Course Description

CNEP 5315: Responsive Services in Schools (3 SCH). This course is designed to train school counseling students to design, implement, and evaluate developmentally appropriate responsive services consistent with state and national models of the comprehensive school counseling program. Topics addressed in this course include the theoretical foundations of responsive services in the schools, the school counselor’s role in providing responsive services, providing responsive services that are inclusive of all students’ needs, and the implementation of responsive programs and practices that are conducive to a developmental school counseling program. Students will be expected to design various responsive programs and evaluate them for effectiveness. There are no prerequisites for this course.

Rationale

The Texas Model of Comprehensive School Counseling Programs designates responsive services as one of its four domains. Additionally, the American School Counseling Association has created a National Model for developmental school guidance programs, which also highlights the need for appropriate responsive services.

Instructional Methods

Course content will be presented wholly or in part using multiple teaching strategies including synchronous and asynchronous lectures, online discussion, interactive multimedia, online cooperative learning activities, online quizzes and examinations, and other assignments utilizing emergent digital technologies.

Learning Objectives

This course is designed to meet 2016 CACREP standards included in Section 5 (school counseling specialty area). The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard 5-G-2-e:** school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma [Students will successfully complete this learning objective by achieving a score of 80% or higher on the final exam.]

- **CACREP Standard 5- G-2-i:** signs and symptoms of substance abuse in children and
adolescents as well as the signs and symptoms of living in a home where substance use occurs. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the substance abuse online training and the final exam.]

- **CACREP Standard 5-G-2-k:** community resources and referrals [Students will successfully complete this learning objective by achieving a score of 80% or higher on the college and career readiness presentation.]

- **CACREP Standard 5-G-3-b:** design and evaluation of school counseling programs [Students will successfully complete this learning objective by achieving a score of 80% or higher on the college and career readiness presentation.]

- **CACREP Standard 5G-3-c:** core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies [Students will successfully complete this learning objective by achieving a score of 80% or higher on the group counseling lesson plans.]

- **CACREP Standard 5-G-3-e:** use of developmentally appropriate career counseling interventions and assessments [Students will successfully complete this learning objective by achieving a score of 80% or higher on the college and career readiness presentation.]

- **CACREP Standard 5-G-3-f:** techniques of personal/social counseling in school settings [Students will successfully complete this learning objective by achieving a score of 80% or higher on the group counseling lesson plans.]

- **CACREP Standard 5-G-3-j:** interventions to promote college and career readiness [Students will successfully complete this learning objective by achieving a score of 80% or higher on the college and career readiness presentation.]

- **CACREP Standard 5-G-3-n:** use of accountability data to inform decision making [Students will successfully complete this learning objective by achieving a score of 80% or higher on the group counseling lesson plans.]

- **CACREP 5-G-3-o:** use of data to advocate for programs and students [Students will successfully complete this learning objective by achieving a score of 80% or higher on the group counseling lesson plans.]

**Major Course Requirements**

1) **Reading Quizzes (15 points)**

Much of this class revolves around discussion and experiential activities as opposed to solely lecture. Due to the flipped nature of this class, there will be less lecture and a focus on experiential activities while meeting in person. To ensure students are reading the chapters, short reading quizzes will be administered via Blackboard. Quizzes are due by 11:59PM each Thursday. Students may use their books with the quizzes, but may not help each other.
2) Blackboard Discussion Forum (15 points)

To replicate the exchange of ideas that takes place in a traditional face-to-face course, a class discussion board will be used to allow students to interact with one another in an online format. Each week, new topics or questions will be posted to the discussion board. Students will need to thoughtfully consider the topics or questions presented, and respond to the question(s) posted on the discussion board. In addition to their responses, students will need to post a minimum of two substantive responses to the posts of their classmates for each question. After the posts are due (Thursday evening), the instructor will review all posts to determine whether students have met this requirement or not. Discussion posts will be evaluated based on their content and presentation. Specifically, posts should be grammatically correct and free from error, contain thoughtful responses, be based on a critical review of the professional literature, and demonstrate a student’s understanding of the topic being discussed. Responses to the posts of classmates should extend beyond simply pleasantries such as “good job” or “I agree.” The goal of this assignment is to allow students to engage in a mature and professional dialogue with their peers. Additional details related to the evaluation of discussion board posts will be distributed at the beginning of class. Discussion posts are each worth 3 points (maximum 2 points for original post and 0.5 points each for your response to colleagues). Discussion board posts must be submitted by the deadline and do not qualify for the late assignment policy.

3) Substance Abuse Online Training (10 points)

Students will complete the Adolescent Trauma and Substance Abuse online training provided by the National Child Traumatic Stress Network. Students will have to create an account with NCTSN in order to access this training. Students will upload their training certificate to Blackboard as evidence of training completion. The training can be found at the following website: https://learn.nctsn.org/course/view.php?id=59&section=1

4) Group Counseling Plans (20 points)

For this group work assignment, students will be given data from a needs assessment and create a six-session group plan for selected students based on the data. Students must create a prescreening protocol for potential group members, include parent permission form, develop a pretest and posttest, and identify multicultural considerations. For each session, students must include an icebreaker activity, a main activity, 5-7 processing questions, and a closing activity. See the rubric for exact details of the assignment and scoring.

5) College and Career Readiness Presentation (20 points)

Students will work in groups to create a 25-30 minute college and career readiness presentation that will be given to students at your school’s annual career fair. Student must address various college and career options for students, steps needed to reach postsecondary plans, developmentally appropriate career assessments, and interventions to address college and career readiness needs of your school. Additionally, students must include what type of data they will collect from presentation participants and how that data can be used to inform their
comprehensive school counseling program. See rubric for details.

6) Final Exam (20 points)

Your final exam will consist of multiple choice, true/false, matching, and/or essay response. It will be administered online. You may use your notes and book, but you may not take the test with other students or discuss with them. You will have 90 minutes to complete your test, which must be taken in one sitting. Though you may use your notes and materials, this is not a substitute for studying for this exam. Students can make arrangements to look over exam once it has been graded by emailing Dr. Gerlach to set up an appointment time.

Point Allocation

<table>
<thead>
<tr>
<th>Point Allocation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Quizzes</td>
<td>15</td>
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<tr>
<td>Blackboard Discussion Forum</td>
<td>15</td>
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<tr>
<td>Adolescent Trauma and Substance Abuse Training</td>
<td>10</td>
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<tr>
<td>Group Counseling Plans</td>
<td>20</td>
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<tr>
<td>College and Career Readiness Plan</td>
<td>20</td>
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<td>Final Exam</td>
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<td>TOTAL</td>
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Grade Distribution

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<tr>
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<td>Percentage</td>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>Below 60</td>
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Required or Recommended Readings

*Textbook:*


*Recommended or supplemental readings:*


**State Adopted Proficiencies for Counselors**

**Standard I. Learner-Centered Knowledge:**
The certified school counselor has a broad knowledge base.

**Standard II. Learner-Centered Skills:**
The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs.

Standard III. Learner-Centered Process:
The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on The Texas Model for Comprehensive School Counseling Programs that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV. Learner-Centered Equity and Excellence for All Learners:
The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications:
The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development:
The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TExES Competencies

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which promotes all students' success.

Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.
Competency 007 (Assessment): The school counselor understands principles of assessment and can use assessment results to identify students’ strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Course Policies

Attendance
Class attendance is an important aspect of the course and students are expected to be present for every class. Full participation is also expected, and students should come to class prepared to engage in class activities and discussion. Due to the blended nature of this course, students will not be permitted to miss class without documentation. Unexcused absences will result in a 2-point deduction per absence from your final grade. Tardiness to class or leaving class early will result in a point deduction based on the length of tardy (e.g., missing half of an in-person class will result in a 1-point deduction from your final grade). Documentation (i.e., doctor’s note, obituary, etc.) is required for an excused absence.

Communication
Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work
Late assignments will be accepted up to one week late for a reduced letter grade. After one week late, assignments will not be accepted and you will receive a zero. Chapter reading quizzes are must be completed by the due date and cannot be made up. Most of your assignments will be submitted through Blackboard. It is not an acceptable excuse to say you thought it uploaded when it didn’t. You will be able to see if the assignment attached/uploaded correctly. In the event that there is a glitch and Blackboard is not uploading your assignment properly, it is still your responsibility to email Dr. Gerlach with your assignment attached by the assigned due date and time.

Extra Credit
As a rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Cell Phone/Electronic Device Usage
Cell phones and laptops are not permitted in class unless specifically instructed by Dr. Gerlach. If cell phones or laptops are used during class without explicit instruction from Dr. Gerlach, participation points will be deducted. There will be no courtesy warning.

Academic Integrity and Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.
Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

**Classroom Behavior and Professional Conduct**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in Article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Additionally, students are expected to adhere to the *Code of Ethics* of the American Counseling Association. Any behavior that is deemed unethical may be grounds for Student Review and Retention policy procedures to be initiated or for dismissal from the program.

For assignments requiring group work, students are expected to maintain professional and respectful behavior towards their peers at all times. Students are expected to contribute equally to the project, communicate often, be flexible and compromise with one another. Lastly, if there are issues or concerns regarding group members, they are encouraged to resolve them respectfully amongst themselves. If the issues merit instructor involvement, then all group members must be present during the meeting. This is non-negotiable.

Regarding the assignment of grades, grades are earned and not given. The expectation of earning a 100 on every assignment or even an A on every assignment is unrealistic. This is a rigorous graduate program in which students will be training to work with clients in vulnerable situations, so the assignment demands are high. With this expectation of excellence, students are welcome and encouraged to inquire about how to improve their grades in class. In doing so, students are expected to maintain respectful and professional behavior during such inquiry. Discussion of grades will be focused on the student’s own work in reference to the assigned rubric and instructions. Discussing the work of other students in comparison to your own is not permitted.

**Confidentiality**

Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. If you wish to share with others outside the class, *discuss only your own reactions or experiences* and maintain confidentiality regarding other’s input. *This is an ethical issue.*
Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **June 21, 2019** is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01 Student Grade Appeal Procedures. Documents are accessible through the University Rules Web site at [http://academicaffairs.tamucc.edu/rules_procedures/](http://academicaffairs.tamucc.edu/rules_procedures/) For assistance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Syllabus Disclaimer
While the provisions of this syllabus are as accurate and complete as possible, *the instructor reserves the right to change any portions of the syllabus.* If changes are made to the syllabus, the
instructor will inform students regarding such changes. It is also the responsibility of each student to know what changes have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Students are encouraged to ask questions regarding information on the syllabus and course requirements when they receive the syllabus.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week #1</td>
<td>Schmidt Chapters 1-4 Course orientation, group assignments, and data in schools Meeting Monday (6/3/19) and Wednesday (6/5/19)</td>
<td>Due on 6/4/20 at 11:59PM: Reading Quizzes (chapters 1-4) Discussion Prompt #1</td>
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<td>6/3/19 – 6/6/19</td>
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<td>Week #2</td>
<td>Schmidt Chapters 5-7 CPS and threat assessments Meeting Monday (6/10/19) and Wednesday (6/12/19) CACREP Standards 5-G-2-e, 5-G-3-c, 5-G-3-f, 5-G-3-n, 5-G-3-o</td>
<td>Due on 6/11/20 at 11:59PM: Reading Quizzes (chapters 5-7) Discussion Prompt #2 Trauma and Substance Abuse Training</td>
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<td>6/10/19 – 6/13/19</td>
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<td>Week #3</td>
<td>Schmidt Chapters 8-11 Other responsive services, career counseling in schools Meeting Monday (6/17/19) and Wednesday (6/19/19) CACREP Standards 5-G-2-k, 5-G-3-b, 5-G-3-e, 5-G-3-j</td>
<td>Due on 6/18/20 at 11:59PM: Reading Quizzes (chapters 8-10) Discussion Prompt #3 Group Counseling Plans</td>
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<td>6/17/19 – 6/20/19</td>
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<td>Week #4</td>
<td>Schmidt Chapters 12-13 Legal and ethical issues in schools Meeting Monday (6/24/19)</td>
<td>Due on 6/25/20 at 11:59PM: Reading Quizzes (chapters 11-13) Discussion Prompt #4</td>
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<td>6/24/19 – 6/27/19</td>
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<td>Week #5</td>
<td>Career Presentations Meeting Monday (7/1/19) and Tuesday (7/2/19) CACREP Standards 5-G-2-e, 5-G-2-i</td>
<td>Due on 6/30/20 at 3:59PM: Career Presentations Due on 7/2/20 at 11:59PM: Discussion Prompt #5 Final Exam</td>
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<td>7/1/19 – 7/4/19</td>
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### Group Counseling Plans (20 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standards</th>
<th>Rating/Scoring</th>
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</table>
| **Content**        | Students will be given data from a needs assessment and create a six-session group plan for selected students based on the data provided. Students must create a prescreening protocol for potential group members, include parent permission form, identify special considerations for their population, and develop a pretest and posttest. For each session, students must include an icebreaker activity, a main activity, 5-7 processing questions, and a closing activity. Students should have a minimum of five sources including at least three peer-reviewed. | **Does not meet expectations:** (0-5 points)  
- All areas in “Exceeds” are not included.  

**Meets expectations:** (>5-10 points)  
- All areas in “Exceeds” are present, but may be lacking in detail, clarity, or depth.  

**Exceeds expectations:** (>10-15 points)  
- Group plans are logically discerned from a given data set  
- Group plans include each of the following:  
  - Prescreening protocol for potential group members  
  - Parent permission form that includes info about group  
  - Special considerations for your population  
  - Pretest/posttest  
- Group plans include six separate sessions  
- Each of the six sessions includes each of the following:  
  - Icebreaker or hook activity  
  - Main activity related to purpose of the group  
  - 5-7 processing questions  
  - Closing activity/summary activity  
- A minimum of five sources must be used with at least three peer-reviewed.  
- Lessons are organized, based in current research, accurately and professionally conveyed, developmentally appropriate and relevant to the target audience/grade level  
- Explanation of how to evaluate effectiveness of program. |
|                    | 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.)  
Techniques of personal/social counseling in school settings (5.G.3.f.)  
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.) |  

| Writing Style and Format | Does not meet expectations (0-1 point):  
- There is no adherence to APA format.  
- Plans are rife with spelling, grammatical, and punctuation |
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<td>Writing style should be considered as graduate-level.</td>
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**Writing Style and Format**  
Writing style should be considered as graduate-level.
<table>
<thead>
<tr>
<th>Format should follow the APA 6th edition formatting guidelines.</th>
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<tr>
<td>errors. - Structure, flow, and organization of plans are not evident. - Writing is not considered graduate-level work.</td>
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**Meets expectations (> 1-3 points):**
- There is evidence of adherence to APA format, but still has errors.
- Plans have several spelling, grammatical, and punctuation errors.
- Flow and organization of plans are choppy and hard to follow.

**Exceeds expectations (>3-5 points):**
- Plans adhere to APA format.
- There are zero to few spelling, grammatical, and punctuation errors.
- Plans are organized and have a logical flow.

| Total: |  |
## Career Counseling Presentation (20 points)

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<thead>
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<th>Component</th>
<th>2016 CACREP Standards</th>
<th>Rating/Scoring</th>
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<tr>
<td><strong>Content</strong></td>
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<tr>
<td>Students will work in groups to create a college and career fair addressing various college and career options for students, steps needed to reach postsecondary plans, developmentally appropriate career assessments, and interventions to address college and career readiness needs of your school.</td>
<td>Community resources and referral sources (5.G.2.k.) 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.) Use of developmentally appropriate career counseling interventions and assessments (5.G.3.e.) Interventions to promote college and career readiness (5.G.3.j.) Use of data to advocate for programs and students (5.G.3.o.)</td>
<td><strong>Does not meet expectations: (0-2.5 points)</strong>&lt;br&gt;- All areas in “Exceeds” are not included. <strong>Meets expectations: (&gt;2.5-5 points)</strong>&lt;br&gt;- All areas in “Exceeds” are present, but may be lacking in detail, clarity, or depth. <strong>Exceeds expectations: (&gt;5-7.5 points)</strong>&lt;br&gt;- The presentation includes all of the following:&lt;br&gt;- Overview of college and career fair set-up (How is it structured? If applicable, who are your guest speakers?)&lt;br&gt;- Variety of postsecondary options including college, career, and military branches. College choices are inclusive of all types of colleges.&lt;br&gt;- Steps and skills needed to fulfill each postsecondary option.&lt;br&gt;- Developmentally appropriate career assessments are identified along with how to interpret assessment results.&lt;br&gt;- Additional interventions to promote college and career readiness are identified.&lt;br&gt;- Community resources and referral sources are provided to presentation participants.&lt;br&gt;- Data is collected, analyzed, and interpreted to advocate for students and inform school counseling program.&lt;br&gt;- Differentiated instructional strategies are utilized to meet the needs of various learners.&lt;br&gt;- Methods of evaluating program effectiveness are identified.</td>
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<tr>
<td><strong>Presentation</strong></td>
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<td>Does Not Meet: (0-2.5 points)&lt;br&gt;- All areas in “Exceeds” are not included</td>
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<tr>
<td>Conduct a group presentation using</td>
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| PowerPoint, Google Slides, or Prezi. The presentation is limited to 30-40 minutes. | Meets: (>2.5-5 points)  
- All areas in “Exceeds” are included, but may be lacking in organization and clarity and/or presenters display overreliance on slides  

Exceeds: (>5-7.5 points)  
- Presentation is clearly and logically organized.  
- Each member of the group participates equally in presentation  
- No more than 20 slides are used to address content  
- Slides are easy to read, are not overcrowded or overly animated.  
- Presentation is aesthetically pleasing.  
- Presentation is a minimum of 30 minutes, but no longer than 40 minutes.  
- All sources used for content are listed on the last slide.  

Handout  
The group will create one group handout to include highlights of the workshop with the relevant information and resources provided in presentation. |
|---|---|
| | Does not meet expectations: (0-1.5 points)  
- All components in “Exceeds” are not included  

Meets expectations: (>1.5-3.5 points)  
- Handout includes at least five references, but they are not within 10 years and/or are not peer-reviewed  
- Handout has some spelling, grammar, and/or punctuation errors  

Exceeds expectations: (>3.5-5 points)  
- Handout includes at least five peer-reviewed references (within 10 years) with at least three from peer-reviewed journals in the field of counseling. Other sources may include credible websites, organizations, etc.  
- Handout has little to no spelling, grammar, and/or punctuation errors  
- Handout provides sources and reference materials in APA format |