Instructor: Amber Bolden Greer, M.Ed.
Phone Number: Provided in class
E-mail: abolden@luc.edu
lucschoolcounseling@gmail.com

Office Hours: By appointment

**Required Texts**

**Required Assessment Tool**

**Course Description**
This course is designed to acquaint school counseling students with the fundamentals of professional school counseling practices and trends; affective concerns of children and adolescents; legal, ethical and multicultural concerns related to school counseling and the possibilities for collaborative, creative and supportive work in the schools.

**Methods of Instruction**
Course will include a variety of instructional methods including, but not limited to cooperative learning groups, role-play, case study analysis, student design and presentation of workshop topics, and class discussion.

**IDEA Objectives essential to the course**
- Gaining factual knowledge (terminology, classifications, methods, trends)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team

**IDEA Objectives important to the course**
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
Upon completion of this course, the student will have competencies as indicated by the Illinois School Counselor Content-Area Standards including the following:

- Students will be able to articulate basic history and current trends in school counseling.
- Students will be able to conceptualize a comprehensive, developmental school counseling program for a particular school level, including individual, small-group and large-group programming, and collaborative partnerships within the school and community.
- Students will able to articulate ways in which school counselors can serve as change agents in the school culture and climate.
- Students will be able to develop and incorporate multicultural understanding into their framework.
- Students will be able to articulate social and emotional concerns of children and adolescents.

**Conceptual Framework and Conceptual Framework Standards**

*Professionalism in the Service of Social Justice:* As a professional school counselor, you can be a vehicle for justice. Issues of oppression, privilege, equity, access, opportunity, inclusion, exclusion, and discrimination are present throughout our society. You will be in a unique position to apply the knowledge and skills as a school counselor in an ethical and reflective manner in order to promote the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**Dispositions**

The School of Education evaluates students on dispositions, *Professionalism, Fairness, and the Belief that All Students Can Learn*, to assess growth across our programs to provide more feedback on performance and behavior. The disposition of “Professionalism” will be assessed for students in this course via LiveText.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</th>
<th>Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</th>
<th>Candidate does not demonstrate exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IL-LUC-DISP.1</strong></td>
<td>Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the professional and ethical behavior principles.</td>
<td>Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the professional and ethical behavior principles.</td>
<td>Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA.</td>
</tr>
</tbody>
</table>
### Diversity

Your department and program are committed to issues of diversity including, but not limited to: race, gender, sexual orientation, social class, ethnicity, ability, and status. Readings, discussions, and other class activities are designed to facilitate your development as a culturally competent and collaborative professional who is able to work effectively with diverse clients and communities. Diversity is integral to the study of education, the social justice mission of the School of Education and your effectiveness as a professional school counselor.

### Academic Honesty

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

### Accessibility

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

### EthicsLine Reporting Hotline

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

### Electronic Communication Policies and Guidelines

[www.luc.edu/education/syllabus-addendum](http://www.luc.edu/education/syllabus-addendum/)

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<table>
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<tr>
<th>Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.</th>
<th>Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.</th>
<th>Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.</th>
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<td>ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course</td>
<td>ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course</td>
<td>ethical principles (counseling psychology students) via substandard course work performance.</td>
</tr>
</tbody>
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### Electronic Communication Policies and Guidelines

[www.luc.edu/education/syllabus-addendum](http://www.luc.edu/education/syllabus-addendum/)
Professional Behavior
Cell Phones/Laptops/Tablets:
Please make sure all cell phones are turned off during class. If there is some reason why you must keep yours on, please discuss it with me individually. Appropriate use of laptops or tablets is permitted in class. However, should this be a distraction to the instructor or your peers, you will be asked to refrain from further use.

Submission of Assignments
It is expected that all readings and assignments be completed prior to each class. Assignments are your professional responsibility and should reflect your best work. Spell checking, grammar checking and formatting are expected. Unless otherwise noted, all assignments should include a cover page and should be typed in 12-point font with 1-inch margins following APA Style (6th edition). Upload all final assignments to Sakai by 4:00pm.

Writing assignments will be considered late and will result in the loss of 2 points, if not submitted to the instructor on the due date. You will continue to lose 2 points for each day beyond the due date (must be uploaded to Sakai by 4:00pm each day). If an emergency should arise for you during the semester that impedes your ability to submit your assignment on time, please contact the instructor as soon as possible to make arrangements.

E-mail
Be sure to check your LUC e-mail account regularly. Failure to do so can result in missed information for which you are responsible.

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Course Assignments

1. Attendance, readings, weekly oral journal and in-class activities (30 points)

Attendance at all class sessions is required. Participation in classroom activities, exercises, and discussions is expected. A brief assessment may also be given during class.

To earn points for attendance and participation, students must
- Regularly attend (no more than two absences)
- Attend class on time (no more than 15 minutes late or leaving 15 minutes early, one time)
- Actively participate in small and large group discussion
- Participate in class activities
- Engage in active learning on a graduate level
- Communicate effectively and respectfully with instructor and peers
- Demonstrate exceptional teamwork and group cooperation

The weekly oral journal is based upon assigned weekly readings. Consider the following questions:
- What did you learn?
- How did the content challenge you?
• What emotions did you experience? Any discomfort?
• How will you use this information?

2. Reaction reflection (15 points) DUE: September 8

Student will write reaction papers that involve points of interest or questions found in the readings through September 8. This assignment must be 3-4 pages in length (typed, double-spaced, 12-point font, one-inch margins, no cover sheet, proofread). We will discuss the reaction papers in class.

Your grade will be based upon the following criteria:

- Introduction, conclusion and summary of interview: 5 points
- Student reactions and important things learned: 5 points
- APA (6th ed.) style, grammar, spelling: 5 points

3. Licensed professional school counselor interview (20 Points) DUE: October 20

Students will conduct an in-depth, individual interview in person with a professional school counselor at the level of most interest. The report of the interview should present an overview of the school counseling program through the eyes of the interviewee. Please be sure to obtain verbal informed consent prior to conducting the interview. Contents located in Appendix A can be used to develop a questionnaire to facilitate the interview. Questions should pertain to the counselor’s perception of his role as school counselor, the duties performed, and his implementation of a comprehensive competency-based school counseling program. The paper should include the school counselor’s name and school, along with a summary of the interview and the interviewee’s impression of and reaction to the experience. The assignment is to be approximately 4-5 pages in length (typed, APA style 6th Edition, double-spaced, 12-point font, one-inch margins, a cover sheet, and proofread). Further, students will present an oral report to the class on October 20 on the findings of the interview, themes and perspectives found during the meeting.

Your grade will be based upon the following criteria:

- Introduction, conclusion and summary of interview: 4 points
- Interviewee’s perspective of school counseling program: 4 points
- Student reactions and important concepts learned from experience: 4 points
- APA (6th ed.) style, grammar, spelling: 4 points
- Oral report of findings: 4 points

**See Appendix A for full description of interview paper assignment.

4. Professional School Counseling Program Handbook (265 points)
DUE: Various dates listed in course schedule

Students will work as a simulated school counseling staff (consisting of 3 members
minimum) to develop a comprehensive competency-based school counseling and
guidance program (CCBSCGP) at the elementary, middle or high school level. The
group will be expected to develop a creative and thorough professional school
counseling program handbook for the simulated school. The final product should be
based on the *ASCA National Model for School Counseling Programs*, and *the Developmental
Counseling Model for Illinois Schools*.

The final school counseling program handbook is worth 265 total points and will be
broken down into 4 sections (see Appendix B). Weekly assignments will be completed
for each section and one group member will e-mail them to me at
lucschoolcounseling@gmail.com. We will use Google Docs to share with each other. The
final product will be a model for students to have for professional use upon completion
of the course. Each of the 22 assignments is worth 10 points (for a total of 220 points); the
class presentation is 25 points; and the remaining 20 points will be awarded based on the
project’s creativity, organization and overall attractiveness of the handbook. The final
handbook should be uploaded to Sakai and presented on **December 1**.

Lastly, each individual will submit a typed one-page summary reflecting on your
experience working within your group. E-mail this to me at
lucschoolcounseling@gmail.com.

**See Appendix B for full description of the Professional School Counseling Program
assignment.**

5. Final exam (35 points) DUE: December 8
Format of the exam may consist of short answer and essay questions; content can pertain
to any course readings, assignments, class activities, and discussions. Students should
be especially familiar with the components of the *ASCA National Model for School
Counseling Programs*, *ASCA National Standards for Students* and multicultural
competencies.

<table>
<thead>
<tr>
<th>Class Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
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<tr>
<td>Attendance, readings, weekly oral journal, and in-class activities</td>
<td>30 points</td>
<td>25%</td>
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<tr>
<td>Reaction reflection</td>
<td>15 points</td>
<td>15%</td>
</tr>
<tr>
<td>Licensed school counselor interview</td>
<td>20 points</td>
<td>15%</td>
</tr>
<tr>
<td>Professional school counseling program</td>
<td>265 points</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35 points</td>
<td>20%</td>
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Total Possible Points: 365

Grading Scale
95-100 A  90-94 A-
85-89 B  80-84 B-
75-79 C  70-74 C-
65-69 D
## Course Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignment Due</th>
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<tbody>
<tr>
<td>August 25</td>
<td>Welcome and course intro History of School Counseling</td>
<td>Erford, Ch. 1 Forming semester groups School counseling vision</td>
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<tr>
<td>September 1</td>
<td>ASCA Model -Intro, Foundation Transforming School Counseling Initiative (TSCI) Achievement Gap</td>
<td>ASCA, pp. x-39 Erford, Chs. 2 &amp; 3 Holcomb-McCoy, Ch. 1 Articles: The Blueprint Oral journal</td>
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<tr>
<td>September 8</td>
<td>ASCA Model - Management Comprehensive Developmental School Counseling Programs</td>
<td>ASCA, pp. 41-81 Holcomb-McCoy, Ch. 2 Oral Journal Reaction Reflection DUE</td>
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<td>September 15</td>
<td>Multicultural Competence</td>
<td>Erford, Ch. 8 Holcomb-McCoy, Chs. 3, 7 &amp; 9 Oral Journal</td>
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<td>September 22</td>
<td>ASCA Model – Delivery Leadership &amp; Advocacy</td>
<td>ASCA, pp. 87-98 Erford, Ch. 9 Holcomb-McCoy, Ch. 5 Oral Journal Program Assignments 5 &amp; 6 DUE</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Readings</td>
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<td>October 6</td>
<td>NO CLASS – Fall Break</td>
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<td>October 13</td>
<td>Large Group Guidance</td>
<td>Erford, Ch. 10</td>
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<td>Holcomb-McCoy, Ch. 8</td>
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<td>Oral Journal</td>
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<td>Program Assignments 3, 14 &amp; 18 DUE</td>
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<td>October 20</td>
<td>Individual and Group Counseling</td>
<td>Erford, Ch. 13</td>
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<td>Interview Paper DUE</td>
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<td>Oral Journal</td>
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<td>October 27</td>
<td>Consultation and Collaboration;</td>
<td>Erford, Chs. 7 &amp; 14</td>
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<td>Ethics</td>
<td>Holcomb-McCoy, Ch. 4</td>
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<td>Oral Journal</td>
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<td>Program Assignments 15, 16, 17 DUE</td>
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<td>November 3</td>
<td>Complex Issues Special</td>
<td>Erford, Chs. 15, 16 &amp; 17</td>
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<td>Education</td>
<td>Oral Journal</td>
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<td>Mental Health</td>
<td>Program Assignments 10, 11 &amp; 12 DUE</td>
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<td>November 10</td>
<td>Research Day</td>
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<td>Program Assignments 4, 13 &amp; 19 DUE</td>
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<td>November 17</td>
<td>Academic and Postsecondary</td>
<td>Erford, Chs. 11 &amp; 12</td>
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<td>Planning</td>
<td>Oral Journal</td>
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<td>Program Assignments 8, 21 &amp; 22 DUE</td>
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<td>November 24</td>
<td>Guest Speaker</td>
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<td>Prepare questions for speaker</td>
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<tr>
<td>December 1</td>
<td><strong>Group Presentations</strong></td>
<td>Program Assignments 1, 2 &amp; 20 with Professional Handbook DUE</td>
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<tr>
<td>December 8</td>
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<td>Final Exam DUE</td>
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* This syllabus and schedule are subject to change if deemed necessary by the instructor.*
Appendix A

Guidelines for Professional School Counselor Interview

**Please be sure to obtain verbal informed consent prior to conducting the interview and remember to send a thank you note following the interview.**

1. Rationale for Interview
   a. To learn students’ greatest needs
   b. To understand how to best address student needs
   c. To understand counselor’s role in addressing student needs

2. Background Information
   a. Length of time in current setting/position
   b. Previous teaching experience
   c. Academic background/certification
   d. Current involvement with students and staff
   e. Expectations in current role (i.e. job responsibilities)
   f. Background information about students

3. Perceptions of Student Needs and Community Resources
   a. Greatest concerns about students
   b. Urgency and span of needs
   c. Attempt to resolve issues
   d. Further resolution needed
   e. Community/Parent support/involvement in addressing needs
   f. Important challenges and pressures for administration
   g. Strengths teacher draws upon for solving problems and addressing student needs.
   h. Example of a recent, successful change effort

4. School Counseling Program Influence
   a. How needs are being addressed by school counseling program
   b. School counselor’s efforts in addressing student needs and parent concerns
   c. Important elements of an ideal counseling program
   d. Teacher’s interaction with counselors to maintain consistency and express concerns
   e. Effectiveness of the counseling program
   f. Most effective part of program
   g. Improvements needed for counseling program
   h. Student and staff perspectives of counseling program
   i. Meeting the needs of special populations
   j. Counselor visibility and availability
   k. Impediments to counselor availability/visibility
   l. Benefits of counselor availability/visibility
   m. Physical environment for counseling center
   n. Data analysis and research to ensure student success
   o. Demonstration of school counseling program successes to all stakeholders
   p. Additional responsibilities expected of school counselors
   q. Questions for interviewer
Guidelines for Professional School Counselor Interview Paper

1. Brief Introduction

2. Interviewee Descriptive Informative
   a. School counselor’s professional involvement with teachers
      i. Variety of assignments
      ii. Job responsibilities
   b. Student caseload
   c. Job description
   d. School context
      i. Student background information (e.g. socioeconomic background, ethnicity and special programs within school)
      ii. School-family relationships
      iii. School-community relationships/partnerships
      iv. Characteristics of school faculty

3. School Counseling Program Overview
   a. Type of school counseling program (based on ASCA model?)
   b. Most effective part of school counseling program
   c. Least effective part of school counseling program
   d. Area(s) needing improvement
   e. Allocation/prioritization of school counselor’s time each week
   f. Marketing efforts of the program within the school and in the community
   g. Use of student data to address student/family needs
   h. Communication between school counselors and students
   i. Consultation with other professionals

4. Reactions and Important Things Learned from Interview
   a. Important things learned from interview
   b. Themes that emerged for the interview (e.g. strategies for change and perceptions of change held by interviewee)
   c. Overall reaction to interview
   d. Challenges faced in conducting interview (e.g. biases, anxieties, stereotypes)
   e. Aids in preparing for and processing challenges
   f. Perspective changes resulting from interview
   g. Easiest, hardest and most surprising part of the interview
   h. Ways this experience might shape your approach to building strong relationships with administrators, faculty, staff, students and families of your school

5. Brief Conclusion
Appendix B

Professional School Counseling Program Handbook Sections and Assignments

Section I: Foundation

Assignment 1
1. Name of school
2. Welcome and introduction to school
3. School counseling staff members and contact information
4. Program services offered to school members
5. Welcome letter to faculty/staff announcing general school counseling services

Assignment 2
1. Prepare a table of contents with page numbers.
2. Include references (positioned at the end of the handbook).

Assignment 3
1. Create a mission statement for counseling program.
2. Present at least three objectives for how the counseling program will meet the overall mission.

Assignment 4
1. Describe (in two pages maximum) the rationale/philosophy for the school counseling program
   a. Staff’s philosophy of school counseling
   b. Overall approach to counseling
   c. A brief description to parents of the program’s implementation of the ASCA National Model for School Counseling Programs, the ASCA National Standards for Students and the Developmental Counseling Model for Illinois Schools

Assignment 5
1. Provide an overview of school’s population compared to Illinois State Board of Education (ISBE) data
   a. Describe how this information is used to assess needs, identify outcomes and provide support for the development of student services and programs
   b. Fictional overview of school’s population
      i. Total student numbers
      ii. Race/ethnicity
      iii. Students with disabilities
      iv. Socioeconomic background (free/reduced lunch)
      v. Attendance rate
      vi. Crime/violent activity
      vii. Gifted
      viii. ELL
   c. Identify state percentage representing these same demographic variables (display information in a table or graph)
d. State how school uses this data to develop and improve school counseling program

Illinois searchable database about school indicators: [www.isbe.net](http://www.isbe.net)

National websites with population data:

<table>
<thead>
<tr>
<th>Annie E. Casey Foundation</th>
<th><a href="http://www.aecf.org">www.aecf.org</a></th>
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<td>Children’s Defense Fund</td>
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<tr>
<td>U.S. Department of the Census</td>
<td><a href="http://www.census.gov">www.census.gov</a></td>
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</tbody>
</table>

Assignment 6

1. Present an easy to understand synopsis of the *ASCA National Standards for Students* for teachers/parents/administrators.
2. Briefly describe how the program is based upon these standards.
3. List one benefit of using the standards for each of these groups:
   a. School counselors
   b. Students
   c. Parents
   d. Teachers
   e. Administrators
   f. Community members

Assignment 7

1. Present an easy to understand synopsis of *ASCA’s School Counselor Competencies* for teachers/parents/administrators. ([www.schoolcounselor.org/files/competencies.pdf](http://www.schoolcounselor.org/files/competencies.pdf))
2. Describe how the competencies are incorporated into the roles and activities of the school counseling program.

Assignment 8

1. Create a blog or website marketing the counseling program featuring special services (e.g., peer facilitation program, small groups offered, meetings for parents).
Section II: Management

Assignment 9
1. Create a full year calendar of counseling programs/activities for each grade level.
2. Develop a sample weekly program calendar.

Assignment 10
1. Create a curriculum action plan and include:
   a. Goal(s) to be addressed
   b. Domain(s), standard(s) and competencies, which are consistent with school program and goals
   c. Description of school counseling activities to be delivered
   d. Timeline for completion of activities
   e. Name of person(s) responsible for each activity
   f. Methods of evaluating school success using process, perception and outcome data
   g. Expected results for students stated in terms of what will be demonstrated by the student

Assignment 11 (Emergency Procedures)
1. Write about the procedures for handling emergencies such as reporting child abuse/neglect, reporting student ideation of harm to self or others (http://www.state.il.us/dcfs/child/index.shtml; www.isbe.net; http://crisisguide.neahin.org/crisisguide/)

Assignment 12 (Crisis Management)
1. Describe the counselor(s) role in the event of a crisis (choose one example) homicide, suicide, unexpected death, shooting, bombing http://crisisguide.neahin.org/crisisguide/

Section III: Delivery

Assignment 13
1. Develop a diagram or bulleted list of school counseling staff activities and functions (e.g., consultation, collaboration, coordination, large group guidance, counseling groups, etc.).
2. Describe the school counselor’s role for the purpose of marketing the program to stakeholders who may not be aware of such.

Assignment 14
1. Read ASCA’s position statement on confidentiality and ethics for school counselors (www.schoolcounselor.org).
2. Create a confidentiality statement for individual counseling (for students and/or parents).
3. Develop a confidentiality statement for small group counseling (for students and/or parent).
Assignment 15
1. Present a large group guidance lesson definition appropriate for your school.
2. List sample guidance lesson curriculum by grade.
3. Create a sample lesson plan for a classroom guidance lesson, with ASCA National Standards for Students documented. Prepare the lesson plan in such a way that any counselor can facilitate it.

Assignment 16
1. Present a small group counseling definition appropriate for your school.
2. Overview a sample of small group counseling experiences available for students.
3. Create a sample session list for a select small group experience (include a lesson plan) and document ASCA National Standards for Students.

Assignment 17
1. Describe the consultation services offered to students, parents/families, and staff (this can be a narrative or bulleted list).

Assignment 18
1. Present a list of local, state and national resources for school personnel and other counselors complete with website link, if available.

Assignment 19
1. Describe the process of Response to Intervention (Roti) to parents.
2. Indicate the process by which parents and teachers can request a conference for a 504 plan.

Section IV: Accountability

Assignment 20
1. Develop a needs assessment questionnaire for
   a. Parents
   b. Students
   c. Teachers

Assignment 21
1. Present an evaluation tool, an administrator will use to evaluate school counselors performance each year. The tool should reflect the roles and activities in the ASCA National Model for School Counseling Programs and ASCA’s School Counselor Competencies.

Assignment 22
1. Present an evaluation tool an administrator will use to evaluate effectiveness of school counseling program.

Assignment 23
1. Creative additions that reflect the knowledge gained during the semester regarding the ASCA National Model, organizing and administering school counseling programs.