Organization and Administration of School Counseling Programs
SDS 6620
University of Florida: Fall 2011
Department of Counselor Education

Professor: Tracy Leibach, Ph.D., NCC

Class location: Norman Hall 270
Meeting Time: Wednesdays 5:10-8:10pm (Periods 10-E1)
Office: Norman Hall 1208
Phone: 352-273-4336
E-mail: tskinner@ufl.edu
Office hours: Wednesdays 4:00-5:00PM and by appointment
Course prerequisites: SDS 6411 Counseling Children, SDS 6413 Counseling Adolescents, and Practicum I (can be a co-requisite)

Course Overview:

SDS 6620 is a required course for UF’s School Counseling and Guidance graduate program. It is designed to provide counselors-in-training a foundational understanding of the school environment and its changing nature. It facilitates preparation for the leadership roles and responsibilities of school counselors within the school environment and community. The course focuses on the skills necessary to develop and manage a competency-based counseling and guidance program while enforcing national and state guidelines. School leadership, program development, systemic change, student/family diversity, special populations, legal and ethical considerations, consultation, collaboration, use of technical resources, accountability and practical organizational and time management strategies will be examined and discussed. The American School Counselor Association’s (ASCA) National Model: A Framework for School Counseling Programs which canvases the planning, developing, implementing and evaluating of school counseling and guidance programs will be presented and examined. Florida’s School Counseling and Guidance Framework: A Comprehensive Student Development Program Model and the Sunshine State Standards will also be reviewed as examples of state-based initiatives for student development programs.

Required Texts:


**Additional reading assignments will be referred to in the syllabus, handed out in class or e-mailed to students.
Supplemental Resources:


Course Objectives:

Applicable Professional Standards Addressed:

This course is designed to meet the professional standards listed below.

a. **2009 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards:** SDS 6620 meets the program objectives and curriculum guidelines for Section II, G 1, Professional Orientation and Ethical Practice studies that provide an understanding of professional functioning including roles, organizational structures, ethics, and standards.

b. **2009 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards:** SDS 6620 meets the program objectives and curriculum guidelines for Section III, School Counseling professional knowledge, skills, and practices (Sections: Foundations [A and B]; Diversity and Advocacy [E and F]; Academic Development [K]; Collaboration and Consultation [M]; and Leadership [O]).

c. **Florida’s “Accomplished Practices” for School Counselors:**

Specific tasks/indicators in this course have been designed to assess student mastery of the knowledge, skills, and dispositions that the State of Florida requires of all entry-level educators (which includes school counselors). In this course, seven of these Accomplished Practices will be covered:

- 3.4 Uses student data to inform the student services specialist’s continuous improvement
- 8.1 Knows and understands the student services subject matter thoroughly
- 8.4 Expands knowledge of student services by actively seeking resources to support such practices
- 10.1 Knows the principles in developing effective student services delivery activities that meet the needs of all PK-12 students

**Additional Core Curricular Requirements:**

- Sunshine State Standards content measured by the FCAT
- Information on the State system of school improvement and accountability
- School Safety

The tasks that assess student mastery of each of these seven accomplished practices are built into the specific course assignments and requirements. *(See Appendix A for information about each of the seven indicator tasks).* To pass this course, students must successfully complete all seven tasks covered in the course and receive a “Met with Weakness” or higher evaluation for performance on each of them.
No exceptions will be made. Students will not receive a passing grade for this course until they have achieved satisfactory performance on each of the seven “Accomplished Practices” addressed in this course. Students who receive a “Not Met” rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task as assigned by Dr. Leibach. Students who do not complete their makeup work satisfactorily (i.e., with a “Met with Weakness” or higher rating) will receive a grade of Incomplete (I) for this course. Students who do not pass the course must repeat it later in order to demonstrate achievement of the “Accomplished Practices” covered in this course.

**Methods of Instruction:**

1. lecture
2. small and large group discussion
3. role play
4. case study analysis
5. use of internet resources
6. small group activities
7. student design and presentation of workshop topics
8. development of comprehensive competency-based school counseling and guidance program (CCBGSCGP)

**Assignments:**

1. **Attendance, readings, homework and in-class activities (30 points)**

   Students will be expected to integrate and apply the concepts and ideas presented in the reading material during small and large group classroom activities/discussions, assignments and on the cumulative final exam. Students should be knowledgeable and prepared to discuss the readings and assignments each week.

2. **Education and/or school counseling current event (15 points)**

   Staying up-to-date with current education and school counseling initiatives and events is crucial to the work school counselors do on a daily basis. This assignment is designed to emphasize the importance of school counselors as advocates and leaders in the profession. Therefore, students will sign up for one week in the semester to present an education and/or school counseling current event found in the world, national, state or local news. Students should bring in copies of the event (newspaper, magazine, website printout, etc.) and be prepared to facilitate a class discussion about the issue they have learned about (e.g., how the concern affects planning, implementation and evaluation of school counselors’ programming and goals).

3. **Two reaction papers (30 points; 15 points each)**

   Students will write reaction papers that involve points of interest or questions found in the readings, in-class discussions and out-of-class assignments. These assignments are to be 3-4 pages in length (typed, double-spaced, 12-point font, one-inch margins, no cover sheet, and proofread). We will discuss the reaction papers in class.

   **See Appendix B for full description of reaction paper assignments**
4. Interview paper with school teacher and oral report (75 points)

Students will conduct an in-depth, individual interview in person with a school teacher who works 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 C can be used to develop a question guide to facilitate the interview. Questions should pertain to the teacher’s perception of the role of a school counselor, the duties performed by the school counselor and his/her implementation of a comprehensive competency-based school counseling and guidance program (CCBSCGP). The paper should include a summary of the interview and shall address the student’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, no cover sheet, and proofread). Further, students will present an informal oral report to the class on **Oct. 19** on the findings of the interview, themes and perspectives found during the meeting.

**Grades will be based upon the following criteria:**

- Introduction, conclusion and summary of interview: 15 points
- Interviewee’s perspective of school counseling program: 21 points
- Student reactions and important things learned from experience: 21 points
- APA (5th ed.) style, grammar, spelling: 9 points
- Oral report of findings: 9 points

**See Appendix C for full description of interview paper assignment and specific guidelines for writing the paper (p. 16)**

5. Professional School Counseling Program (250 points)

Students will work as a simulated school counseling staff (consisting of 3 members) 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, the Florida School Counseling and Guidance Framework and Comprehensive Competency-based School Counseling Guidance Programs.

The final school counseling program handbook is worth 250 total points and will be broken down into 4 sections (see Appendix D). Weekly assignments will be completed for each section. The final product will be a model for students to have for professional use upon completion of the course. Each of the 23 assignments are worth 10 points (for a total of 230 points) with a remaining 20 points to be awarded based on the project’s creativity, organization and overall attractiveness of the handbook. The final handbook should be presented in a 1 ½ -2 inch binder on **November 30**. Each individual will be expected to type a one-page summary about how each group member worked on the team.

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

6. Final exam (100 points)

Students will be required to take a cumulative final exam for SDS 6620. Format of the exam will consist of multiple choice, fill in the blank and essay questions and content will pertain to ANY course readings, assignments, discussions or lectures. Students should be especially familiar with the components of the
ASCA National Model for School Counseling Programs, ASCA National Standards for Students, CCBSCGP programs, and school counselor roles and functions.

**Evaluation of Students:**

The course grade in SDS 6620 will be assessed based on the instructor’s evaluation of student quality of written work, class presentations, discussions and participation. Due to the interactive nature of this course student attendance, preparation and participation is crucial. If there is an illness or emergency that prohibits student attendance contact Dr. Leibach in advance to make arrangements for missed material. Because the course relies strongly on participation excessive absences or tardiness will result in a deduction of two points per absence from the student’s overall grade.

Readings and assignments are expected to be completed prior to coming to class. Written assignments should follow the form prescribed in the *Publication Manual of the American Psychological Association*, Sixth edition (2010) and are due as specified in the syllabus. Late assignments will result in a deduction of two points per day from the student’s overall grade.

All students are expected to exhibit the highest standards of academic integrity and must abide by the **University of Florida Honor Code**: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.”

*Accommodating students with special needs:* In accordance with university policy, students with documented sensory and/or learning disabilities should inform the instructor so that their special needs may be accommodated.

**Grading:**

Student evaluation will be on a 500-point scale with points assigned to each component of the course. Failure to submit work on time in a satisfactory manner will result in a point reduction for the course. Grades will be determined based on the following criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>1. Attendance, participation, homework &amp; readings</td>
<td>30</td>
<td>6%</td>
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<tr>
<td>2. Education/School counseling current event</td>
<td>15</td>
<td>3%</td>
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<tr>
<td>3. Two reaction papers (15 points each)</td>
<td>30</td>
<td>6%</td>
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<tr>
<td>4. Interview papers and oral reports</td>
<td>75</td>
<td>15%</td>
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<td>5. Professional school counseling &amp; guidance program</td>
<td>250</td>
<td>50%</td>
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<tr>
<td>6. FINAL EXAM</td>
<td>100</td>
<td>20%</td>
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TOTAL POSSIBLE POINTS 500

**Final Grading Scale**

<table>
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<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90%+</td>
<td>(450 + pts)</td>
</tr>
<tr>
<td>B</td>
<td>80-89.4%</td>
<td>(400 - 449 pts)</td>
</tr>
<tr>
<td>C</td>
<td>Below 80%</td>
<td>(399 - pts)</td>
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</table>

*Students who fall in the low B or C range in this course MAY be expected to retake the course.*
### Tentative Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due</th>
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</table>
| **1) Aug. 24** | Welcome & Course Intro  
History of School Counseling & ASCA  
21st Century School Counseling  
Intro to ASCA’s National Model for  
School Counseling Programs | **Forming semester groups** |
| **2) Aug. 31** | School Counselor Roles & Identities  
Schools as Systems  
Sunshine State Standards (Review website) | ASCA National Model, pp. 1-19  
Dollarhide & Saginak, Chaps. 1 & 2 |
| **3) Sept. 7** | Intro into Comprehensive Competency Based  
School Counseling Guidance Programs (CCBSCGP)  
ASCA National Standards for Students (Review website) | **Reaction Paper # 1 DUE**  
ASCA National Model, pp. 20-25  
Dollarhide & Saginak, Chap. 4  
ASCA Standards for Students |
| **4) Sept. 14** | Leadership & Advocacy Roles  
ASCA School Counselor Competencies  
ASCA Model: Foundation  
Beliefs & Philosophy/Mission Statements | ASCA National Model pp. 27-37  
**Program Assignments 5 & 6 DUE**  
Dollarhide & Saginak, Chap. 5  
ASCA Counselor Competencies  
ACA Advocacy Competencies |
| **5) Sept. 21** | ASCA Model: Delivery System  
Confidentiality in Schools  
Crisis Counseling in Schools | Dollarhide & Saginak, Chap. 6  
**Program Assignments 7 & 9 DUE**  
ASCA National Model pp. 39-44  
**Reaction Paper # 2 DUE** |
| **6) Sept. 28** | Individual & Group Counseling  
Brief Counseling Approaches in Schools  
Large Group Guidance, Educational & Career Planning | Dollarhide & Saginak, Chap. 8 & 9  
National Career Guidelines  
**Program Assignments 3 & 14** |
| **7) Oct. 5** | ASCA Model: Management System  
Peer Facilitation | Dollarhide & Saginak, Chap. 10 & 11  
ASCA National Model pp. 45-58 |
<table>
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<th>Assignment</th>
<th>Due Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Notes</th>
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<tr>
<td></td>
<td></td>
<td>Duty to Warn in Florida &amp; in Schools</td>
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<td>Dollarhide &amp; Saginak, Chaps. 3; App. A</td>
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<td></td>
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<td>Privacy &amp; Record Keeping</td>
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<td>Program Assignments 11, 12, 13</td>
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<td>Emergency Procedures</td>
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<td><strong>Verbal Reports on Interviews</strong></td>
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<td>Interview Papers DUE</td>
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<td></td>
<td></td>
<td>Use of Data</td>
<td>Dollarhide &amp; Saginak, Chap. 7</td>
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<tr>
<td></td>
<td></td>
<td><strong>Personal &amp; Professional Issues</strong></td>
<td>School Improvement (review website)</td>
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<tr>
<td>10</td>
<td>Oct. 26</td>
<td>Counselor Accountability (cont.)</td>
<td>Review Florida Model</td>
<td>Program Assignments 18, 19, 20</td>
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<tr>
<td></td>
<td></td>
<td>Florida School Counseling Framework</td>
<td></td>
<td>Program Assignments 18, 19, 20</td>
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<tr>
<td>11</td>
<td>Nov. 2</td>
<td>Florida School Counseling Framework</td>
<td>Review Florida Model</td>
<td>Program Assignments 4,</td>
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<td></td>
<td></td>
<td><strong>DUE</strong> &amp; 16 DUE</td>
<td></td>
<td>Dollarhide &amp; Saginak, Chap. 14</td>
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<tr>
<td>12</td>
<td>Nov. 9</td>
<td>Program Coordination</td>
<td>ASCA National Model pp. 67-74</td>
<td>Child Abuse Source Book</td>
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<td></td>
<td>Reporting Child Abuse/Neglect</td>
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<td>(review site)</td>
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<tr>
<td>13</td>
<td>Nov. 16</td>
<td>Diverse Student Populations</td>
<td>Dollarhide &amp; Saginak, Chap. 12</td>
<td>Program Assignments 8,22 &amp; 23</td>
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<td>ESE &amp; ELL students</td>
<td>Dollarhide &amp; Saginak, Chap. 13</td>
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<td>Student Assistance Team</td>
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<td><strong>DUE</strong></td>
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<td></td>
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<td>Technology &amp; School Counseling</td>
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</table>
November 23rd NO Classes! Happy Thanksgiving!

14) Nov. 30 Course Review
Overview of CCBSCGPs and ASCA
DUE
National Model
Readings Review & Catch Up
Program Assignments 1, 2, 21
with Final Handbook

15) Dec. 7 Culminating Experience

SDS 6620 Organization and Administration of School Counseling Programs

Appendix A
Accomplished Practices Indicator Tasks

Indicator 3.4:
Uses student data to inform the student services specialist’s continuous improvement.

Assignment Description:
The candidate will aid in the complete design and preparation of a comprehensive competency-based school counseling and guidance program of student services (please see Appendix D for complete list of 23 assignments).

Rating Guide for Indicator 3.4:

Met-
The candidate will have achieved a minimum of 215 score points on the final school counseling program project.

Met with weakness-
The candidate will have achieved a minimum of 175 score points on the final school counseling program project.

Not met-
The candidate will have achieved 174 or fewer score points on the final school counseling program project.

Indicator 8.1
Knows and understands the student services subject matter thoroughly.

Assignment Description:
The candidate will demonstrate knowledge of the various components comprising an effective program of comprehensive competency-based guidance services at the elementary and secondary levels through successful performance on a cumulative final examination administered in class.

Rating Guide for Indicator 8.1:

Met-
The candidate will have achieved a minimum of 85 score points on the final examination.

Met with weakness-
The candidate will have achieved a minimum of 75 score points on the final examination.

Not met-
The candidate will have achieved 74 or fewer score points on the final school counseling examination.

Indicator 8.4
Expands knowledge of student services by actively seeking resources to support such practices.

Assignment Description:
The candidate will aid in the complete design and preparation of a comprehensive competency-based school counseling and guidance program of student services (please see Appendix D for complete list of 23 assignments).

The candidate will prepare a full list of school, community, and national resources as one assignment in their final school counseling program project.

Assignment Directions:
The purpose of this assignment is for the candidate to become familiar with national and state level guidance program guidelines and standards offered by pertinent professional and state level organizations, in print media, and on electronic resources. Plan to implement the following activities:

Step1. View the “Partners in Achievement” power-point presentation describing the National Standards for Students and the ASCA National Model for School Counseling Programs at
www.schoolmentalhealth.org/PowerPoints/partners%20in%20achievement.ppt
Provide a brief synopsis of the National Standards as you understand them in relation to your role as a school counselor. Prepare a brief synopsis of the national standards for school counseling (that teachers, parents, and administrators can understand) and list one major benefit of using these standards for each of the following groups: school counselors; students; parents; teachers; administrators; and your community.
Step 2. It is important for school counselors to be familiar with their state standards and incorporate them into their school counseling and guidance program. Visit the following website related to the Florida “Sunshine State Standards” at http://www.floridastandards.org/index.aspx. Provide a brief synopsis of the Florida Sunshine State Standards (that teachers, parents, and administrators can understand) and describe how you incorporate these the Sunshine State Standards into your CCBGSCGP (including guidance lessons and small group counseling).

Also, students will design and prepare their own school counseling and guidance program throughout the SDS 6620 course (please see Appendix D for complete list of 23 assignments). Within this overall project, the candidate will prepare a full list of school, community, and national resources as one assignment in their final school counseling program project.

Rating Guide for Indicator 8.4:

**Met**-
The candidate provides:
(a) An effective (brief) summary of the ASCA standards and a discussion of the benefits of implementing such standards for:
   a. school counselors
   b. students
   c. parents
   d. teachers
   e. administrators
   f. community
(b) An effective discussion of the Florida state standards and how they are integrated into their CCBGSCGP.

The candidate will have achieved a minimum of 215 score points on the final school counseling program project.

**Met with weakness**-
The candidate fulfills two of the three criteria listed above.
The candidate will have achieved a minimum of 175 score points on the final school counseling program project.

**Not met**-
The candidate does not adequately fulfill at least two of the criteria listed above.
The candidate will have achieved 174 or fewer score points on the final school counseling program project.

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**Indicator 10.1**
Knows the principles in developing effective student services delivery activities that meet the needs of all students.

**Assignment Description:**
The candidate will aid in the complete design and preparation of a comprehensive competency-based school counseling and guidance program of student services (please see Appendix D for complete list of 23 assignments).

Rating Guide for Indicator 10.1:

Met-
The candidate will have achieved a minimum of 215 score points on the final school counseling program project.

Met with weakness-
The candidate will have achieved a minimum of 175 score points on the final school counseling program project.

Not met-
The candidate will have achieved 174 or fewer score points on the final school counseling program project.

Indicator
Sunshine State Standards content measured by the FCAT

Assignment Description:
The candidate will design and prepare their own school counseling and guidance program throughout the SDS 6620 course (please see Appendix D for complete list of 23 assignments).

Rating Guide for Indicator:

Met-
The candidate will have achieved a minimum of 215 score points on the final school counseling program project.

Met with weakness-
The candidate will have achieved a minimum of 175 score points on the final school counseling program project.

Not met-
The candidate will have achieved 174 or fewer score points on the final school counseling program project.

Indicator
Information on the State system of school improvement and accountability

Assignment Description:
The purpose of this assignment is for the candidate to become familiar with the Florida State system of school improvement and accountability (please see Appendix D for complete list of 23 assignments).

Step 1. Go to the following website about school improvement planning,
(www.flrules.org/gateway/readFile.asp?sid=0&tid=5732717&type=1&File=6A-1.09981.doc)
and identify outstanding points in the planning, development, and writing of a school improvement plan. Prepare a brief description of how your school counselors (as school leaders) aid in the planning, development, and writing of your school’s improvement plan through your roles and activities in your CCBGSCGP.

**Step 2.** Prepare a 5-step plan/summary that school counselors can use to aid in the school’s improvement plan.

**Rating Guide for Indicator:**

**Met-**
The candidate provides:

An effective overview of the main points of a school improvement plan and outlines a 5-step plan/summary of his/her role as a school counselor in his/her school’s improvement plan.

**Met with weakness-**
The candidate provides a 5-step plan/summary of his/her role as a school counselor in his/her school’s improvement plan.

**Not met-**
The candidate does not adequately fulfill the criteria listed above.

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**Indicator**
School Safety

**Assignment Description:**
The candidate will demonstrate knowledge of the various principles of school safety and the role of school counselors in school safety at the elementary and secondary levels through successful performance on a cumulative final examination administered in class.

**Assignment Directions:**
A final examination worth 100 points is administered at the end of the course. The test assesses (i.e. is a sample of knowledge of) a wide variety of important concepts, terms, skills, and knowledge areas in comprehensive competency-based school guidance services development and implementation, including such topics as parent/teacher consultation and education, school standardized test program management, working with exceptional students (including special education procedures and Child Study Team), collaboration and coordination of services and referrals with community agencies, crisis intervention (including training school staff in crisis intervention response), and school safety.

**Rating Guide for Indicator:**

**Met-**
The candidate will have achieved a minimum of 85 score points on the final examination.

**Met with weakness-**
The candidate will have achieved a minimum of 75 score points on the final examination.

**Not met**
The candidate will have achieved 74 or fewer score points on the final examination.

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**SDS 6620 Organization and Administration of School Counseling Programs**

**Appendix B**

**Guide for Reaction Papers**

**Reaction Paper #1: Your Vision as a School Counselor**

Describe yourself as a school counselor five years from now.

1. **Location**
   a. Describe the setting you envision working as a school counselor (e.g., urban, rural, suburban? Private or public?)

2. **Student Population**
   a. Describe the student population you envision working with (i.e., grade level, race, socioeconomic status, primary language, students with disabilities, etc).
3. Counseling Office and Resources  
   a. Describe your counseling office and resources available for your program.  
   b. Describe your interactions with the students.  
   c. Describe the skills you have developed thus far in your career to enhance your interactions with the students.

4. Relationships with Administrators, Faculty and Staff  
   a. Describe your relationships with other professionals within your school setting.  
   b. Describe how and when you interact/meet with these professionals.  
   c. Describe the activities you engage in with the professionals.  
   d. Describe the skills you have developed thus far in your career to enhance your interactions with these professionals.

5. Relationships with Parents and Community Members  
   a. Describe how you are working with adults outside of the school (i.e., parents/caregivers and community members).  
   b. Describe the roles and relationships you have developed with these individuals/groups.  
   c. Describe the activities you engage in with these individuals/groups.  
   d. Describe the skills you have developed thus far in your career to enhance your interactions with these individuals/groups.

6. Job Responsibilities  
   a. Describe your daily tasks.  
   b. Discuss which tasks you most/least enjoy and why.

7. Personal Mission and Purpose  
   a. Describe what made you decide to become a school counselor.  
   b. Describe the values you possess that guide your development as a school counselor.  
   c. Describe the legacy you want to leave with the children, families and other educators with whom you work.

Reaction Paper #2: Evaluating the ASCA National Model for School Counseling Programs and State School Counseling/Guidance Program Models

Step 1.
1. Review the “Partners in Achievement” PowerPoint presentation, which describes the ASCA National Standards for Students and the ASCA National Model for School Counseling Programs (www.schoolmentalhealth.org/PowerPoints/partners%20in%20achievement.ppt).

2. Summarize the ASCA National Standards for Students as you understand them in relation to your role as a school counselor.

Step 2.


2. Select and review another state’s curriculum model of guidance program website that has been developed extensively such as Arizona, New York or North Carolina.

3. Compare and contrast the program with Florida’s.

4. Discuss how the information might benefit:
   a. You professionally
   b. Administrators and teachers with whom you work
   c. Parents
   d. Students
   e. Community members
Appendix C
Guide for Teacher 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. Past 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
Guidelines for Teacher Interview Paper

1. Brief Introduction

2. Interviewee Descriptive Information
   a. Teacher’s professional involvement with school counselors
      i. Variety of assignments
      ii. Job responsibilities
   b. Student load
   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
      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 from 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 interview
   h. Ways this experience might shape your approach to building strong relationships with administrators, faculty, staff, students and families at your school
5. Brief Conclusion

**SDS 6620 Organization and Administration of School Counseling Programs**

**Appendix D**

School Counseling Program Handbook Sections and Assignments

**Section I SCHOOL COUNSELING PROGRAM 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 basic school counseling/guidance services

**Assignment 2**

1. Table of contents with page numbers
2. References (positioned at end of handbook)

**Assignment 3**

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

**Assignment 4**

1. Describe (in two pages) the rationale/philosophy for the school counseling program
   a. Staff’s philosophy of school counseling
   b. Overall theory of counseling
   c. A brief description to parents of the program’s implementation of ASCA National Model for School Counseling Programs, the ASCA National Standards for Students, and Florida’s School Counseling and Guidance Framework

**Assignment 5**

1. Provide a two-page overview of school’s population compared to other schools and districts in Florida and across the United States
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. Absences
vi. Crime/violent activity
vii. Gifted
viii. ELL students

c. Identify national and state percentage of children representing these same demographic variables (information can be displayed visually).

d. State how school uses this data to develop and improve school counseling program

Florida searchable database about school indicators: www.fldoe.org/arm

National websites with population data:

Annie E. Casey Foundation www.aecf.org
Kids Count Data Online www.aecf.org/kidscount
Carnegie Corporation www.carnegie.org
Child Trends www.childtrends.org
Children’s Defense Fund www.childrensdefense.org
National Center for Education Statistics www.NCES.ed.gov
U.S. Department of the Census www.census.gov

Assignment 6

Step 1.
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

Step 2.
1. Present an easy to understand synopsis of the Florida Sunshine State Standards for teachers/parents/administrators (www.floridastandards.org/index.aspx)
2. Describe how the standards are incorporated into the roles and activities of the school counseling program

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)
2. Describe how the competencies are incorporated into the roles and activities of the school counseling program

Assignment 8
1. Create a brochure and/or CD (or website) marketing the counseling program featuring special services (e.g., peer facilitation program, small groups offered)

Section II SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM
-School Counselors’ Roles, Functions and Activities

Assignment 9
1. Develop a diagram or bulleted list of school counseling staff activities and functions (e.g., consultation, coordination, large group guidance, 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 10
1. Read ASCA’s position statement on confidentiality and ethical tips 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 parents)

Assignment 11
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 so that others could run the lesson.

4. Document how/which *ASCA National Standards for Students* and Florida Sunshine State Standards are covered in the lesson

Assignment 12

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 location, agenda, materials needed, etc.)
4. Document how/which *ASCA National Standards for Students* and Florida Sunshine State Standards are covered in the lesson

Assignment 13

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

Assignment 14

1. Present a list of local, state and national resources for school personnel and other counselors complete with contact phone number(s) and website link, if available

Assignment 15

1. Describe the procedure for arranging educational planning team conferences
2. Attach forms parents and teachers can use for requesting a conference

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Section III SCHOOL COUNSELING PROGRAM MANAGEMENT

-Policies and Plans

Assignment 16

1. Create a simple school counseling FULL year calendar
2. Develop a sample weekly program calendar

Assignment 17 (Student Assessment)

1. Present an overview of grade levels tested by FCAT and Stanford 10
2. After reviewing the FCAT scoring rubrics create an easy to understand explanation of FCAT scoring for parents/caregivers ([http://fcat.fldoe.org](http://fcat.fldoe.org))
3. Describe the relationship between FCAT and Sunshine State Standards
Assignment 18 (School Improvement and Accountability)
1. Identify important points in planning, development and writing of school improvement plan using
2. Describe how school counselors are involved in the school improvement process (i.e., planning and development) through roles and activities in the CCBGSCGP
3. Create a 5-step plan school counselor(s) use to aid in school’s improvement plan

Assignment 19 (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, handling a rape victim case, etc. (www.fldoe.org/safeschools/links.asp#SS)

Assignment 20 (Crisis Management)
1. Describe the counselor(s) role in the event of a crisis (CHOOSE ONE EXAMPLE) Homicide, suicide, unexpected death, shooting, bombing (www.fldoe.org/safeschools/links.asp#SS)

Section IV
SCHOOL COUNSELING PROGRAM ACCOUNTABILITY
-Assessment and Evaluation

Assignment 21
1. Develop a needs assessment questionnaire for
   a. Parents
   b. Students
   c. Teachers

Assignment 22
1. Present an evaluation tool administrator will use to evaluate school counselor(s) performance each year. The tool should reflect the roles/activities in the school’s CCBGSCGP and ASCA’s National Model for School Counseling Programs and ASCA’s School Counselor Competencies

Assignment 23
1. Present an evaluation tool the administrator will use to evaluate effectiveness of school counseling program

Assignment 24
1. Creative additions that reflect the knowledge gained during the semester regarding CCBSCGPs, ASCA National Model, organizing and administering school counseling programs, etc.