



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

**COUN 550 FOUNDATIONS OF SCHOOL COUNSELING
SPRING 2017**

Course Meetings: Wednesdays 11:15 a.m. – 2:15 p.m.
Course Location: BEC-328

Faculty Instructor: Pamela E. Brott, Ph.D., LPC (MI), NCC, ACS
Email: pbrott@utk.edu
Phone: (865) 974-5487
Office: 447 Claxton
Office Hours: Tuesdays 9:00 a.m. – 3:00 p.m.; Wednesdays 9:00 a.m. – 10:30 a.m.
other hours by appointment

Doctoral Co-Instructor: Emily C. Brown, M.A., LPC (NC), NCC
Email: ebrown62@vols.utk.edu

COURSE DESCRIPTION

3 CREDIT HOURS

Professional school counselor roles, introduction to the *ASCA National Model*, and professional issues related to school counseling.

(DE) Prerequisite(s): 535.

Registration Restriction(s): Master of Science - counseling major.

Registration Permission: Consent of instructor.

METHODS OF INSTRUCTION

This course is designed as a project-based learning experience that will blend both didactic and experiential methods of instruction to provide you with an introduction to and practical applications for a school counseling program. The learning experience will consist of lecture, group discussion, individual and small group activities, role plays, guest speakers, field experiences, and purposeful assignments. Therefore, it is essential for students to prepare for each class by reading the assigned material, completing assignments, and be willing to state personal views and exchange ideas. Due to the interactive nature of this course and some of the delicate or potentially controversial topics that will be discussed, it is imperative to demonstrate respect and understanding for all.

Google Drive will be used as the course management system where assignment instructions will be posted and completed assignments will be uploaded. Taskstream will be used to archive student learning outcomes.

REQUIRED TEXTS & MATERIALS

Required

Dollarhide, C.T., & Saginak, K.A. (2017). *Comprehensive school counseling programs: K-12 delivery systems in action* (3rd ed.). Boston: Pearson Education.

Recommended

American School Counselor Association. (2012). *ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

Electronic Resources

Sign up for [free](#) e-newsletters that provide briefings on top PK-12 education news stories and bookmark the Center for School Counseling Outcome Research and Evaluation. Following are the related links for these resources that will be the basis for building knowledge and engaging in discussions throughout the semester: Go to

1. Tennessee School Counselor Connection will keep you up-to-date with school counseling in Tennessee. Go to <https://www.tn.gov/education/topic/school-counseling> and click on “School Counselor Connection” found in the middle of the page under “Announcements.”
2. News from America’s Promise Alliance available at <http://www.americaspromise.org/> scroll to bottom of home page & click on “email” to register for updates. “Grad Nation” is accessed from this website (select from drop down menu “Programs” at top of home page).
3. *Education Week* available at <http://www.edweek.org/> click on “sign up for FREE e-newsletters” found in the upper right corner of the home page header.
4. *Edutopia* “what works in education” sponsored by the George Lucas Educational Foundation; sign-up for the free weekly newsletter at <http://www.edutopia.org/edutopia/enews>
5. *eSchool News* available at <http://www.eschoolnews.com/> click on “Subscribe” at the top left of the page. Where you enter your information (*Subscribe to our Newsletters*) be sure to click the box for “eSchool News Today.”
6. *Smart Brief* from Association for Supervision and Curriculum Development (ASCD) available at <http://www.smartbrief.com/ascd/>
7. Bookmark on your computer the Center for School Counseling Outcome Research and Evaluation (University of Massachusetts) <http://www.umass.edu/schoolcounseling/>
8. IRIS Center <http://iris.peabody.vanderbilt.edu> is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions. Sign up for the mailing list at <http://visitor.r20.constantcontact.com/manage/optin?v=001G1ZkJV0pNjKUA97ZCELvzjo6FuQuP4Wp>

CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
professional counseling organizations, including membership benefits, activities, services to members, and current issues	2.F.1.f
professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2.F.1.g
theories, models, and strategies for understanding and practicing consultation	2.F.5.c
strategies to promote client understanding of and access to a variety of community- based resources	2.F.5.k
needs assessments	2.F.8.c
development of outcome measures for counseling programs	2.F.8.d
evaluation of counseling interventions and programs	2.F.8.e
analysis and use of data in counseling	2.F.8.i
history and development of school counseling	5.G.1.a
models of school counseling programs	5.G.1.b
models of P-12 comprehensive career development	5.G.1.c
models of school-based collaboration and consultation	5.G.1.d
assessments specific to P-12 education	5.G.1.e
school counselor roles as leaders, advocates, and systems change agents in P-12 schools	5.G.2.a
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5.G.2.b
school counselor roles in relation to college and career readiness	5.G.2.c
school counselor roles in school leadership and multidisciplinary teams	5.G.2.d
school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	5.G.2.e
competencies to advocate for school counseling roles	5.G.2.f
professional organizations, preparation standards, and credentials relevant to the practice of school counseling	5.G.2.l
legislation and government policy relevant to school counseling	5.G.2.m
development of school counseling program mission statements and objectives	5.G.3.a
design and evaluation of school counseling programs	5.G.3.b
core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	5.G.3.c
approaches to increase promotion and graduation rates	5.G.3.i
strategies to promote equity in student achievement and college access	5.G.3.k
techniques to foster collaboration and teamwork within schools	5.G.3.l
use of accountability data to inform decision making	5.G.3.n
use of data to advocate for programs and students	5.G.3.o

STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
Students will understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice		Presentation
Students will be able to develop outcome measures for counseling programs	2.F.8.d.	Action Research
Students will be able to design evaluation of counseling interventions and programs	2.F.8.e.	GRIP
Students will be able to analyze and use data in counseling	2.F.8.i.	Disaggregating Data
Students will understand models of school counseling programs	5.G.1.b.	Website Review
Students will be able to describe models of school-based collaboration and consultation	2.F.5.c. 5.G.1.d.	Consultation, Collaboration, and Teaming
Students will be able to identify school counselor roles as leaders, advocates, and systems change agents in P-12 schools	5.G.2.a. 5.G.2.d.	Use of Time Study & Analysis
Students will develop competencies to advocate for school counseling roles		Presentation
Students will know and engage with professional organizations, preparation standards, and credentials relevant to the practice of school counseling	2.F.1.f 2.F.1.g. 5.G.2.i.	Professional Development Activity
Students will be able to develop and use school counseling program mission statements and objectives	5.G.3.a.	Philosophy and Slogan
Students will evaluate a school counseling program	5.G.3.b.	Program Assessment Analysis
Students will be able to identify techniques to foster collaboration and teamwork within schools	2.F.5.c. 5.G.1.d. 5.G.3.i.	Consultation, Collaboration, and Teaming
Students will use accountability data to inform decision making	5.G.3.n.	Disaggregating Data
Students will demonstrate how to use data to advocate for programs and students	2.F.8.c. 5.G.3.o.	Needs Assessment
Students will demonstrate an overall understanding of program evaluation in counseling	5.G.3.b.	Program Assessment Analysis
Students will demonstrate an overall understanding of comprehensive developmental school counseling programs		Portfolio

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ **Commitment**, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ **Openness** to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ **Respect** to self and others, including honoring diversity, self-care, and wellness
- ◆ **Integrity**, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ **Self-awareness**, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment	Points	Grading Scale
Presentation	20	A 94-100
Program Assessment Analysis	10	A- 90-93
Professional Portfolio	20	B+ 87-89
Learning Activities with Outcome Measures (10 @ 5 pts each)	50	B 84-86
		B- 80-83
		C+ 77-79
		C 74-76
		D 64-73
		F <64
TOTAL POINTS	100	

ASSIGNMENTS

Vlogging Within 24 hours after each class session, record a 2-3 minute video of yourself reflecting on the following questions: (a) *What did you find interesting in this class session?* (b) *What are you confused with or need more information about and where will you find this information?* (c) *Based on this class session, what are your thoughts about your emerging professional school counselor identity?* Name your file as lastname_month.day (ex: Brott_1.11). Upload your video file to [Google Drive > Vlogging](#). For each weekly vlogging exercise submitted late or not submitted, there will be a penalty. For each week, late submission incurs 1 point deduction from your total points and no submission incurs 5 points deduction from your total points.

Professional Development Activity Attend **at least one** professional activity; present to class members an overview of your professional activity along with a handout (posted to [Google Drive](#)) that summarizes what you learned and reflections about attending the professional activity. (5 point penalty if you do not complete this activity.) **DUE no later than 4/19**

- ✓ Staff meeting or in-service provided at your practicum site. Also, check with your site supervisor regarding professional development opportunities at your site and through the school district.
- ✓ Smoky Mountain Counseling Association <http://www.tncounselors.org/smca/>: conference February 25 from 9 a.m. to 4 p.m. at Carson-Newman University; chapter meetings February 2 and April 6 at Puleo's Grille (260 N. Peters, Rd., Knoxville) from 5:30 to 7:30 p.m.
- ✓ American School Counselor Association (ASCA) <http://www.schoolcounselor.org/school-counselors-members/professional-development.aspx>
- ✓ Chi Sigma Iota (CSI) professional development programs during the semester. Attend Upsilon Theta chapter meeting or participate in a webinar through CSI International <https://www.csi-net.org/?page=Webinars>

Presentation Research and critically evaluate a topic of particular interest to you that reflects your deepening understanding of school counseling in contemporary society through one domain (i.e., personal/social, career, or academic). The assignment includes (a) 10-minute presentation on your topic and (b) 2-page handout that overviews your topic, identifies ways school counselors can be advocates, and lists references and resources. **DUE 3/22**

Program Assessment Analysis Complete a program assessment analysis for the school counseling program at your Practicum site. To receive full credit for this learning activity, three parts must be completed by 4/12.

- (a) *Program Assessment* using ASCA form available on [Google Drive](#)
- (b) *School Counseling Program Assessment Summary* (form available on [Google Drive](#)), and
- (c) written evaluation and recommendations (format is posted on [Google Drive](#)).

Professional School Counseling Portfolio & Professional Library Resource The professional portfolio is the culminating product of the course. The last page of the syllabus overviews the minimum contents for the portfolio that includes all assignments completed during the semester and additional artifacts you will need to generate. Also, obtain a school counseling resource (e.g., book, manual, game) for your professional library and bring to share along with your portfolio. **DUE 4/26**

Learning Activities with Outcome Measures Complete each of the following and post to [Google Drive > Submissions](#). Name your file as lastname_#nameofassignment (ex: Brott_1.Website Review). Place a copy of each activity in your portfolio:

1. **Website Review** Complete the review and evaluation of your practicum school counseling website using the criteria posted on [Google Drive](#). **DUE 1/18**
2. **Disaggregating Data** Disaggregate data for the school where you are placed for Practicum by completing the worksheet available on [Google Drive](#). Develop a school profile (see [Google Drive](#) for suggestions) that includes both a narrative and visual (i.e., charts) description of the data. **DUE 1/18**
3. **Definition of Intelligence** *What is intelligence?* Write your definition of intelligence and cite the theorists that support your definition using the interactive map from the following URL as your source of information: <http://www.intelltheory.com/map.shtml> **DUE 1/25**
4. **Needs Assessment** Using Google Docs, design a needs assessment survey for each of the following groups: (a) teachers, (b) parents, and (c) students. Check with your practicum site supervisor to see if there are examples already in use; if so, revise what is currently be used to better meet the needs of your site supervisor. **DUE 2/1**
5. **Use-of-Time Study & Analysis** Collect data for both you and your site supervisor based on one day at your Practicum site. Compare direct and indirect student services time recorded to recommended ASCA guidelines (ASCA, 2012, pp. 43-44). **DUE 2/8**

6. Guided Questions You are responsible to demonstrate your ability to locate and use information that will inform our discussion on each of the following:
 - ✓ *What mental health issues are prevalent with children and adolescents? How can school counselors address these issues?* **DUE 2/15**
 - ✓ *Where are there achievement gaps at your practicum site? Based on the literature, propose school counseling services that will help to close these gaps.* **DUE 2/22**
 - ✓ *What roles and services does your practicum site supervisor provide that support college and career readiness for all students with a focus on equity, access, mindsets, grit, and graduation rates?* **DUE 3/1**
7. Classroom Guidance Unit Assemble a classroom guidance unit of 4 to 6 sessions that demonstrates your ability to research, create, organize, and evaluate a selected topic that is developmentally appropriate (K-2, 3-5, 6-8, 9-12) and addresses domain (academic, career, social-emotional), ASCA mindsets and task behaviors, Tennessee student competencies, and evaluation (*how are students different because of this classroom guidance experience?*). **DUE 3/29**
8. Consultation, Collaboration, & Teaming Read at least three articles from peer-reviewed, professional journals and create an annotated bibliography of your readings to define and distinguish consultation, collaboration, and teaming; compose a portfolio resource guide for consultation, collaboration, and teaming based on examples from your practicum site. **DUE 4/5**
9. Action Research & GRIP There are two parts to this assignment, namely (a) action research overview that includes school counseling examples (e.g., individual counseling, group counseling, classroom guidance, consultation) to answer the question, “*How are students different as a result of the school counseling program?*” (ASCA, 2012, p. 99) and (b) GRIP (goal, results, impact statements, program implications) based on data provided as a case example. **DUE 4/19**
10. Philosophy and Slogan Develop a written statement of your philosophical beliefs for the school counseling program and a slogan (i.e., branding) for the school counseling program. A worksheet and examples are posted on [Google Drive](#). **Due 4/19**

INSTRUCTOR POLICIES & OTHER IMPORTANT INFORMATION

DRESS PROFESSIONALLY

You are expected to attend class dressed as a professional school counselor. Your demeanor communicates to others the respect you carry for the profession. (5 points will be deducted from your final total points for not adhering to this professional policy.)

ATTENDANCE

Attendance is required. We learn from each other; therefore, each class member’s presence is vital. Class begins promptly at 11:15 a.m., and you are expected to be on time. In the event of an absence, please email or call your instructor as far in advance as possible to alert her that you will not be attending. You may miss **one** class throughout the duration of the semester without penalty and are encouraged to monitor your absences carefully. No distinction will be made between excused and unexcused absences. **More than one absence will result in a lowering of your final accumulated score by five points per additional absence.**

INCLEMENT WEATHER <http://safety.utk.edu/emergency-management/inclement-weather-policy/>

Students are expected to make every reasonable effort to attend class but are advised to avoid undue risks in traveling. The consideration of an email from the student to the faculty member indicating the student is unable to attend class would be appreciated. If a faculty member cannot attend class, it is that faculty member’s responsibility to notify students in a timely manner, preferably at least one hour prior to the start of class. When a decision for a delayed opening or to close is made by the chancellor or appointed representative, information is distributed to the campus community, shared with local media, and posted on the front page at utk.edu

LATE ASSIGNMENTS

All assignments are to be completed and submitted no later than the start of class on the indicated due dates unless otherwise noted. Late assignments will be given a **1 point deduction per 24 hours past the due date**. If you have extenuating circumstances that preclude you from submitting an assignment on time, please contact the instructor ASAP to make alternate arrangements. It is your responsibility to complete and submit each assignment on time.

WRITING QUALITY

All written work is expected to be mechanically and grammatically correct and formatted correctly (see *APA Publication Manual*, 6th edition). The style should reflect formality without the use of contractions, slang, or abbreviations. Evaluation of all written work will reflect the quality of the writing as well as the inclusion of all required content. All work should be typewritten on one side of the page, in black 12-point Times New Roman font, double-spaced, with one-inch margins on all sides. Additionally, should you choose to use any materials or ideas borrowed from sources other than your own original thoughts, you must include a full reference list of these sources and cite these ideas in the body of the paper using APA style. If you need help with APA style, consult the latest edition of the *APA Publication Manual* or see the

University's Writing Center for assistance. Additionally, Purdue University has a useful online style guide; click on the following link for more information: <https://owl.english.purdue.edu/owl/resource/560/01/>

ACADEMIC STANDARDS OF CONDUCT

All students are expected to uphold the University of Tennessee's Honor Statement. Plagiarism and cheating will not be tolerated in any capacity and **will automatically result in a grade of zero** for any assignment where the student in question is suspected of engaging in such behaviors. Please refer to the most recent copy of Hilltopics, at <http://web.utk.edu/~homepage/hilltopics> (Student Code of Conduct) for specific information concerning academic standards of conduct. Your instructor will follow University-sanctioned disciplinary procedures for any breach of these policies. Each student is responsible for knowing the terms and conditions of the Honor Statement. The Honor Statement reads as follows:

"As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

SAFE ZONE

Regardless of sexual orientation, race, ethnicity, national origin, gender expression and identity, religion, age and ability, you will be treated and respected as a human being. Your continued presence in this course signals your commitment to act likewise.

TECHNOLOGY IN CLASS

The use of cell phones for calls, text messaging, or tasks not relevant for instruction is prohibited in class. Please show your respect for your classmates and the instructor and turn your devices off or put them in silent mode. Laptops and tablets are permitted as long as their use is limited to course specific activities (e.g., taking notes).

Key Campus Resources for Students:

- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=2>
(Listing of academic programs, courses, and policies)
- Hilltopics: <http://dos.utk.edu/hilltopics>
(Campus and academic policies, procedures and standards of conduct)
- Course Timetable: https://bannerssb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched
(Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising>
(Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu>
(Academic support resources)
- Library: <http://www.lib.utk.edu>
(Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu>
(Career counseling and resources; HIRE-A-VOL job search system)



Dear Student,

*The purpose of this **Campus Syllabus** is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience. I want to wish you the best for a successful and productive semester.*

Interim Provost John Zomchick

UNIVERSITY CIVILITY STATEMENT

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus”

<http://civility.utk.edu/>.

EMERGENCY ALERT SYSTEM:

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

DISABILITIES THAT CONSTRAIN LEARNING:

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.” Information on accessibility at UTK is also at <http://accessibility.utk.edu>

WELLNESS:

The Student Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. <http://counselingcenter.utk.edu/> and The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu>).

TENTATIVE COURSE CALENDAR

Date	Topics	Readings (Dollarhide & Saginak, 2017)	Assignments Due
1/11	Foundation: History and philosophy of U.S. education; school leadership; school climate; issues in schools and education: Every Student Succeeds Act (ESSA), Tennessee State Report Card https://www.measuretn.gov:444/ReportCard/#/ ; special education; safe schools, PBISS	Ch 2	
1/18	Foundation: History of school counseling; 21 st century school counseling; professional associations (ASCA, TCA, TSCA); Tennessee Standards for School Counseling https://tn.gov/assets/entities/sbe/attachments/5.103_School_Counseling_Model_Standards_Policy_10.14.2016.pdf ;	Ch 1, 3, 4	Disaggregating data Website review
1/25	Foundation: how we learn, differentiated learning, multiple intelligences; development PreK-12; comprehensive school counseling program: ASCA themes; ASCA mindsets & behaviors	Ch 3, 5, 6, 7	<i>What is intelligence?</i>
2/1	Management: school counselors as leaders; advocacy National School Counseling Week	Ch 3, 6	Needs Assessment
2/8	Management: assessments, use of data, plans, calendars; response to intervention (Rtl), direct and direct services; introduction to classroom guidance; school levels (K-2, 3-5, 6-8, 9-12)	Ch 6	Use of Time
2/15	Delivery: social emotional development; mental health issues of children and adolescents; counseling in schools (K-2, 3-5, 6-8, 9-12)	Ch 3, 7, 8	<i>What mental health issues are prevalent with children and adolescents? How can school counselors address these issues?</i>
2/22	Delivery: academic development; school success, closing the gap (K-2, 3-5, 6-8, 9-12)	Ch 3, 9	<i>Where are there achievement gaps at your practicum site? Based on the literature, propose school counseling services that will help to close</i>
3/1	Delivery: college and career ready; lifestyle apprenticeship and transitions (K-2, 3-5, 6-8, 9-12)	Ch 3	<i>What roles and services does your practicum site supervisor provide that support college and career readiness for all students that address equity, access, mindsets, grit, and graduation rates?</i>
3/8	Guest speakers: panel of school counselors		
3/15	SPRING BREAK		
3/22	Presentations		Presentation
3/29	Delivery: Classroom guidance	Ch 9	Classroom Guidance Unit
4/5	Delivery: Consultation, collaboration, teaming; crisis, school emergency plan, self-harm assessment, DCS	Ch 10	Consultation, Collaboration, and Teaming
4/12	Accountability: effectiveness; action research; Get a GRIP!	Ch 6	Program Assessment Analysis
4/19	Comprehensive, developmental school counseling program; RAMP; professional identity, legal and ethical issues in school counseling	Ch 3, 11, 12	Action Research & GRIP Philosophy of School Counseling
4/26	Portfolio and professional library resource; preparation for internship		Portfolio & Professional Library Resource
5/3	<i>Please hold this date if we need to make-up any missed time due to inclement weather or other unforeseen events</i>		

Professional School Counselor Portfolio: ASCA National Model for School Counseling Programs

Front Matter

ASCA National Model – Diagram & Executive Summary

Curriculum Vitae

Professional Associations

Foundations – Program Focus; Student Competencies; Professional Competencies

Program Focus

Student Competencies

Professional Competencies

Delivery System – Direct Student Services; Indirect Student Services

Direct Student Services

Indirect Student Services

Management System – Assessments; Tools

Assessments

Tools

Accountability – Data Analysis; Program Results; Evaluation & Improvement

Data Analysis

Program Results

Evaluation and Improvement

Themes – Leadership, Advocacy, Collaboration and Teaming, Systemic Change

Leadership

Advocacy

Collaboration and Teaming

Systemic Change