Child and Adolescent Counseling

EPCE 5352

Phase 2

3 Hours

Spring 2020

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**Office Hours:** By appointment as needed – please email first

**Class Meeting Room/Time:** Online with Synchronous delivery to be announced

**Text:**

Henderson, D. A., and Thompson, C. L. (2016). *Counseling Children, 9th.* Cengage: Boston, MA.

ISBN-10: 1-285-46454-0  
ISBN-13: 978-1-285-46454-1

**I. Course Goals**

Upon completion of this course, students will achieve the following goals:

1. Understand evidence-based counseling practice and implement empirically ~~based~~ supported interventions appropriate for use with children and adolescents.
2. Develop an awareness of critical clinical issues and the appropriate actions to take when crisis issues arise.
3. Develop an understanding of counseling-related significant problems/issues confronting children and adolescents including but not limited to:
   1. Addictive behavior, psychopathology, abuse, violence, situational and environmental factors.
   2. Issues that may impede academic, personal/social, and career success
4. Understand the professional referral process to identify appropriate referrals for children and adolescents for further interventions.
5. Demonstrate an awareness of the professional and ethical codes of conduct in the field of counseling and related disciplines.

**II. Conceptual Framework**

1. NCATE Transformation: The conceptual framework for this course is captured by the College of Education theme “Leading a Revolution in American Education”. The conceptual framework encompasses the college’s nine initiatives for change.
   1. The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, and components are interrelated, and has four major thrusts.
      1. transforming educator/counselor preparation
      2. transforming client/university partnerships
      3. transforming educational research
      4. transforming reward systems.

Across the nation there are calls to drastically reform educator preparation and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how educators and helping professionals are prepared.

Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders, preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course considers both NCATE and CACREP accreditation standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher-level skill and product competencies that you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e., ASCA National Model, advocacy competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improve beneficence within the profession as well as positive outcomes for clients/students you will be counseling.
* You will learn to use technology in innovative ways.
* Career counseling techniques are an integral part of this course and you will be learning specific techniques that improve counseling skills and affect outcomes of future clients/students.
* This course does not stand alone but is part of an integrated program that has well- articulated and distinctive outcomes.

1. **Trademark Outcomes**

Products for both the Master’s degree in School counseling and the Master’s degree in Mental Health Counseling are listed as follows:

* **Distinctive Products:** EPCE: Community and School Counseling Programs

MEd – School Counseling

Implement the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.

* The Distinctive Assessment for EPCE 5352 is a comprehensive referral sourcebook for a community.

1. Incorporation of Apply and Evaluate (A&E) activities

This course, EPCE 5352, is a Phase 2 course. A Phase 2 course is a skill building course, application in the classroom, in which you will acquire certain knowledge and demonstrate skills to use in future Phase 3 projects.

1. Counselor Education Technology Competencies ACES (2007)
2. Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.
3. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.
4. Be able to acquire, use and develop multimedia software, (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.
5. Be able to use statistical software to organize and analyze data.
6. Be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients.
7. Be able to use email.
8. Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
9. Be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication applications.
10. Be able to access and use counseling-related research databases.
11. Be able to use the Internet to locate, evaluate, and use continuing education, professional development and supervision options in counseling.
12. Be able to perform basic computer operation and maintenance tasks.
13. Be knowledgeable about legal, ethical, and efficacy issues associated with delivery of counseling services via the internet.
14. CACREP Standards

CACREP Standards are integral to this course. The 2016 CACREP Standards can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>. Specific school counseling standards for this course are listed as follows:

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

G. SCHOOL COUNSELING

1.e. assessments specific to P-12 education

2. e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

2.h. common medications that affect learning, behavior, and mood in children and adolescents

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

2.k. community resources and referral sources

3.c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

3.d. interventions to promote academic development

3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

3.i. approaches to increase promotion and graduation rates

3.n. use of accountability data to inform decision making

3.o. use of data to advocate for programs and students

**III. Course Purpose**

Prepare students to identify, develop, and evaluate appropriate interventions for children and adolescents in school, community, and other settings.

EPCE 5352 is an advanced course that exposes students to the developmental influences and needs of children, adolescents and their families. Issues that may affect the development and functioning of children are explored. Students are to gain an understanding of developmental approaches to assist all children and parents at points of educational transition. Effective counseling techniques for working with children and adolescents will be investigated. Over the course of the semester, students will gain knowledge of prevention and crisis intervention strategies. Students will look at different approaches to peer-facilitation, including peer-helper, peer-tutor, and peer-meditation programs and approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

Students will gain an understanding of how to build constructive partnerships with parents, guardians, families, and communities to promote each child’s academic, career, and personal/social success. Systems theories and relationships among and between community systems, family systems, and school systems, as well as how they interact to influence the students and affect each system will be explored. In addition, students will gain an understanding of strategies to promote, develop, and enhance effective teamwork within the school and large community as well as strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children. Theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and children, as appropriate, will also be explored.

**IV. Course Description**

Philosophy, principles, and practices of counseling children and young adolescents in school and clinical mental health settings:

* 1. Prerequisites: None
  2. Methods of Instruction: Online in BlackBoard

**V. Course Objectives/Learning Outcomes/Assessments**

1. You will discern developmentally appropriate interventions on most issues facing children & adolescents.
2. You will be able to read, evaluate, and create evidenced-based outcome studies for interventions with students.
3. You will be able to apply and evaluate, peer-reviewed information to create interventions for various issues facing children & adolescents.

**VI. Course Requirements/Evaluation**

**Attendance and Participation**

Failure to participate in discussion boards, online synchronous meetings, and other scheduled assignments and activities that involve interaction with the professor and classmates will be considered an absence. Three late arrivals that are 5 minutes after the start time of scheduled activities or assignments will result in an absence. **One** absence is allowable without penalty **Two absences will result in a reduction of your overall grade by one letter mark (e.g. A would reduce to a B).**

**Assignments**

**Discussion Board- 10 points each X 5 posts = 50 points**

The discussion boards will serve as another measure of accountability for the reading this semester, but it will also serve as a place where synthesis will take place. You will answer the discussion prompts that will be posted with each discussion board. These will be developed throughout the semester and cannot be completed ahead of time.

**Discussion Post Rubric**

Initial Post- 2 points- Content relating to career theory, assessment, ethics, or interventions

1 points- Vocabulary relating specifically to terminology used in the textbook

2 points- Grammar (e.g. spelling, clarity, organization, punctuation, capitalization etc.)

1 point- Posting

**6 Points**

First Reply- 1 point- Content and Vocabulary (as described above)

1 points- Grammar

**2 Points**

Second Reply- 1 point- Content and Vocabulary (as described above)

1 points- Grammar

**2 Points**

**Total Points: 10 points**

**Chapter quizzes- 10 points each X 10 = 100 points**

The chapters will have quizzes you must complete the week of the reading assignment. These will be a measure of reading accountability and is not necessarily a case of getting all the answers right. Take the time to read over why you got specific answers wrong and take them as many times as needed. You will do this through the Cengage website that I sent via email at the beginning of the semester.

**Individual intervention- 50 points**

You will develop an individual intervention to address a specific need of your students that are covered in our chapter 19 Counseling Students with Special Concerns. Other topics may be chosen upon discussion with the professor. A specific plan that covers all of the points mentioned in the Intervention Form (at the end of the syllabus and posted on BlackBoard) will be developed with the intention of being able to conduct this intervention with students you will be serving. You can either choose to use the intervention you developed in your Intro to School Counseling course or develop a new/different one.

In this assignment you will address the following aspects to develop a comprehensive intervention that is used ideally in a one-on-one setting. First, you will select an issue and specific population that the issue is significantly impacting that you are seeing in your own classroom, school, or district that needs to be further addressed through psychoeducational or therapeutic intervention. Second, review your course materials and select what you think would be a good method of intervening individually from both a therapeutic and educational perspective and describe the process (steps) to conducting the intervention. This would be were some creativity could be used because many of the school-based interventions do not directly address curricular educational standard (TEKS). Third, cross reference educational objectives, Social Emotional Learning competencies, and other curricular tie in because this will make your intervention more viable and increase the chance you will be supported by both teachers and administration. Lastly, provide references that support your proposed individual intervention.

**Small/large Group Intervention- 50 points**

You will develop a small and large group intervention to address a specific need of your students. This will follow our chapter 18 Group Counseling. A specific plan that covers all of the points mentioned in the Intervention Form will be developed. You will expand on the topic of your individual intervention from the previous assignment.

In this assignment you will address the following aspects to develop a comprehensive **small/large group intervention** that is used ideally in a one-on-one setting. First, review and incorporate the feedback from your individual intervention and begin to modify it to a group format. Second, review your course materials and select what you think would be a good method of group intervention from both a therapeutic and educational perspective and describe the process (steps) to conducting the intervention. This would be were some creativity could be used because many of the school-based interventions do not directly address curricular educational standard (TEKS). Third, cross reference educational objectives, Social Emotional Learning competencies, and other curricular tie in because this will make your intervention more viable and increase the chance you will be supported by teachers and administration. Lastly, provide references that support your proposed **small/large group intervention**.

**School-wide Intervention- 50 points**

You will develop a small and large group intervention to address a specific need of your students. This will follow our chapter 18 Group Counseling. A specific plan that covers all of the points mentioned in the Intervention Form will be developed. You will expand on the topic of your individual intervention from the previous assignment.

In this assignment you will take the theme that is guiding your individual and group intervention and develop an activity that can be done on a school-wide scale. You may be able to lean on classmates that are from different grade levels or subject matter to help you tie in curricular objectives so that the intervention is viable on the school wide level. Social Emotional Learning competencies/objectives are a good underpinning but the more the intervention can be tied to curricular objective the more viable it is. Be creative! A classic example of a school wide intervention is ‘Career Day’. This ties in numerous curricular objectives at every grade level while supporting House bill 5 and addressing college and career readiness. Adding in follow up written reflections (English Langauge Arts/Social Studies), developing skits (Fine Arts), researching career pathways (Technology, Reading comprehension etc.), artwork that depicts careers (fine arts), and numerous other activities can address multiple curricular objectives in novel ways. This may imply revisions to your previously developed individual/group interventions as you build up to your final proposal. Think of it as multidisciplinary lesson planning flavored with Social Emotional Learning/mental health/at-risk issues being addressed. YOU GOT THIS!!!

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**Comprehensive Intervention Proposal- 50 points**

The three interventions (individual, group, School-wide) will be combined to form a comprehensive proposal to a campus administrator or District office personnel. All of the three interventions will be in their final revised form that includes the implementation of the feedback received from the previous assignment submissions and feedback received from an administrator that you have access to. You may consider using the administrator that you interviewed for your Introduction to School Counseling course. After submitting the we will discuss an appropriate way to share these proposal with our classmates.

**Assignment points:**

**10 Chapter quizzes 100**

**5 Discussion Boards 50**

**Individual Intervention 50**

**Group Intervention 50**

**Schoolwide Intervention 50**

**Proposal to Administration 50**

**Theories post + 50**

**Total 400**

|  |  |  |  |
| --- | --- | --- | --- |
| A | 100-90% | 400 | 360 |
| B | 90-80% | 359 | 320 |
| C | 80-70% | 319 | 280 |
| D | 70-60% | 279 | 240 |
| F | 60 and below | 239 | 0 |

**VII. Class Schedule/Content Areas**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week#** | **Date** | **Topics** | **CACREP**  **Standards**  **Sect ion II** | **Assignments and reading Due for Class** |
| **One** |  |  |  |  |
|  | **1/15-1/19** | **Chapter 1-Intro to a Child’s World** |  | **Read Chapter 1**  **Ch 1 Quiz** |
| **Two** |  |  |  |  |
|  | **1/20-1/26** | **Chapter 2- Developmental & Cultural considerations** |  | **Read chapter 2**  **Ch 2 quiz**  **Discussion Board-Due Thursday night @ 11:59pm** |
| **Three** |  |  |  |  |
|  | **1/27-2/2** | **Chapter 3- The Counseling Process** |  | **Read chapter 3**  **Ch 3 quiz** |
| **Four** |  |  |  |  |
|  | **2/3-2/9** | **Chapter 4- Legal and Ethical Considerations** |  | **Read Chapter 4**  **Ch 4 quiz**  **Discussion Board Due Thursday Night @ 11:59pm** |
| **Five** |  |  |  |  |
|  | **2/10-2/16** | **Chapter 19 Counseling students with special concerns** |  | **Read Chapter 19**  **Ch 19 quiz**  **Individual Plan Due 2/16 @ 11:59pm** |
| **Six** |  |  |  |  |
|  | **2/17-2/23** | **Chapter 20 Student with Disabilities**  **Chapter 17 Play Therapy** |  | **Read Chapter 17, 20**  **Ch 17, 20 quiz**  **Discussion Board** |
| **Seven** |  |  |  |  |
|  | **2/24-3/1** | **Chapter 18 Group Counseling** |  | **Read Chapter 18**  **Chapter 18 quiz**  **-** |
| **Eight** |  |  |  |  |
|  | **3/2-3/8** | **Chapter 16 Consultation & Collaboration** |  | **Read Chapter 16**  **Ch 16 quiz Small/Large Group Due 3/8 @ 11:59pm** |
| **Nine** | **3/9-3/13** | **Chapter 16 Consultation & Collaboration** |  | **Conceptualize School wide plan**  **Discussion Board due 3/12 @ 11:59pm** |
|  | **3/14-3-22** | **SPRING BREAK** | **NO** | **ASSIGNMENTS** |
| **Ten** |  |  |  |  |
|  | **3/23-3/29** | **Chapter 6 Person Centered** |  | **Theory Discussion**  **Complete School wide plan Due 3/29@ 11:59pm** |
| **Eleven** |  |  |  |  |
|  | **3/30-4/5** | **Chapter 8 Behavioral Counseling** |  | **Theory Discussion**  **Revise Individual Plan**  **Revise Group Plan** |
| **Twelve** |  |  |  |  |
|  | **4/6-4/12** | **Chapter 9 Reality Therapy: Counseling with Choice Theory** |  | **Theory Discussion**  **Revise schoolwide plan**  **Proposal Draft** |
| **Thirteen** |  |  |  |  |
|  | **4/13-4/19** | **Chapter 10 Brief Counseling** |  | **Administrator review of proposal** |
| **Fourteen** |  |  |  |  |
|  | **4/20-4/26** | **Chapter 13 CBT** |  | **Proposal Due** |
| **Fifteen** |  |  |  |  |
|  | **4/27-5/3** | **Chapter 16 Consultation & Collaboration** |  |  |
|  |  |  |  |  |
|  | **5/4-5/6** |  |  |  |

**VIII. Required Text**

Henderson, D. A., and Thompson, C. L. (2016). *Counseling Children, 9th.* Cengage: Boston, MA.

ISBN-10: 1-285-46454-0  
ISBN-13: 978-1-285-46454-1

**VIX. Course Policies**

1. Attendance: Students are expected to attend all scheduled classes during the semester, online, even if you are ill, there are no germs via distance! I will record all lectures and they will be made available in Blackboard. I am still figuring some of the bugs.
2. Absences: Students are allowed one excused absence during the semester without proof of the reason for the absence. However, if assignments are due on the day absent, the student must arrange for the assignments to be turned in by the due date. For other absences, it is the responsibility of the student to inform the instructor before the absence, if possible. The student must provide proof of illness or emergency (doctor’s excuse, photo of flat tire, etc.).
3. Make-up: Course assignments may be completed and turned in for full credit with proof of illness or emergency.
4. On-line behavior: All interactions are online and are to be conducted with civility and respect for others. Students who fail to be civil and respectful will be dealt with through the professionalism rubric.
5. Additional information is available in TTU OP 34.04

**X. Scholastic Dishonesty**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

Additional information is available in OP 34.12.3

**XI. Special Conditions**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Additional information is available in OP 34.22

**XII. Religious Observance**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

Additional information is available in OP 34.19

**XIII. ADA Compliance**

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

Additional information is available in OP 34.22

**XIV. Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

Additional information is available in OP 40.03

**XV. Classroom Civility/Etiquette**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

**XVI. Title IX**

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center (<http://www.depts.ttu.edu/scc/>) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>

**XVII. Resources for Safe Campus**

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 18th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at <http://www.depts.ttu.edu/dos/bit/available-resources.php>

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

**RUBRICS AND ASSIGNMENT FORMS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Element | Distinguished | Proficient | Progressing | Needs Improvement | Unsatisfactory |
|  | 5 | 4 | 3 | 2 | 1 |
| Apply information and insights gained in readings and class discussion to practical situations through lesson plans | The candidate showed high levels of skill in creating a lesson appropriate for a diverse classroom | The candidate showed adequate skill in creating a lesson for a diverse classroom | The candidate showed adequate skill in creating a lesson but has not addressed the differentiation of the lesson for a diverse setting | The candidate did not demonstrate skill in creating a lesson for a diverse classroom | The candidate did not complete the lesson |
| Standards | The candidate used more than 4 student standards | The candidate used 3 students standards | The candidate used 2 student standards | The candidate used 1 student standard | The candidate did not include a student standard |
| Guidance Lesson Development | The title, overview, time frame, and procedure were of high quality and solid merit. | The title, overview, time frame, and procedure show adequate detail but lack refinement | The title, overview, time frame, and procedure are displayed but lack direction and are unorganized | The title, overview, time frame, and procedure or not appropriate | The candidate did not complete this section |
| Evaluation | The evaluation of the guidance lesson promotes evidenced-based and data driven decision making to fulfill the current and future guidance lessons. | The evaluation of the guidance lesson is a simple pre-test/post-test | The evaluation is not clear and lacks direction | The evaluation is not appropriate for this guidance lesson | The candidate did not complete the evaluation section |
| Supplies | Supplies are described in detail, affordable, readily available and the candidate included where the supplies are available for purchase. | Supplies are included and described | Supplies are included | Supplies are included but are not appropriate for this guidance lesson | The candidate did not include supplies. |
| Citation | The APA citation is without error. | One error is apparent in APA citation | Two errors are apparent in APA citation | More than two errors are apparent in APA citation | An APA citation was not included. |

**Guidance Lesson Form on the next page**

|  |  |
| --- | --- |
| School District: |  |
| School Name: |  |
| Contact Person: |  |
| ASCA Student Standards - <http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf> | |
| Standard(s):  Social Emotional Learning  ASCA student standards  Other standards – please identify |  |
| *Guidance Lesson Development* | |
| Grade Level(s): |  |
| TEKS Objectives |  |
| Educational Purpose |  |
| Title: |  |
| Overview: |  |
| Time Frame: |  |
| Procedure: |  |
| Evaluation Type: | |
| How will you evaluate your program? |  |
| Needed Supplies | |
| Supplies |  |
| Citation(s) |  |
| APA Citation  of Article |  |