presentation

Source of Measurement: School Board/Administrator Presentation
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<th>FOUNDATIONS</th>
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<tbody>
<tr>
<td>A. Skills and Practices</td>
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<tr>
<td>2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</td>
<td>The students did not make a strong case for the importance of a comprehensive guidance program within the district. They did not respond to the scenario or narrowly defined the presentation to the scenario.</td>
<td>The students demonstrated an ability to clearly articulate the importance of a comprehensive guidance program within a school system. They were able to take the individual scenario and respond appropriately to immediate challenges, make suggestions for improvement, and show how results are measured. They communicated in a manner which was professional and included elements that are of concern to administration and school board members.</td>
<td>The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.</td>
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| DIVERSITY AND ADVOCACY | | | |
| F. Skills and Practices | | | |
| 3. Advocates for school counseling policies, programs, services that enhance a positive school climate and are equitable and responsive to multicultural student populations. | The students did not adequately address the multicultural student needs within their presentation. They did not clearly make a case for counseling policies, programs, and services the make a difference in enhancing positive school climate. | The students made a strong case for the program policies and philosophy to be in alignment with the mission of the school. They integrated the needs of multicultural student populations into their presentation and strongly advocated for ALL students. | The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance. |

| COLLABORATION AND CONSULTATION | | | |
| M. Knowledge | | | |
| 3. Knows how to build effective working teams of school staff, parents, and community | The presentation lacked elements that reflected an understanding of the importance of strong collaborative working | The student integrated into their presentation the value of collaborative working | The student provided information or demonstrated a skill in a manner that is |
members to promote the academic, career, and personal/social
development of students. teamwork within the school and community. relationships between stakeholders in the school. They addressed the need for teams to work together for student success. acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.

Source of Measurement: Book Exam-Evidence-Based School Counseling

<table>
<thead>
<tr>
<th>RESEARCH AND EVALUATION</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understands how to critically evaluate research relevant to the practice of school counseling.</td>
<td>Student answers were incomplete or incorrect.</td>
<td>The student responded correctly to questions regarding evaluation of contemporary school counseling. They were able to articulate the importance of evidence-based school counseling strategies.</td>
<td>The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.</td>
</tr>
<tr>
<td>3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).</td>
<td>Student answers were incomplete or incorrect.</td>
<td>The student correctly answered questions regarding basic strategies for evaluating counseling outcomes.</td>
<td>The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.</td>
</tr>
<tr>
<td>4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement)</td>
<td>Student responses were incomplete or incorrect.</td>
<td>Student responded correctly to questions regarding current methods of using data to inform decision making</td>
<td>The student provided information or demonstrated a skill in a manner that is acceptable as described by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.</td>
</tr>
</tbody>
</table>
plan, school report card). and accountability. They integrated understanding from Making Data Work and Evidence-Based School Counseling. by a rating of “2” and also systematically or spontaneously integrated multicultural, research, professional ethics, developmental, or other important counseling domains into his or her performance.

## Sample Readings

### Culture and Diversity

### Positive Psychology

### Physical Issues, Play, and Parenting

### Mood Problems
### Sex and Sexuality Issues

### ADHD and Impulsivity

### Stress and Trauma

### Anger and Aggression

### Fear and Anxiety

### Substance Issues
Learning Problems

