

**NORFOLK STATE UNIVERSITY
SCHOOL OF EDUCATION
SECONDARY EDUCATION AND SCHOOL LEADERSHIP**

**COURSE SYLLABUS
SPRING 2006**

COURSE TITLE: UED 626 Organization and Administration of School Counseling (3 cr)
CLASS MEETINGS: Mondays 4:00 pm – 7:00 p.m., Bozeman Education Building, Room 106
REQUIREMENT: School Counseling Pre-K-12 Program
INSTRUCTOR: Dr. Gabrielle Peltier, Assistant Professor, SESL
Suite 205 Bozeman Education Building
757.823.2915 voice
757.823.8757 fax
E-mail: gpeltier@nsu.edu

OFFICE HOURS/ADVISEMENT:

Monday	2:00 pm - 4:00 pm	Norfolk Campus
Tuesday	1:00 pm – 3:00 pm	Norfolk Campus
Wednesday	5:00 pm - 7:00 pm	Norfolk Campus
Thursday	1:00 pm- 3:00 pm	Norfolk Campus
Friday	Scheduled appointments	

Other hours are available upon request.

COURSE DESCRIPTION:

This course will focus on the philosophy, principles, organization, and personnel practices involved in developing, implementing, and evaluating urban guidance programs.

COURSE GOALS: The candidates will

1. Examine legal and ethical issues that are currently impacting counseling professionals; (VAC 20-21-610, A9)
2. Collect and prepare data for planning counseling curricula in schools and human service organizations; (VAC 20-21-610, A7)
3. Analyze and design development counseling programs for intervention and prevention; (VAC 20-21-610, A6)
4. Demonstrate a thorough understanding of the characteristics and functions of human service organizations; (VAC 20-21-610, A6)
5. Analyze leadership styles that eventuate successful interactions among school counselors, students, parents, teachers, and administrators; (VAC 20-21-610, A1)
6. Design a counseling program for mentoring students in a school setting ; and (VAC 20-21-610, A7)
7. Utilize technological media and educational data for presentations/publicity.

MEASURABLE STUDENT LEARNING OUTCOMES:

After the completion of the course objectives, candidates will demonstrate knowledge of:

1. the differences between services and results-based programs;
2. the linkages among systems, results, resources and management;

3. skills in developing the program results – mission, philosophy, goals and related competencies;
4. skills in collaborating with a diverse group of colleagues to reach mutual goals;
5. how the research on how parent involvement in their children's education affects the children's academic and social development, particularly for urban, rural and low-performing schools;
6. the advocacy processes that might be used in monitoring students' academic career, personal and social development in order to close achievement gaps;
7. skills in brainstorming, preparing for and conducting meetings, and appreciating consultation opportunities; and appreciating others' differences and respecting contributions to the development and implementation of a comprehensive results-based program that interfaces with each and every student in the school.

COURSE TEXTS: Baker, S.B. (2004). *School counseling for the twenty-first century*.
4th Edition

Skovholt, T.K. (2005). *The resilient practitioner: Burnout prevention and self-care strategies*.

PRIMARY METHODS OF INSTRUCTION: The course will employ several methods to engage candidates in achieving learning outcomes, as follows: lecture, demonstration, class discussion, concept presentations, simulation, and group projects.

OUTLINE OF COURSE TOPICS

- | | |
|---|--|
| A. Legal issues impacting School Counselors | H. Use of Strategic Planning |
| B. Ethical concerns impacting School Counselors | I. Developing A Counseling Program |
| C. Accountability Imperatives for School Counselors | J. Developing A Counseling Calendar |
| D. Characteristics of human service organizations | K. Classroom Guidance |
| E. Defining Professional Goals | L. Learning Styles |
| F. Defining Personal Goals to Facilitate Self-Actualization | M. Professional Development |
| G. Identifying Leadership Styles | N. Environmental Assessment |
| | O. The School As A Testing Environment |
| | P. Addressing Testing Anxiety |
| | Q. Current Trends and Issues |
| | R. Adding To The Body of Knowledge |

COURSE ACTIVITIES AND LEARNING EXPERIENCES

“Prior Planning Prevents Poor Performance”

- 1. PORTFOLIO:** All candidates must keep a Portfolio throughout the School Counseling PreK-12 program. This requirement will facilitate two purposes: keeping you organized and providing you a comprehensive overview of your course work in the School Counseling PreK-12 program. Included in the Portfolio must be the following items: (a) Course syllabi and (b) important materials/assignments. This Portfolio will be finalized in UED 793 Internship (Rubric). **Due: 04/24/05**

- 2. ATTENDANCE:** Candidates *must* attend class and stay current on all reading assignments. Any candidate missing more than three classes will receive a grade of “F” for the course. Candidates are expected to submit their assignments on time (late assignments are not accepted) and ascertain content information from group members when they are absent. **Late or emailed papers are not accepted!** The alternative to a Failure due to absences is the submission of a 30-page, APA formatted paper on a topic assigned by the Instructor. **(10%)**

- 3. ELECTRONIC MAIL COMMUNICATION: Candidates are required to use their Norfolk State University email address.** Candidates are to check their NSU email at least once per day. For information regarding your NSU email, please contact the Office of Information Technology at 757.823.8678. Your NSU email address is provided to you upon registration in NSU courses!

- 4. REFLECTIVE ACTIVITIES/SEMINARS:** Candidates will be assigned reflective activities from the book *The Resilient Practitioner: Burnout Prevention and Self-Care Strategies* (Skovholt, 2005) as follows:
 - (a). Chapters 1-8:** Personal Connection Paper: Candidates will submit to the instructor a 3-5 page paper on the assigned reading. Please submit an Assessment of Major Assignment as a separate document. The paper should be APA formatted (5th Edition), and divided into separate headings for discussion as follows:
 - (1)** What you learned about yourself as you processed the information;
 - (2)** How this information can assist you in your professional and personal lifestyle; and
 - (3)** How the activities can assist you as a School Counselor to work with students in reaching their goals for change and improvement (Rubric). **Due: 2/13/2006 (10%)**

 - (b). Chapters 9-13:** Candidates, in groups, will be assigned presentations from this section of the additional reading text to make a presentation to the class. These exhibitions should be delivered with minimum notes and preferably with creativity. To receive full credit, handouts and icebreakers should be provided to both Colleagues and the Instructor. Each presentation must not exceed 20-minutes (Rubric). **Due: 2/13/2006 (10%)**

 - (c) Self-Care Action Plan:** Candidates will submit completed Self-Care Action Plans, using all of the exercises in the book, to the instructor with a cover sheet, table of contents and reference page. Please use APA format. Please submit a separate Assessment of Major Assignment sheet. This Plan is to end with a Self-Care Action Plan Summary. This sub-topic should clearly explicate how the information from the selected reading has impacted the Candidate’s lifestyle. Under a

separate subtopic, candidates should discuss ways this information can assist them in their goals of becoming a professional school counselor (Rubric). **Due: 3/13/2006 (10%)**

d. Self-Care Reflective Project (10 total points): Each candidate will respond to the following summary items, using APA format (subtopics, cover page and references). Please submit with an Assessment of Major Assignment Sheet (Rubric). **Due: April 3, 2006**

- I. Where have you been?
 - A. Educational
 - B. Professionally
 - C. Personally
 - II. Where are you today?
 - A. Educational
 - B. Professionally
 - C. Personally
 - III. Where do you want to go?
 - A. Educationally (Short-term 1-5 years and long-term 6-10 years)
 - B. Professional (Short-term 1-5 years and long-term 6-10 years)
 - C. Personally (Short-term 1-5 years and long-term 6-10 years)
 - IV. What are your strengths?
 - V. What are your challenges and growth-point areas?
 - VI. Prepare a reflection statement by describing your motivation for seeking entry into the school counseling profession.
 - VII. What is your ultimate (attainable and realistic) professional goal?
 - VIII. Outline the steps necessary to achieve this goal.
 - IX. What is your ultimate (attainable and realistic) personal goal?
 - X. Outline the steps necessary to achieve these goals.
 - XI. Please create a goal revision timeline and a plan to continue review of your goals.
5. **PROFESSIONAL DEVELOPMENT:** All candidates **must** become members in VCA or VSCA and Hampton Roads Counselors Association: Please check the VCA/VSCA Home Pages for membership information. [HTTP://WWW.VCACOUNSELORS.ORG/](http://www.vcacounselors.org/)
[HTTP://WWW.VSCA.ORG/](http://www.vsc.org/) **Due: 3/1/06**
6. **HAMPTON ROADS SCHOOL COUNSELING LEADERSHIP TEAM MINI-CONFERENCE:** All candidates **must** attend this function at the Virginia Beach Higher Education Center. The event is on a Saturday morning. **Due: 3/18/06**
7. **COLLEGE OF WILLIAM AND MARY GRADUATE STUDENT PRESENTATION:** All candidates **are strongly encouraged** to attend the presentation given by graduate students from Norfolk State University. The College of William and Mary. Registration link is as follows:
<http://psychweb.cisat.jmu.edu/VACES/VACESGradConfReg06.pdf>

MAJOR LEARNING EXPERIENCES:

8. BAKER COURSE READINGS/ CONCEPT PRESENTATIONS:

Candidates, in groups will be asked to present chapters from the textbook. With your chapter presentation please keep it simple and make it fun (KISMIF)!!! The success of this course relies on you and your peers. Your presentations should be creative, intriguing, energetic, knowledgeable, and interactive. Please do not read your presentation. Presenters should engage the class in an exercise to demonstrate major concepts of the chapter, and ALWAYS provide copies of both your presentation and an icebreaker to your colleagues and professor. Presenting is a major component for professional development for professional school counselors.

8a. Baker Chapter Presentations (10 total points): Candidates, in groups or teams will provide a comprehensive overview of assigned chapters. Candidate groups will only receive credit for presentations if they provide notes for colleagues and the professor on the date of their presentation. Please address each of the following questions in your presentation: What is your role as a Counselor? What is your role to your students, parents, community, principals/teachers, and peers? How do you think that you can make a difference in someone life? What makes a good leader, and what type of leader will you be. Discuss, in-depth, your guiding counseling theory (Rubric). **Due: January 30- March 20, 2006.**

8b. Develop a Transformed, Comprehensive School Counseling Program (20 points): Candidates, in groups, will develop a comprehensive school counseling program in the model of ASCA and Transforming School Counseling, using a prescribed process to delineate goals, standards and competencies. The program must show the candidates' understanding of the specific objectives for inclusion of the home, school and community. The components listed below must be used to structure the program design. Creative expressions within the context of the project are expected. Please individually complete an Assessment of Major Assignment (Rubric). **Due: April 10, 2006.**

- A. Establish a philosophy, vision, mission statement and program goals (inclusive of mascot, school colors and slogan)
- B. Develop a Results Agreement
- C. Develop a Results Plan
- D. Develop a Monitoring Plan
- E. Create Calendars for Program Success using a Crosswalk to correlate counseling standards and core curriculum
- F. Create Student Support Advisory Councils
- G. Create a Rubric for Self-Evaluating Counseling Program Competencies

8c. Applied Learning Assignment (10 total points):

Candidates, in groups, will use interviews and other research strategies to determine the following information from the vantage point of a **schooling**

counselor director and create questions for the in-class Director's Panel discussion and write a 3-5 page APA formatted paper group paper to summarize findings. The paper should clearly delineate the responsibilities of all group members (Rubric).

Please provide the following information: (1) what competencies and experiences are needed to become a director, (2) the interview process for the position, (3) tips for your novice counselors aspiring to become directors, (4) types of questions asked when interviewing school counselors, (5) the portrait and model of a transformed school counselor, (6) crisis management tools, resources and collaborations, (7) what makes an ineffective counselor in a director's eyes and what can get a counselor dismissed or fired, (8) how to work with the principal (9) what makes a good leader, (10) perks and challenges of working as a director, (11) as a director what where is there room for self-improvement as well as your staff development for most seasoned counselors, and (12) how to handle an angry, irate or upset parent.

Please submit an Assessment of Major Assignment. This assignment should be submitted in APA Format. *Students will be required to do a 15-20 minute group presentation for the class on their Applied Learning assignment. **Due April 10, 2006.***

8. Directors Calendar for Professional School Counselor (10 total points): Students, in groups, will develop a Director's Calendar for Professional School Counselors for an entire school year. (You may receive data or assistance from practicing counselors in the field). Please complete an Assessment of Major Assignment (Rubric). **Due April 10, 2006.**

10. Preliminary Proposal: Briefly describe the data for the "school," including the number of students, ethnicity of the students, grade level, and number of teachers and counselors from the demographics and school data provided. Discuss, in details, two or three strengths of the academic program that are presented by the data. Then describe the "gap statistics" you have chosen to minimize. Finally, give a synopsis of the problem as current data, vision data, and target data. This proposal must not exceed 3 pages. On a separate sheet, please list the duties of each group member in executing the proposal and outline who will perform which duties during the project creation (Rubric). **DUE: February 20, 2006**

11. Final Project: The following components must be utilized and identified in the final project:

- **Rationale:**
What is the purpose of the needs assessment?
What is to be evaluated and why?
What do you want to know?
What is the research question?

- **Methods:**
How will I get the question answered?
Who has the information?
What data will I use to get the information?
- **Results:**
Make sense of the data
Write up the findings
Use Excel to make charts and graphs of the data
- **Findings and Recommendations:**
So, what do these results mean?
What are the implications?
Who should receive the information?
How does this demonstrate ASCA Model and TSC Competencies?
- **Appendices:** Include all the documents and samples of data, surveys, questionnaires used to devise the project.
- **Bibliography:** Include all resources used to devise this project.

RELATED UNIVERSITY-WIDE AND COURSE SPECIFIC REQUIREMENTS

- Critical Thinking
- Writing
- Information Technology Literacy
- Oral Communication
- Data Disaggregation
- Synthesis and Analysis

WEB RESOURCES FOR SCHOOL COUNSELING

- www.pen.k12.va.us
- <http://www2.edtrust.org>
- <http://www.scan21st.com>
- <http://www.counseling.org>
- <http://www.careerkey.org>
- Google: American Counseling Association, American School Counseling Association, Virginia Counseling Association, Virginia School Counseling Association, “Russell Sage Guidelines”, “Family Educational Rights and Privacy Act”, “Derald Wing Sue”,

***Discussions about the information on the above-mentioned websites will occur throughout the semester. Please be familiar with all of the information available on these sites: One never knows when a “**just checking**” activity will happen!

EVALUATION AND ASSESSMENTS

Candidates will be evaluated on achievement of learning objectives and outcomes by the employment of the following methods: exams, concept presentation performances, portfolios, group work, writing, and program planning.

GRADING STANDARDS / EVALUATION CRITERIA

Grade Point	Letter Grade	% Range	Criteria
4.00	A	100-98	Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity.
3.70	A-	97-95	Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity.
3.30	B+	94-88	Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity.
3.00	B	87-80	Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity.
2.70	B-	79 and Below	Failed performance on course activities and examinations according to rubrics and tests scores. Failed demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. Below average performance in participation, initiative and creativity. <i>Requires repeating the course.</i>

ACADEMIC INTEGRITY STANDARDS:

1. **Must** have fun while learning!!
2. **Must** abide by the “Spartan Code of Ethics and the Ethics of the Counseling Profession;
3. **Must** adhere to the NSU e-mail policy.
4. **Must engage in scholarly writing and critique**, and turn in all papers at the required time. Late assignments will not be accepted even if an absence occurs. All major assignments must have an **Assessment of Major Assignment** sheet included;
5. **Must** use a cover page, number and staple all papers!!! All work is expected to represent graduate student quality: cogent, complete, and correctly written in APA format (appropriately cited and referenced). APA format 5th edition is expected for **EVERY** written submission. Please spell the instructor’s name correctly and completely! Please spell check **everything**, and have another set of eyes preview it before you submit it!!! Please use available websites for reference to the most current APA information. The official website address is <http://www.apastyle.org/>;

6. **Must** notify the instructor immediately to discuss any exceptional circumstances that will require modifications to the above-mentioned requisites. In accordance with Section 504 of the 1973 Rehabilitation Act and Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability contact Supporting Students through Disability Services (SSDS) for information regarding programs and services to enhance student success.

Location: 2nd Floor/Lyman B. Brooks Library, Room 240

Contact Person: Marian E. Shepherd, Disability Services Coordinator

Telephone: 757. 823. 2014

UNIVERSITY ASSESSMENT STATEMENT

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activity is to determine the extent to which the University's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

PROPOSED CALENDAR

January 09	Class introduction and course overview; philosophy and goals work
January 16	No Class (Rev. Dr. Martin L. King Jr., No Classes- complete P&G work)
January 23	P&G work due , syllabus overview, effective presentation (guest speakers) .
January 30	Baker Chapter Presentations; Syllabus review; SWOTTS Analysis of Leadership Due , and successful group ground rules and strategies, and group meetings.
February 6	Baker Chapter Presentations and group meetings.
February 13	Baker Chapter Presentations; Skovholt Personal Connection Papers due ; group meetings
February 20	Baker Chapter Presentations; Skovholt Chapters 9-13; Preliminary Project Proposal due , group meetings
February 27	Baker Chapter Presentations; Group meetings; mini seminar on cover and table of contents
March 6	Work in groups, mini seminar on developmental focus
March 13	No Class= SPRING VACATION (Work on Self-Care Action Plan and your part of the group presentation)
March 20	Group meetings, mini seminar and accountability data and final project data (GRIP from preliminary proposal).
March 27	Self Care Reflective Project due , mini-seminar on Director's Calendar, School Counseling Program and group meetings with professor, as needed
April 3	Self Care Action Plan due , group meetings with professor, as needed

April 10	Directors Panel (Guest Speakers) Director's Calendar, Comprehensive School Counseling Program group meetings with professor, as needed
April 17	Course review and evaluations, submit Directors Calendar and Comprehensive School Counseling Program Projects
April 24	Portfolio reviews; closure.

HOW TO BLEMISH YOUR GRADE

- ❖ Not turning in assignments on due date.
 - **NO** assignments are to be **emailed** to the professor!
 - Please do not procrastinate and wait until the last minute to do your work. "When you fail to plan, you are planning to fail." Procrastination builds frustration and rushed work will usually show.
 - Assignments not turned in on time will NOT be accepted. **PLEASE DO NOT EMAIL THEM**, or you will **lose** 5 points from your "banked" grades!
- ❖ Being absent from class can cause you to lose participation points as well as fail this course.
 - Two absences will automatically drop you down a letter grade.
 - Three absences may cause you to fail this course, please refer to NSU attendance policy.
- ❖ **NOT BEING PROFESSIONAL IN YOUR GROUP MEETING AND WITH YOUR GROUP WORK.** The group will either evaluate that they were enriched by your positive contribution, or they will evaluate that you did not enrich the process and did not positively contribute. Your group evaluation WILL heavily influence your final grade!
 - You are responsible for a defined part of the project.
 - You are responsible for establishing and maintaining positive working relationships.
 - You are responsible for the group social climate and productivity.
 - You are responsible for working through any group concerns within the group.
 - You are responsible for remediating any skills gaps which negatively influence your work.
 - You are held to professional standards as though you were assigned to a school, where you could not, of course, choose your colleagues, and were paid to perform these tasks and responsibilities as a professional school counselor! Make nice, show party manners!
- ❖ Excessive tardiness (determined by the professor) will go towards your participation points and hinder your grade. If you have a major problem getting to class on time, please think of this course as a part of your career and treat it with the same respect which you would your work situation. Class scheduling time is not flexible.
- ❖ Low participation/communication in class or group will cause you to lose points. All candidates will evaluate their group members.
- ❖ Not reading the Syllabus. The Syllabus is your learning contract! Please know its contents! Read your assignments and requirements meticulously. Proof your work before submitting.

- ❖ Asking for make-up work. If a make-up assignment is allowed, it will entail a **30-page, APA formatted research paper** with the topic chosen by the professor.
- ❖ Cell phone use in class. Please note that during class all cell phones/pagers should be turned off or on vibrate for emergency reason only. When the class is allowed a break you may check your messages.
- ❖ Not learning much, making friends and having fun. Step out of your comfort zone... and face change!

RUBRIC FOR CONCEPT PRESENTATION

Name: _____

Professor: _____

Date of Presentation: _____

Title of Work: _____

	Criteria				Grade
	F Unacceptable	B- Unacceptable	A- to B Acceptable	A Target	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	_____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required)with explanations and elaboration.	_____
Visuals	Student used no visuals.	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	_____
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	_____
				Total Grade>	_____

Teacher Comments:

Writing Assignment Rubric

Name: _____ Date: _____ Class: _____

	A Target	A-+ to B Acceptable	B- Unacceptable	F Unacceptable
Introduction	Attitude is defined; thesis is clearly focused; subject is significant	Thesis is clear; provides direction for essay	Unclear; formulaic; not creative	Introduction is incomplete, ineffective, or missing
Idea Development	Interesting; sophisticated; insightful	Clear and thoughtful	Simplistic; uneven in quality; lacking in relevance	Absent or ineffective
Support or Evidence	Detailed; accurate; convincing	Sufficient and accurate	Uneven	Vague, missing, or inaccurate
Word Choice	Engaging and powerful choice of words	Appropriate to task	Uneven	Limited, monotonous, inappropriate
Conclusion	Extends; connects; comments on topics	Purposeful and perceptive	Summarizes previously stated information	Absent, incomplete, or unfocused
Topic Sentences	Clearly related to thesis; comprehensive; incorporates effective transitions	Comprehensive and logical	Provides bland restatement of thesis; narrow or inaccurate	Absent
Paragraph Order	Contributes to an effective argument; reinforces the content	Demonstrates a clear plan	Ineffective or inconsistent	Random
Transitions	Effective and varied	Clear and functional	Mechanical	Absent
Sentence Structure	Complete; varied; interesting	Complete and correct	Variety is present; some errors are evident	Repetitious; fragments and run-ons are frequent
Punctuation/ Spelling	Error-free	Present but do not interfere with meaning	Careless or distracting	Block meaning
Voice	Distinctive; appropriate to task and audience	Clear and authentic	Mechanical, formulaic	Unclear

Cooperative Learning Project Rubric A: Process

Name: _____

Date: _____

Class: _____

	A Target	A- to B Acceptable	B- Unacceptable	F Unacceptable
Group Participation	All students enthusiastically participate	At least 3/4 of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by 1/2 the group members	Exclusive reliance on one person
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversations; some students were disinterested or distracted
Roles Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members

Cooperative Learning Project Rubric B: Outcome or Product

	A Target	A- to B Acceptable	B- Unacceptable	F Unacceptable
Organization	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience	Choppy and confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience
Content Accuracy	Completely accurate; all facts were precise and explicit	Mostly accurate; a few inconsistencies or errors in information	Somewhat accurate; more than a few inconsistencies or errors in information	Completely inaccurate; the facts in this project were misleading to the audience
Research	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than eight types of resources to make project effective	Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school	Used the material provided in an acceptable manner, but did not consult any additional resources	Did not utilize resources effectively; did little or no fact gathering on the topic
Creativity	Was extremely clever and presented with originality; a unique approach that truly enhanced the project	Was clever at times; thoughtfully and uniquely presented	Added a few original touches to enhance the project but did not incorporate it throughout	Little creative energy used during this project; was bland, predictable, and lacked "zip"
Presentation Mechanics	Was engaging, provocative, and captured the interest of the audience and maintained this throughout the entire presentation; great variety of visual aids and multimedia; visual aids were colorful and clear	Was well done and interesting to the audience; was presented in a unique manner and was very well organized; some use of visual aids	Was at times interesting and was presented clearly and precisely; was clever at times and was organized in a logical manner; limited variety of visual aids and visual aids were not colorful or clear	Was not organized effectively; was not easy to follow and did not keep the audience interested; no use of visual aids

Rubric for Portfolio

Name: _____		Professor: _____	
Date of Presentation: _____		Title of Work: _____	
ELEMENTS	B- TO F –UNACCEPTABLE	A- TO B ACCEPTABLE	A TARGET
Personal Goals and Objectives	<ul style="list-style-type: none"> • Missing • Present but demonstrates lack of thoughtful consideration • Not appropriate for graduate study in school counseling 	<ul style="list-style-type: none"> • Goal(s) and/or objectives are appropriate but undeveloped 	<ul style="list-style-type: none"> • Goals and objectives well considered, specific and evaluable. • Goals and objectives for graduate study are strongly consistent with long-term personal goals.
Technical quality	<ul style="list-style-type: none"> • Spelling and grammatical errors • Disorganized 	<ul style="list-style-type: none"> • Good organization • Elements of good structure present (paragraph structure, intro, transitions, summary) 	<ul style="list-style-type: none"> • The technical quality allows the reader to focus on the concepts. • Judicious use of formatting, e.g. bullets and headings to enhance content.
Content	<ul style="list-style-type: none"> • Does not address the content as specified in the guidance for the self-assessment • Concepts poorly developed • Incomplete or inaccurate information 	<ul style="list-style-type: none"> • Accurate information • Appropriate plan of action 	<ul style="list-style-type: none"> • The self-assessment concisely analyzes learning and summarizes the student’s preparation and capability for the thesis experience • Well conceived and detailed plan of action to meet the student’s goals and objectives for graduate study
Reflection	<ul style="list-style-type: none"> • Superficial • Statement of actions without a reflective element • Does not address personal responsibility for learning 	<ul style="list-style-type: none"> • Experiences summarized with some understanding of life-long learning as an unfolding process • Future learning needs summarized with appropriate plans to seek ongoing mentoring and skills to complete the thesis 	<ul style="list-style-type: none"> • Relates action steps to personal learning needs and goals and objectives for graduate study • Reviews both strengths and weakness • Demonstrates commitment to life-long learning • Demonstrates critical thinking
Overall	<ul style="list-style-type: none"> • Difficult to read due to errors and poor design • Does not demonstrate that the student is prepared to execute competencies presented in this course 	<ul style="list-style-type: none"> • Meets the guidance for the self assessment portion of the portfolio 	<ul style="list-style-type: none"> • Strong presentation of each of the components of the self-assessment • The student has comprehensively summarized the competencies required of this course • Demonstrates critical thinking and synthesis of didactic preparation • The student is prepared to apply learning at the next level.

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You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can come out of it.

- **Maya Angelou**

Integrity of Effort

Don't be concerned with what you can get away with. Be concerned with what you can accomplish. The time spent figuring out how to cut corners can be better used by just simply doing the work.

It's great to develop ways of becoming more efficient and effective in your work but not when it compromises the quality or integrity of that work. Finding the time and resources to do your work right is always a challenge. Working through that difficult challenge will bring you much more value than simply finding a way to avoid it.

Those individuals who make 95% effort just manage to get by. Those individuals who make a 100% effort achieve spectacular results. There's not very much difference in the amount of effort and yet that difference is crucial.

When you cut corners, you save yourself just a little bit of effort, but the price you pay is enormous in terms of diminished results.

Integrity is a bargain. It costs just a little bit more going in, yet it pays for itself many, many times over. Forget about cutting corners. Do everything right, and ultimately you'll be the one to claim the biggest prize.

Ralph Marston