COUN 645: School Counseling Program and Leadership Management
Syllabus
Semester

Course Information

Course Title, Number, Section Number: School Counseling Program and Leadership Management,
COUN 645-001
Term & Year:
Number of Credits: 3 Credits
Course Location:

Dates & Times
        Thursdays 6:30 -9:30 PM

Instructor Information

Name: **Carol Klose Smith, Ph.D., LPC, NCC, ACS**
Office: Murphy Center 558
Office Phone: 507.796.3723
Cell Phone: 660.342.6396
Email: cmsmith@viterbo.edu

Instructor Preferred Method/Times for Student Contact: Wed. 2:00 – 3:30 PM on Zoom. You
will find the Zoom meeting information on your Moodle course announcements. If this time does
not work for you please contact me via email to schedule an appointment that works into your
schedule.

Course Description

This course is designed to help you learn how to conceptualize, develop, and implement a
comprehensive school counseling program based on developmental theory and the ASCA
national model. You will learn about the "nuts and bolts" of organizing a program, mindsets and
curriculum for school counselors. Participation in this course provides opportunities to learn
leadership and management skills necessary to develop and strengthen K-12 School counseling
programs by utilizing school-community teams, school-based consultation and collaboration
models.

Prerequisites: NONE

Methods of Instruction

The expected course outcomes will be presented using a variety of instructional strategies to complement the student's life experiences. Those strategies include, but are not limited to, the following: lecture, group discussion and group problem solving activities, guest speakers, audio visual materials, multimedia technology, outside assignments, and in class activities/discussion.

Required and Recommended Course Materials

Course Texts

Required:

1. Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action, 3rd Ed. Pearson.
2. American School Counselor Association. (2012). The ASCA National Model: A framework for school counseling programs (3rd Ed). Alexandria, VA: Author.
3. American School Counselor Association. (2016). ASCA National Model Implementation Guide.
4. Hatch, T. (2014). The Use of Data in School Counseling: Hatching results for students, programs and the profession. Sage.

Course readings on Moodle

1. American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author. (PDF)
2. The Wisconsin Comprehensive School Counseling Model (PDF)

Program Mission

The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors capable of building professional helping relationships, provide empirically supported techniques in a variety of settings and who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

School Counseling Program Mission

The mission of the Viterbo University Master of Science in School Counseling graduate program is to prepare professional counselors to be interpersonally skilled and culturally competent in meeting the diverse needs in a K-12 school environment by assisting in resolving academic, vocational and social/emotional concerns. The program educates counselors who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives

Course Student Learning Outcomes

This course is designed to address the following School Counseling program outcomes.

1. To develop an understanding of the nature of comprehensive school counseling programs at the preK-12 levels (CACREP: 5.G.3.a.)
2. To begin to identify developmental problems, academic, and career issues confronting preK-12 school age children using a multicultural lens (CACREP: 5.G.2.g. and WI SC #4)
3. To understand the role of school counselors in the context of the ASCA National Model® for Comprehensive Programs and the WI Comprehensive School Counseling Model (CACREP: 5.G.1.b and WI SC # 2)
4. To understand how school counselors carry out these roles with various interventions (e.g., Facilitative Model, DAP Model, etc.).(CACREP 5.G.1.d.)
5. To demonstrate skills which evidence the incorporation of technology in facilitating the investigation and delivery of school counseling programs. (WI SC #10)
6. To advance understanding of the school counselor's job in designing, implementing, leading, coordinating, and evaluating a comprehensive school counseling program. (CACREP: 5.G.3.a., 5.G.3.b., and WI SC #2)
7. To increase knowledge and awareness of outcome research in various aspects of school counseling. (CACREP: 5.G.3.n., 5.G.3.m.)
8. Students will understand various leadership and develop an understanding of their personal leadership style (CACREP: 5.G.2.a., 5.G.2.d., 5.G.2.j.)
9. Demonstrate the ability to develop mission statements and objectives for a comprehensive school counseling program. (CACREP 5.G.3.a., and WI SC #2)
10. To understand the various models, theories, and strategies for consultation, including school based collaboration and consultation. (CACREP: 2.F.5.c., 5.G.1.d.)

COUN 645 Standards/Assignment Alignment Chart

This course is aligned with the following national, professional and state standard for school counseling. Please refer to the following documents for more information: The Council for Accreditation of Counseling and Related Educational Program (2016). CACREP Standards; and, Wisconsin School Counseling: Licensing Program Guidelines.

Student Learning Outcomes	Standards (CACREP)	Assignments
1. To develop an understanding of the nature of comprehensive school counseling programs at the preK-12 levels.	5.G.3.a. development of school counseling program mission statements and objectives	Problem Based Learning Assignment.
2. To begin to identify developmental problems, academic, and career issues confronting preK-12 school age children using a multicultural lens	5.G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders WI: 4	Class discussions and Reflection Activity
3. To understand the role of school counselors in the context of the ASCA National Model® for Comprehensive Programs.	5.G.1.b models of school counseling programs WI: 2	Problem Based Learning Assignment.

4. To understand how school counselors carry out these roles with various interventions	5.G.1.d. models of school-based collaboration and consultation	Problem Based Learning Assignment
5. To demonstrate classroom instructional skills which evidence the incorporation of technology in facilitating the investigation and application of school counseling programs.	2.F.1.j. technology's impact on the counseling profession 2.F.5.e. the impact of technology on the counseling process 5.G.3.c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies WI SC #5 and #10	Lesson Delivery Demonstration
6. To advance understanding of the school counselor's job in designing, implementing, leading, coordinating, and evaluating a comprehensive school counseling program.	5.G.3.a. development of school counseling program mission statements and objectives 5.G.3.b design and evaluation of school counseling programs WI: 2	Readings, discussion, small group activities, Problem Based Learning Assignment
7. To increase knowledge and skills in the use of outcome research in various aspects of school counseling.	5.G.3.n. use of accountability data to inform decision making	Lesson Delivery Demonstration
8. Students will understand various leadership roles and develop an understanding of their personal leadership style.	5.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools 5.G.2.d. school counselor roles in school leadership and multidisciplinary teams 5.G.2.j. qualities and styles of effective leadership in schools	Class readings, discussion, Reflection Assignment
9. Demonstrate the ability to develop mission statements and objectives for a comprehensive school counseling program.	5.G.3.a. development of school counseling program mission statements and objectives WI 2	Problem Based Learning Assignment
10. To understand the various models, theories, and strategies for consultation, including school based collaboration and consultation	2.F.5.c. theories, models, and strategies for understanding and practicing consultation 5.G.1.d. models of school-based collaboration and consultation	Course Readings, lecture, class discussion and Problem Based Learning Assignment

Student Learning Outcomes	Standards (WI School Counseling: Licensing Program Guides	Assignments
3. To understand the role of school counselors in the context of the ASCA National Model® for Comprehensive Programs. 6. To advance understanding of the school counselor's job in designing, implementing, leading, coordinating,	2. Demonstrate an understanding of skills required to develop, organize, administer, evaluate, and promote a comprehensive school-counseling program based on either the Wisconsin Comprehensive School Counseling Model (2007) or the American School Counselor	Problem Based Learning Assignment

and evaluating a comprehensive school counseling program. 9. Demonstrate the ability to develop mission statements and objectives for a comprehensive school counseling program.	Association National Model (3rd ed., 2012) in collaboration with educators, families, and community resources.	
2. To begin to identify developmental problems, academic, and career issues confronting preK-12 school age children using a multicultural lens	4. Demonstrate an understanding of the role that diversity, inclusion, gender and equity have on students' academic achievement, social/emotional, and career development	Reflection assignment
5. To demonstrate classroom instructional skills which evidence the incorporation of technology in facilitating the investigation and application of school counseling programs.	5. Demonstrate classroom instruction skills and individual/small group counseling skills to facilitate students' social/emotional, academic, and career development throughout their Pk-12 school experience 10. Demonstrate an understanding of current/emerging technology in education and school counseling to assist students, families, and educators in making informed academic, career, and social/emotional choices; including use of 1-to-1 programs and social media.	Lesson Delivery Demonstration

Evaluation Method

Student Assessment/Grading
Assessment and grading for the COUN 645. School counseling program and leadership management course includes related readings, active participation and preparation for classroom meetings, case studies, skill performance observations, and assigned projects. Students will be assessed based on knowledge obtained through the text and class discussions.

- Students will be assessed through on going feedback of course assignments that occur throughout the course as well as final class projects.
- Students will be assessed on skill competence by demonstrating professional level capability in the various skills and stages of counseling. Skill competency assessment will be based on oral and written feedback from the site supervisor, digital or video recordings, written reports, class discussions, and the individual supervision sessions.
- Contribution to the group supervision process through appropriate exploration of clinical, ethical and personal/professional issues will be evaluated by the instructor.
- Students will be assessed on their Professional Dispositional Traits exhibited throughout the course in small group, individual and classroom interactions. Feedback will be provided throughout the course.

Grading Criteria

A = 95–100%   AB = 89–94%
B = 84–88%   BC = 79–83%
C = 74–78%   CD = 69–73%
D = 64–68%   F = <64%

Policies & Resources

Class Preparation

Students are expected to come to class prepared and having read the assigned materials in order to contribute to the classroom's learning community. Regardless of the activity, students must be familiarized with the activity at hand.

Written Assignments

All written assignments should be typed, double-spaced, with APA-style citations and references when appropriate. Assignments will be due at the start of class. Late assignments will not be accepted, unless otherwise arranged. Students are encouraged to use the Viterbo University Writing Center for assistance in the writing process, especially if they do not have a strong command of the APA writing style. Also please see the Moodle site for helpful tips and links to APA help sites.

Electronic Devises

Please silence all cell phones and other similar devices during class time (phones ringing in vibrate mode is acceptable). If a student has an emergency or personal situation that requires that they be able to be contacted by cell phone during class time, arrangements must be made with me in advance to have the device turned on. Laptop or tablets can only be used for note taking or class activities. Although it can be very tempting to check Facebook / text with friends / surf the internet during class time, it is extremely distracting both to the instructor and the entire class. Exercising self-control in this area is a demonstration of discipline and professionalism.

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Communication via E-mail

All course communication will occur via your university email. You are strongly encouraged to check your university email daily in order to ensure that you do not miss important correspondence. Please use my email to contact me. I will answer your email within 48 hours during the work week. Weekend correspondence may take a bit longer.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. Be courteous and we will have an environment conducive to learning.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: https://www.viterbo.edu/counseling-services; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

Gatekeeping

As counselor educators, we have an ethical and professional responsibility to protect current and future clients, the profession, and our program by insuring that all students are professionally and clinically competent. When concerns about your academic or non-academic performance are noted by instructors or supervisors, a meeting will be held with you to share concerns with you and identify ways for you to address them and demonstrate your improvement. During this meeting, a written remediation plan as per the Counseling Program Student Retention and Dismissal Policy may be developed. This plan will specify clear expectations for completion along with required and/or suggested activities to meet those expectations. Remediation plans will be shared with the student's primary adviser, and may also be shared with supervisors and other faculty, so that together we can support and review your progress. Lack of participation in the remediation plan or failure to fully meet the expectations of the plan will result in program dismissal. Cases of serious ethical violation or unprofessional behavior will result in immediate program dismissal without an opportunity for additional improvement. As a student, it is your responsibility to be aware of and follow the Counseling Program Student Retention and Dismissal Policy.

COVID-19

Student Health: Students are expected to monitor daily their temperature and physical health. If you are feeling poorly please let me know. Students are not encouraged to come to campus when feeling unwell. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

Face Coverings: Under Viterbo University's Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on

campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

(750 + 1800) *   the # of credits of a course =   the minimum number of minutes of seat time and outside work required

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of "technology issues" is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University's grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint
- Please visit this website for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.

Lesson Plan Outline

(Recommended Guidelines)

Upon completion of your lesson plan please upload onto the class Moodle site to share with your classmates. You will find a place to put your lessons on the discussion tab on the Moodle site.

Name

Date

Title:

Topic:

I.   <u>Purpose/Rationale:</u>
- Reasoning for topic

II.   <u>ASCA National or WCSCM Standard Alignment:</u>
- *gives standard number and statement* from ASCA standards
- *gives brief explanation* as to how the lesson meets those standards

III.   <u>Materials Needed:</u>
- *Lists materials* needed for activity (ex: crayons, paper, overheads)

IV.   <u>Vocabulary</u>
- *Lists any vocabulary* used during the lesson (ex. Cooperation, responsibility)

V.   <u>Student Objectives:</u>
- *State the purpose* of the lesson
- *State the objectives* of the lesson
  1. Should be concrete and specific
  2. Begins with *"students will…"*
- *This is one part of accountability- at the end of the lesson – how do you know your students have learned? Have they/can they do the objective listed?*

VI.   <u>Anticipatory Set:</u>
- Writing prompt as needed

- o *Will it be posted on the board for students to do seat work as they come in?*
- OR an activity or energizer to introduce topic
  - o *give step-by-step instructions* for energizer
  - o *relates the activity to the lesson*
  - o *poses relevant questions* to summarize activity
    - ▪ *What did we do?*
    - ▪ *Why did we do it?*
    - ▪ *What did you learn?*
    - ▪ *How does it relate to…?*

Review:

- *Review classroom procedures and rules* (ex: no talking when I talk; no put downs etc.)
- *Review material learned previously if there was a prior CRG lesson*
- *Provides linkage* to current lesson

VII.   Presentation of the Material
- Introduction
  - o *Gives overview* of what will be discussed or done in the lesson; can be scripted to help with counselor memory/comfort)
- Presentation of the material or lesson
  - o *Includes step-by-step description of what will be done so that any counselor can enact the lesson without much prior knowledge*

VIII.   Skill Introduction and Practice
- Presents clear explanation of the skill
- Counselor provides a model or example of the skill
- Students practice skill

IX.   Personalization of the Material
- Counselor asks questions to facilitate understanding of the skill
  - o *Ask students to list points/information they gained from the lesson*
  - o *Use appropriate questioning skills to elicit individual feelings*
- List possible open-ended questions counselors can use to enhance student learning
- Anticipate possible questions students might have
  - • Relate personal examples to topic of discussion
  - o *model thinking or feeling that the counselor might use in situation or activity*
  - o *connect personal examples or stories to the content of the activity*
- Use some form of verbal or written evaluation as needed (can be displayed as student work)

X.   Synthesis and Extension
- Summarize main points of presentation

- Assign homework to be done in class for follow-up before next lesson as needed
  - *reading material? questions? journaling?*
- Work with teachers to reinforce skill
  - *which teachers or subjects could this information/skill transfer to?*
  - *what materials or resources would teachers need to help supplement?*
  - *how can the student(s) create a product that could combine lessons from guidance and from the subject class?*

Rubric for Classroom Lesson Development and Presentation

Date: _____

Student: _____

Content Area: _____

Instructional Planning and Written Lesson Plan

	Ineffective	Developing	Skilled	Excellent
Articulated goals and lesson objectives	Does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards	Communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measureable goals.	Demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	Establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills
Plan created for assessing student learning	Does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans	Explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.	Demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning	Purposeful plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans
Plan is aligned to the ASCA National Standards	The lesson plan does not identify any alignment to the ASCA National standards	The lesson plan identifies an ASCA national standard but does not match the content of the lesson	The lesson plan is aligned to the ASCA national standard with the content of the lesson	The lesson plan is aligned to the ASCA national standard and mindsets with the content of the lesson
Overall	The lesson plan appears incomplete	The lesson plan has most of the components required	The lesson plan is complete with all supplemental materials	The lesson plan is complete with all supplemental materials and reflects best practices

Comments:

Classroom Presentation to Peers

	Ineffective	Developing	Skilled	Excellent
Classroom Interactions	There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.	Is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses student's questions or comments but does not inquire about their overall well-being.	Has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.	Has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.
Lesson Delivery	Rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.	Checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion	Checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students).The teacher responds to student misunderstandings by providing additional clarification.	Continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.
Content Delivery	Lesson delivery is concerning. The teacher appears uncertain of content.	Lesson delivery is clear during portions of the lesson. However transitions from one element to the next lacks direction	Lesson delivery is clear and the teacher maintains consistent classroom expectations throughout the entire lesson	Lesson is engaging and interactive, transitions are well articulated.
Classroom management	Responds to misbehavior inappropriately.	Classroom management is evident but expectations are unclear or do not address the needs of	Is able to use a few classroom management strategies. Clear expectations for student behavior are	Is able to use a wide variety of classroom management strategies while delivering a lesson. Students are

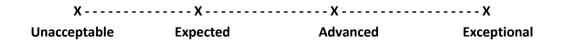|			
	individual students. The teacher inconsistently monitors behavior.	evidence. Monitoring of student behavior is consistent, appropriate, and effective.	actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.
Use of technology	Does not use media technology in lesson	Uses technology or media communication tools in a perfunctionary way	Provides some learning activities that involve the use of technologies	Provides strong learning activities that incorporates innovative uses of technology that is age appropriate.

Comments:

Self-Reflection and Self-Assessment

	Ineffective	Developing	Skilled	Excellent
Self-Reflection	Student is unable to reflect on their personal reactions to the lesson	Student is able to reflect on the lesson.	Student is able to reflect and articulate personal reactions	Student demonstrates a depth of reflection and is able to articulate feelings.
Self-Assessment	Student is unable to articulate what went well and could not identify areas for growth	Student is able to verbalize strengths and weaknesses but is somewhat inaccurate.	Student is able to accurately identify strengths and weaknesses.	Student is able to accurately assess strengths and weaknesses and is able to articulate adjustments for improvement.

Comments:

Overall lesson plan delivery: Please provide an overall evaluation of the practicum/internship student on the scale below.

X - - - - - - - - - - - - - - X - - - - - - - - - - - - - - - - X - - - - - - - - - - - - - - - - - X

Unacceptable   **Expected**   **Advanced**   **Exceptional**

School Counseling Leadership and Management

Rubric for Reflection Assignments 1-3

Name: _____

Date: _____

The scale:

0 =This is an area for growth for the student. Continued work on this skill is recommended.

0.5= The student is inconsistent in this area. Self-reflection and self-awareness is present at points within the assignment but needs improvement.

1= The student is generally competent in demonstrating self-reflection and self-awareness

1.5= The student has demonstrated solid and consistent skills in this area.

2= The student has demonstrates solid, consistent skills and has executed this professionally.

Demonstrates reflective practice consistent with counseling professionals	0	0.5	1	1.5	2
1. Introduces the topic and provide basic information					
2. Student is able to provide personal reflection of their personal thoughts and feelings about the topic.					
3. The student is able to discuss how personal reactions may influence their work with students, families, and educational professionals in the school.					
4. A conclusion is provided.					
5. The reflection is well written with a couple of references.					

Total Score: _____

Viterbo University

Counselor Education Programs

Professional Dispositional Traits

Date_____
Name of Student _____
Name of Evaluator _____

Please rate the Counselor Education student on the below categories. For each area indicate the performance of the student. The rating scale is as follows: NA (not applicable/this aspect has not been observed);

Unacceptable (performance has fallen below professional standards);

Expected (performance has been at a level expected of a student in training);

Advanced (the student has exceeded expectations and shown remarkable growth); and

Exceptional (the student has been truly outstanding in their performance).

General Comments Regarding Student

	NA	Unacceptable	Needs Improvement	Expected	Advanced	Exceptional
Demonstrates a personal commitment to developing professional competencies						
Invests time and energy in their professional studies						

Self-Awareness

	NA	Unacceptable	Needs Improvement	Expected	Advanced	Exceptional
Accepts and uses constructive feedback to enhance self-development and skills						
Engages in open and clear communication with others						
Recognizes and articulates personal and professional strengths						
Recognizes and articulates personal and professional areas for growth						
Recognizes and takes responsibility for deficiencies and actively works to overcome						
Reacts non defensively to constructive feedback from supervisor(s) and peers						
Collaboratively establishes goals for growth with supervisor(s)/instructor(s)						
Clearly articulates a professional counselor identity						

Interpersonal Skills

	NA	Unacceptable	Needs Improvement	Expected	Advanced	Exceptional
Demonstrates the ability to establish and maintain healthy relationships						
Demonstrates the ability to communicate warmth, unconditional positive regard, and empathy toward others						
Is honest with self and others						
Demonstrates the ability to emotionally regulate when asked to cope with stressful situations both professional and personal						

Overall preparedness for profession: Please provide an overall evaluation of the student on the scale below.

X - - - - - - - - - - - - - - X - - - - - - - - - - - - - - - - X - - - - - - - - - - - - - - - - - - X

Unacceptable   **Expected**   **Advanced**   **Exceptional**

Provide any additional comments for improved performance of professional dispositional traits.

Signature _____Date_____

School Counseling PBL Project Rubric

Define TOTAL of /140 /10 Presentation 150	
Define 15/15	
Mission statement and/or **Touchstone**-- can be imported/revised from work done in COUN 545 Intro in school counseling.	**1 /10**
Staff Development plan: Identification of issues/needs for staff development and a plan to address these needs over the course of the next school year (2-3 pages). This should also include a more nuanced plan for specific groups of teachers based on need (ex: ongoing consultation about a topic/skill).	**/5**
ASSESS & MANAGE ARTIFACTS: /80 points	
Data Analysis and Synthesis of major data findings from ALL points - critical elements, time on task, state/national data and interviews 10 pages. Addresses the following: ● What issues were addressed/identified or how have things changed since last year's plan? ● What, given the data that you have, are the major needs of the school? How do the data point to needs in your school? What, if any, were differences between findings of stakeholders (ex: feedback from parents vs. feedback from students)? What were the differences between critical data elements and stakeholder input?	**/40**

• How does your school stack up with regard to these issues on a state or national level? Discussion of data sources outside of PBL school or district. Groups MUST incorporate at least 4 external data sources (ex: federal government or WI) and discuss what they found and what bearing these findings have on their PBL school. (1-2 pages) • How does the current school counselor time on task add or detract from meeting the needs of your building? What should change and why?	
• **Last year's Action Plan** • **Annual Student Outcome Goal Plan Template(s):** (5 points per, 3 total) Teams must have at least three templates (representing one goal in academic, career/college, and personal/social). Must specify how plan/steps/interventions will be assessed for effectiveness. • **Closing-the-gap Social Justice Action Plan:** Based on the data provided teams should determine one student group that requires more support/interventions for academic success. Analysis of findings (from data collection and interviews and needs assessment as utilized) and identification of one student group most in need (including current services in place for them). Discuss in detail school counseling team will address specific social justice issues in their school with regard to this group and include how they will include parents and community members. Discussion + Template Required.	**/40**
MANAGE & DELIVER ARTIFACTS out of /45	

Classroom and Group Mindsets & Behaviors Results Reports: **SMALL GROUP MINDSETS & BEHAVIORS ACTION PLAN :** Emphasis here should be on **ONE small group that is being created as a result of the action plan**. This can be done by grade level or mixed grades based on topic. On a separate page or below the template, teams need to identify how the lesson or topic **ALSO aligns with WI standards.** Teams do not need to list participation data (this would be filled in later after completion of group). Teams must include baseline data (as they understand it) and probable final data (what teams hope to accomplish).	/10
CLASSROOM INSTRUCTION MINDSETS & BEHAVIORS ACTION PLAN: Emphasis here should be on **classroom guidance/whole class instruction**. Plans can be modified as needed. All the team needs to identify is which mindsets/behaviors are being addressed in each grade level. One activity can suffice for multiple mindsets/behaviors. On a separate page or below the template, teams need to identify how the lesson or topic **ALSO aligns with WI Standards.**	/20
Plan for transitions to the next grade/building level (eg. elementary to middle school; middle to high school). Plans should include knowledge/skills students should have and how that knowledge will be delivered and plans to work with the school counselors in the next building) (2 pages)	/5
Detailed plan describing how the team/program will integrate at least **2 community partners** in their program Action Plan (identified from list) (2 Pages)	/5
Identification of issues shared across building and grade levels and ideas for intervention/support of	/5

other school counselors from feeder buildings (from vertical teaming exercise) (2 pages)	
Presentations will be live with Powerpoints and/or Prezi. **10/10**	