



**University of Florida**  
**Department of Counselor Education**  
**SDS 6620 Organization and**  
**Administration of**  
**Guidance and Personnel Programs**  
**Fall 2007**  
**Assistant Professor: Andrea L. Dixon,**  
**Ph.D., LAC, NCC**

Class meets Thursdays Periods 9-11; 4:05 p.m. – 7:05 p.m.; 1327B Norman Hall  
Course Prerequisites: SDS 6411, SDS 6413, Practicum I (can also be a Co-requisite)

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**Dr. Dixon's Office Hours:**

Tuesdays 3:00 – 4:30 pm

Thursdays 12:15 – 3:45 pm and by appointment

**Doctoral Teaching Assistant:**

**Megan L. Scharett, Ed.M.**

**Email:** [Scharett@ufl.com](mailto:Scharett@ufl.com)

**Required Textbooks & Readings:**

- 1) Brown, D. E., & Trusty, J. (2005). *Designing and leading comprehensive school counseling programs: Promoting student competence and meeting student needs*. Belmont, CA: Thomson Brooks/Cole.
- 2) Erford, B. T. (2007). *Transforming the school counseling profession*. (2<sup>nd</sup> ed.). Upper Saddle, NJ: Pearson Education.
- 3) American School Counselor Association. (2003). *The ASCA national model for school counseling programs*. Alexandria, VA: Author. **(DR. DIXON CAN EMAIL THIS TO STUDENTS)**.
- 4) Florida Department of Education. (2001). *Florida's school counseling and guidance framework: a comprehensive student development program model*. Tallahassee, FL: Author. **(CAN BE DOWNLOADED FOR FREE AT <http://www.fldoe.org/workforce/pdf/guidance.pdf>)**.



**\*\*\* Handouts and Readings from Course Information Packet to be given in Class \*\*\***

**HIGHLY Recommended Texts:**

- American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.
- Pedersen, P.B., & Carey, J.C. (2003). *Multicultural counseling in schools: A practical handbook* (2<sup>nd</sup> ed.). Boston: Pearson Education, Inc.
- Schulte, J. M., & Cochrane, D. B. (1995). *Ethics in School Counseling*. New York: Teachers College Press.

**Course Description & Methods of Instruction**

SDS 6620 is one of UF's required courses in School Counseling and Guidance. It is designed to provide a foundational understanding of the changing school environment including multicultural issues regarding faculty/teachers, students, and parents/families; the leadership roles and responsibilities of school counselors within school environments/communities; the American School Counselor Association's (ASCA) National Model of School Counseling, Florida's School Counseling and

Guidance Framework; the varying components of school counseling programs; legal and ethical issues in school counseling; the multicultural and diverse nature of student and parent/family populations; and effective accountability and evaluation of ~~school counseling programs. The course focuses the on skills essential to developing and managing a leadership position as a~~ school counselor and comprehensive competency-based programs of guidance and counseling services within a school. The school counselor's role and functions will be discussed as a balance of direct proactive and responsive services, systems support, individual planning, and guidance curriculum.

Additional topics will include: school leadership, program development, school organizational development and change, process consultation, team development and collaboration, guidance program development and accountability, and student and family diversity issues. Methods of instruction will include lecture, small and large group discussion, role play, case studies, use of internet resources, small group activities, student design and delivery of workshop topics and related written resources to share with class, guest speakers, and students' personal development of a comprehensive competency-based school counseling and guidance program of services.

The ASCA's model for planning, developing, implementing, and evaluating a comprehensive school counseling and guidance program, with emphases on student development and competencies, will be presented. An overview of the roles of elementary, middle, and high school counselors and the similarities and differences between each will be considered throughout the course. Students will develop comprehensive school counseling and guidance programs, various resources, classroom guidance curricula, and group counseling materials that they can use in their clinical fieldwork experiences and in the initial stages of their careers.

## **Purpose of the Course**

Technological, economic, and political forces in society are creating changes in schools that, in turn, are directly affecting the role of the school counselor and the resulting services offered to students and parents/families. SDS 6620 is designed to help school counselors-to-be think about and apply systemic principles of program development and school leadership to the design of counseling and guidance programs within schools. Leadership, systemic change, program development, family and student diversity, special populations, use of community and technological resources, and practical organizational and time management strategies will be examined and discussed.

## **Course Objectives**

1. To understand the history of, rationale for, and current issues in counseling in the K-12 schools.
2. To become familiar with the American Counseling Association's (ASCA) National Model of School Counseling and The Education Trust's National Initiative Transforming School Counseling Initiative.
3. To become familiar with the new paradigm of school counseling and guidance and the school reform initiatives and national and state guidelines generating this paradigm
4. To understand the unique roles and functions of the school counselor (includes comparing and contrasting this role with the role of other helping and school professionals). In addition, students will learn traditional and modern models for the school counselor's role, function, and practice.
5. To describe the variety of roles and functions performed by counselors within schools with specific emphasis on the leadership and advocacy roles of counselors in schools; to understand the primary functions of the school counselor with emphasis on the practical approaches counselors can use for these professional activities.
6. To become aware of the differences and similarities between elementary, middle and high school counselors and their roles and functions at each level.
7. To understand each of the elements of a Comprehensive Competency-Based Guidance Program and the school counselor's function in each of these elements (including planning, organizing, delivering, and evaluating programs).
8. To develop skill in using a systems change approach to planning, developing, delivering and evaluating a school-wide change initiative involving counselors, teachers and other school staff, and students and their families.
9. To utilize data to assess needs and monitor school change efforts.
10. To develop an understanding of the importance of inter-professional collaboration in the school setting, especially working with principals, teachers, and parents/families.
11. To develop culturally sensitive awareness of the issues and problems school age youth face and how school counselors may address these needs. Further, to develop an awareness and understanding of the unique needs of diverse student populations (including challenged and exceptional students).

12. To learn practical organizational and time management strategies in school counseling and guidance program development and implementation
13. To understand the legal and ethical issues related to school counseling, and to examine and resolve pertinent legal and ethical issues as they relate to the role of the school counselor.
14. To effectively design and deliver age and grade-appropriate Classroom Guidance Lessons and to practice Classroom Management strategies.
15. To begin the design of a Comprehensive Competency-Based Counseling Program.
16. To demonstrate the planning, implementation, maintenance, and evaluation of an effective CCBG school counseling program verbally, in writing, and in practice.

### **Applicable Professional Standards Addressed**

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

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

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

We have designed specific tasks/indicators in this course to assess your 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, we will cover seven of these Accomplished Practices:

- 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 measure by the FCAT
- Information on the State system of school improvement and accountability
- School Safety

The tasks that assess your 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, you must successfully complete all seven tasks covered in the course and receive a “Met with Weakness” or higher evaluation for your performance on each of them. No exceptions will be made. You will not receive a passing grade for this course until you 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 assigned as assigned by Dr. Dixon. 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 fail the course must repeat it later in order to demonstrate achievement of the “Accomplished Practices” covered in this course.



### **Student Responsibilities & Course Requirements**

**Due to the interactive nature of this class, your attendance and participation is crucial.** Students are expected to be in class on time. If you have an illness or other emergency that prohibits your attendance, please contact Dr. Dixon or Megan prior to class to make arrangements for missed material. Class attendance will be taken at the beginning of class each week.

**Because the class is highly participatory, excessive tardiness or absences (more than 1) will result in a 3 point deduction per absence from the student's overall grade.**

**All readings and outside assignments must be completed prior to coming to class. Assignments are due when specified in the syllabus. Late assignments are discouraged and deductions of 2 points each day will be made for late assignments.**

The highest standards of academic integrity are expected of all students. All students are expected to 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." Therefore, the pledge that is expressed or implied on all work submitted for credit in this course is: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Working together on a team project and sharing responsibility for completion of a task and a final evaluation is acceptable under these guidelines.

**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.

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## **1) Attendance, Readings, Homework/Reaction Papers, and In-Class Activities (75 pts)**

Students are expected to read assigned chapters and any additional readings according to the Course Schedule and Dr. Dixon's direction. Be prepared to critically discuss the readings each week. You will be asked to integrate and apply the ideas expressed in the required readings during small group and large classroom activities, as well as in reaction papers and on the cumulative final exam.

Several times throughout the semester, you will be asked to complete homework assignments, or "reaction papers," that may involve significant questions, comments, or points of interest found in your readings, in-class content, and out of class assignments. Also, these may involve a specifically designed prompt for you to react too or some other specially designed assignment. I will read these over and return them to you with my own comments back to you. The "reaction" assignments are a nice way of providing conversation between Dr. Dixon, Megan, and yourself, and can allow you to bring up new topics or ask questions you may think of outside of class time.

**\*\*See Appendix B for a full description of Reaction Paper Topics and Assignments for the Semester\*\***

## **2) Interview Paper with a School Counselor, a School Administrator, and a Teacher (75 pts; 25 each)**

You will conduct **three** in-depth interviews (one with a school counselor who works at the level you are most interested in, one with a teacher who works at the level you are most interested in, and one with a school level administrator such as principal or assistant principal). The interview should be done in person, **not** by telephone or e-mail. **Specific questions and guidelines as a structure for your interviews are provided in Appendix C. You will turn in a written paper for each interview (approximately 4 pages per interview, APA 5<sup>th</sup> edition STYLE, double spaced).** You will present an oral report of approximately 10 minutes to the class on your findings; the main perspectives and themes that you found from your interviews. **(Each interview report = 23 points and Oral Report = 2 points for a total of 75 points)**

Ideally, this experience should be scheduled for a portion of a day, during which you observe the school counselor's job-related activities, and conduct an in-depth interview with the school counselor, a teacher, and with an administrator *individually*. For the administrator interview, you should design questions to ask during your interviews that pertain to the administrator's perception of the role of a school counselor as well as questions that pertain to the duties performed by the school counselor in his/her school and possible implementation of a CCBG.

Your submitted papers on this experience should include your impressions of and reactions to the experience as well as summaries of the interviews. Do the school counselor, teacher, and the principal agree/disagree on the role of the school counselor? Are they working as a team? Are they implementing the ASCA National Model and CCBG? **Papers are due October 18<sup>th</sup>, but can be accepted earlier (see instructor about this). In addition, come prepared to share/discuss your findings on October 18th with our class.**

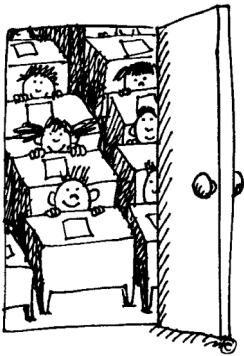
### **Grades will be earned based on the following criteria:**

|   |          |
|---|----------|
| Intro, Conclusion, & Summaries of Interviews (Participant Descriptive Data; Nature of School Context) | 5 points |
| Overview of the School Counseling Program through the Eyes of your Interviewee                        | 8 points |

Your Reactions/Important Things You Learned  
 APA Style, grammar, spelling

8 points  
 2 points

### 3) Classroom Guidance Lesson OR Faculty Workshop Presentation (100 points)



Two class members will make up a “School Counseling Guidance Team” and will prepare a classroom guidance lesson OR Faculty Workshop Presentation related to the course objectives. **A short (less than 100 words) proposal of your presentation is due September 27<sup>th</sup>. The lesson OR workshop should be approximately 30 - 45 minutes in length (minimum of 30 minutes and maximum of 45 minutes), include handouts, and incorporate both didactic and experiential components. Each student in OUR class should be provided with copies of your handouts as well as a typed LESSON PLAN/AGENDA AND MATERIALS NEEDED, so that each student leaves our class with numerous ideas for possible classroom guidance lessons and/or faculty workshops.**

**In Appendix D, please find a more in-depth discussion of this assignment and a preliminary list of readings and internet sites in the Reference List handed out by Dr. Dixon.**

Classroom Guidance Lessons or Faculty Workshops will be presented during class *October 25<sup>th</sup>, November 1<sup>st</sup>*, with about 3 presentations scheduled per class period, and continuing until all are complete. You will be assigned your presentation date by random drawing of dates. REMEMBER, your group is expected to turn in, and provide copies for your classmates, your actual lesson plans/workshop plan. Also, each individual will be expected to type a one-page summary of how she/he worked within the team and what she/he contributed to the assignment.

Also, each class member will be expected to provide written feedback to your peers regarding their presentations. I will provide you with one form for feedback, and you need to make sure you have copies ready on the nights of presentations. Names will be removed from these forms before they are returned to presenters.

### 4) Professional School Counseling Program (200 points)

Students can elect to work ALONE or in a group of 2-3 peers for this project. Students will work as a simulated School Counseling Staff to create their own comprehensive competency-based school counseling and guidance program (CCBGP; elementary, middle, or high school). You are expected to creatively develop a professional school counseling program handbook as a final product that you will take with you as you exit this course. This handbook should be based on what you are learning about the ASCA National Model for School Counseling Programs, the Florida School Counseling and Guidance Framework, and Comprehensive Competency Based Guidance School Counseling Programs.



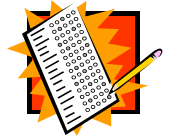
The handbook will be divided into FOUR sections (**described in Appendix E**), and weekly assignments will be incorporated into each section. There are 17 assignments that total the four sections of your Program Handbook. Each week, you or your group should put DETAILED THOUGHT into the assignment you are creating so that you might use it later when you are working as a school counselor. **If students desire, Megan and Dr. Dixon will give feedback on the weekly assignments, and groups will be expected to make the changes for the FINAL product to be turned in at the end of the semester.** Your Professional School Counseling Program is worth 200 total points. Each of the 17 required assignments/sections is worth 10 points for a total of 170 points and the remaining 30 points will be awarded based your Program Handbook’s creativity, innovativeness, organization, neatness, and attractiveness of the final product you turn in. Past Program Handbooks have included DVD’s, CD’s, websites, etc. for creative additions (Dr. Dixon will bring in examples of these past products).

Students are expected to work as a simulated “counseling staff” and all members are expected to contribute equal percentages of work to the overall handbook project. The decision of how work is sectioned out to group members is left up to the group; however, if I need to become involved, please let me know. The handbook should be presented in a 1 ½ to 2 inch binder at the end of the semester, and each individual will be expected to type a one-page summary of how each group member worked within the team to create the school counseling staff program handbook. **BE AS CREATIVE AS YOU WANT TO BE! Dr. Dixon has samples of previous student groups’ work to share.**

**\*Final Product due November 29<sup>th</sup> OR December 6<sup>th</sup> your choice!**

**5) FINAL EXAM (100 points)**

Students are *required* to take an end-of-semester Cumulative Final Exam for the SDS 6620 course. The final will consist of true/false, fill in the blank, short answer, and essay questions pertaining to the course readings and in class discussions and lectures. Students can expect to see ANY of the material we cover during the semester on the final exam, and should make certain to know each of the components of the ASCA National Model and CCBG programs, and the school counselor’s roles and functions.



**\*Please see me if you might be interested in writing a Paper for Publication in a refereed journal such as *Professional School Counseling* in lieu of the Final Exam. In order to do this, each student must discuss their possible idea with me for approval.\***

**Final Course Grading and Evaluation of Students**

All assignments, including homework is to be turned in on time and adhere strictly to the assignment instructions; **NO late papers are accepted!** Evaluation is on a 550 point scale with points assigned to each component of the course. Failure to submit work on time and satisfactorily will result in a point reduction for the course. Your performance will be evaluated and your course grade determined by considering each of the following areas:

| <u>Final Grading Scale</u>  |                          |
|---|--------------------------|
| <b>A</b>  | 92+% (495 + pts)         |
| <b>B+</b>   | 86-91.9% (473 - 494 pts) |
| <b>B-</b>   | 80-85.9% (440- 472 pts)  |
| <b>C</b>  | Below 80 (439 – pts)     |
| <i>Students who fall in the low B or C range in this course MAY be expected to retake the course.</i> |                          |

| <u>Assignment</u>   | <u>Points</u> | <u>Percent of Grade</u> |
|---|---------------|-------------------------|
| 1) Class Attendance, Readings, and Reaction Papers                  | 75            | 13.6%                   |
| 2) Interview Papers and Oral Reports                                | 75            | 13.6%                   |
| 3) Guidance Lesson OR Faculty Workshop ( <i>Individual Grades</i> ) | 100           | 18.2%                   |
| 4) Professional School Counseling Program                           | 200           | 36.4%                   |
| 5) <u>FINAL EXAM</u>  | 100           | 18.2%                   |
| <b>Possible TOTAL POINTS</b>  | <b>550</b>    | <b>100%</b>             |

**Fall 2007-SDS 6620 Organization & Admin. of Guidance and Personnel Programs**

(You will be informed of probable schedule changes and readings on an as-needed basis in advance)

| <u>Date</u>         | <u>Topic</u>  | <u>Readings &amp; Assignments Due</u>  |
|---------------------|---|--|
| <b>1) August 23</b> | Welcome & Course Intro<br>Paradigm Shifts & 21 <sup>st</sup> Century School Counseling<br>School Counseling Myths | <i>Handouts in Class</i><br><i>Begin Forming Semester-Groups &amp; Dyads</i> |

Intro to **ASCA's National Model of School Counseling & National Standards**  
Differences in School Levels

**2) August 30**

Intro into Comprehensive  
**Competency Based Guidance (CCBG)**  
School CSLG Profession History & Intro  
National Standards for School Counseling

Read Class Handouts (History of  
Counseling & ASCA National Model;  
Executive Summary)  
Brown & Trusty, Chapter 1 and 4  
Erford, Chapter 2  
ASCA National Model, pp. 1-19  
Packet readings –National Standards

**3) September 6**

School CSLR Roles & Identities  
Leadership & Advocacy Roles  
Schools as Systems (Wraparound)  
Advertising YOU & the Program

Brown & Trusty, Chapter 2 & 8  
Erford, Chapter 1  
ASCA National Model, pp. 21-25  
Course Packet, pp. 1-13; 57-59; 73-81  
Advocacy **HANDOUT**

**Reaction Paper # 1 DUE**

**4) September 13**

Leadership & Advocacy Roles  
ASCA Model: Foundation  
Beliefs & Philosophy/Mission Sts.  
Professional Self-Care

Brown & Trusty, Chapter 9 & 10  
ASCA National Model, pp. 27-37  
Course Packet pp. 27; 39-44; 101-102

**Program Assignments 4 DUE**

**Reaction Paper # 2 DUE**

**5) September 20**

ASCA Model: Delivery System  
Responsive Services: Individual & Group Counseling  
Confidentiality in Schools  
Crisis Counseling Approaches in Schools

Brown & Trusty, Chapter 11  
ASCA National Model p. 40-43  
Course Packet, 2-3; 20; 28;  
30-38; 49-56; 88-100

**Program Assignments 8 & 13**

**DUE**

**6) September 27**

Individual & Group Counseling  
Brief Counseling Approaches in Schools  
Large Group Guidance, Educational & Career Planning  
ASCA Model: Management System

Brown & Trusty, Chapter 12 & 13  
Course Packet pp. 64-81  
Erford, Chapter 8 and 10  
National Career Guidelines  
ASCA National Model, pp. 46-57

**Program Assignments 7 & 11**

**DUE**

**Guidance Lesson Proposals Due**

**Reaction Paper # 7 DUE**

**7) October 4**

ASCA Model: Management System  
Connecting with Teachers, Parents, &  
Administrators  
Collaboration & Consultation  
Wraparound/Systems Approach

Brown & Trusty, Chapter 6  
National Model pp. 45-48  
Course Packet p. 45; 60-62

**Reaction Paper # 3 DUE**

**Program Assignments 9 & 10**

**DUE**



**8) October 11**

Ethics QUIZ  
Professional and Legal Issues in School Counseling  
Duty to Warn in Florida & in Schools  
Privacy & Record Keeping

Complete Ethics Quiz  
Erford, Chapter 4  
ASCA Ethical Stds, p 121 National Model  
**Reaction Paper # 4 DUE**  
**Program Assignments 14 & 15**

**DUE**

**9) October 18**

Florida School Counseling Framework  
Appraisal and Evaluation  
Use of Data  
**\*\*Verbal Reports on Interviews\*\***

Review Florida Model  
National Model p. 46-66; Appendices  
Course Packet 21-26; 29; 104-107  
Brown & Trusty, Chapter 5 and 7  
**Interview Papers DUE**

**10) October 25**

Counselor Accountability  
**Classroom Guidance Lessons & Faculty Presentations**

**Erford, Chapter 12 (Catch up on Readings)**  
National Model Appendices  
Florida Model Appendices  
**Program Assignments 16 & 17**

**DUE**

**11) November 1**

Florida School Counseling Framework,  
Sunshine State Standards  
**Classroom Guidance Lessons & Faculty Presentations**

Review Florida Model  
**Reaction Paper # 5 DUE**  
**Program Assignments 6 &**

**12 DUE**

**12) November 8**

**\*\*School Counselors Guest Panel**  
Florida School Counseling Framework

**Bring FOOD/Drink; Questions for Speakers**  
National Model pp. 67-74  
Erford, Chapter 6 and 14

**13) November 15**

Diverse Student Populations  
Special Needs Students  
Technology & School Counseling  
Counseling at Risk Youth

Erford, Chapter 5, 13, 15, & 16  
Brown & Trusty, Chapter 3 & 14  
(Multicultural Handouts)  
**Reaction Paper # 6 DUE**  
**Program Assignments 3 & 5 DUE**

**November 22**

**NO Classes! Happy Thanksgiving!**

**14) November 29**

Course Catch-Up & Review/  
Overview of CCBG and National Model  
Students' Call – Questions/ Areas to Cover  
**Review for Exam...**

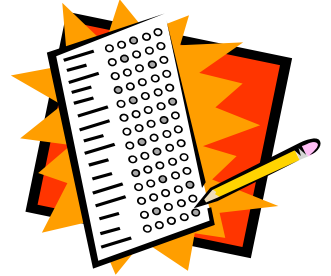
Readings Review & Catch Up  
**Program Assignments 1 & 2 DUE**  
**with Final Handbook**



**December 6, 2007 OR December 13, 2007** **IN Class - Cumulative FINAL EXAM**  
**4:00 – 7:00 pm**

**For Final Exam** - be very familiar with CCBG Elements, the ASCA National CCBG Model & Standards, the TSCI Movement, ETHICS and Legal Issues in School Counseling, & the Varying Roles of School Counselors.

**ANY** of the READINGS and/or Class Discussion/Experiences from this course (Dr. Rayle's handouts, the Brown & Trusty text, NATIONAL CCBG MODEL, Course Pack Readings, Student Presentations, etc.) are likely to appear on the Final; therefore, you are expected to keep up with all readings throughout the semester!



## SDS 6620 Organization and Administration of Guidance and Personnel Programs

### Appendix A Accomplished Practices Indicator Tasks

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#### Indicator 3.4 :

Uses student data to inform the student services specialist's continuous improvement

#### Assignment Description:

The candidate will become familiar with resources for describing and monitoring the unique needs of the student population with which they work. The focus of the assignment will be on using important Internet resources both for assessment of student needs and for identifying relevant change indicators for school program development initiatives.

#### Assignment Direction:

The purpose of this assignment is for the candidate to become familiar with sources of demographic information about the student population with which they work. Such data can often be used to assess needs, identify outcomes and provide support for the development of student services and programs for students. **Step 1.** Go to one of the following websites to identify at the **national level** what percentage of children live in poverty in various ethnic groups. Then identify the percentage of children in your state who live in poverty. What other relevant information did you find? How might a counselor use this data to develop their school counseling program? **Step 2.** Go to state level website such as <http://info.doe.state.fl.us/fsir/> (which is a searchable database about Florida school indicators.) Enter the school year, school type (elementary, middle, or high), level of data (school, district, or state) and an indicator of your choice. Examples are absence, disabilities, free/reduced price lunch, gifted, incidence of crime/violent activity, etc. Print out your data. How could a school counselor use this data to help plan programs for their student population?

#### National Websites

|   |  |
|---|--|
| Annie E. Casey Foundation                             | <a href="http://www.aecf.org">www.aecf.org</a>                         |
| Kids Count Data Online                                | <a href="http://www.aecf.org/kidscount">www.aecf.org/kidscount</a>     |
| Carnegie Corporation                                  | <a href="http://www.carnegie.org">www.carnegie.org</a>                 |
| Child Trends  | <a href="http://www.childtrends.org">www.childtrends.org</a>           |
| Children's Defense Fund                               | <a href="http://www.childrensdefense.org">www.childrensdefense.org</a> |
| National Center for Education Statistics              | <a href="http://www.NCES.ed.gov">www.NCES.ed.gov</a>                   |
| U.S. Department of Education, Research and Statistics | <a href="http://www.ed.gov/stats">www.ed.gov/stats</a>                 |
| U.S. Department of the Census                         | <a href="http://www.census.gov">www.census.gov</a>                     |

For example if you went to U.S. Department of the Census <http://www.census.gov>.

- Click on the link "poverty" under People. Go to "Poverty in the US", then "current population survey 1959-2000", then people, then table 3. Examine the charts about children under 18. What percentages of white, black, Asian/Pacific Islander/American Indian and Hispanic children fall under the poverty level?
- Then look up the poverty level for your state (table 19). How might a counselor use this data to develop their school counseling program?

#### Rating Guide for Indicator 3.4:

##### Met-

The candidate provides:

- a listing of two websites they visited
- a summary of the relevant information they gained on both national and state level scope from each of these websites
- a discussion of the relevant use of this information in developing a program of guidance services.

##### Met with weakness-

The candidate effectively addressed the first two criteria, specified above, but failed to adequately meet criterion (c).

**Not met-**

The candidate has failed to adequately meet at least two out of the three criteria listed above.

\*\*\*\*\*

**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.

The candidate will also aid in the complete design and preparation of a comprehensive competency-based school counseling and guidance program of student services (please see Appendix E for complete list of 17 assignments).

**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.

Students will design and prepare their own school counseling and guidance program during throughout the SDS 6620 course (please see Appendix E for complete list of 17 assignments).

**Rating Guide for Indicator 8.1:**

**Met-**

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

The candidate will have achieved a minimum of 170 score points on the final school counseling program project.

**Met with weakness-**

The candidate will have achieved a minimum of 50 score points on the final examination.

The candidate will have achieved a minimum of 100 score points on the final school counseling program project.

**Not met-**

The candidate will have achieved a minimum of 49 or fewer score points on the final examination.

The candidate will have achieved a minimum of 99 score points on the final school counseling program project.

\*\*\*\*\*

**Indicator 8.4**

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

**Assignment Description:**

The candidate will become familiar with resources for expanding their knowledge of student services. The focus will be on using the Internet to avail the candidate of the many types and opportunities for acquiring knowledge of student services, including print media and electronic resources.

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:

- (a) Visit the American School Counselor Association's (ASCA) website at <http://www.schoolcounselor.org>. View the "Partners in Achievement" power-point presentation describing the National Standards for School Counseling Programs.

Provide a brief synopsis of the national standards and list one major benefit of using these standards for each of the following groups:

- a. school counselors
- b. students
- c. parents
- d. teachers
- e. administrators
- f. community

(b) It is important for school counselors to be familiar with their state standards and incorporate them into their guidance and counseling program. Visit the following website related to the Florida “Sunshine State Standards” at [www.itrc.ucf.edu/sunstates](http://www.itrc.ucf.edu/sunstates). Do a key word search for a sample lesson plan related to a guidance/career education area. Describe the lesson, and how you might use that lesson plan in your guidance and counseling program?

(c) Find a web page devoted to school guidance and counseling. An example is the Norfolk Public Schools site [www.nps.k12.va.us/guidance/welcome.html](http://www.nps.k12.va.us/guidance/welcome.html).

Go to “Guidance Resources for Parents and Students.” Follow a link to a resource of your choice. Describe this link and discuss how counselors might use this link to help students and their parents.

Also, students will design and prepare their own school counseling and guidance program during throughout the SDS 6620 course (please see Appendix E for complete list of 17 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:
  - g. school counselors
  - h. students
  - i. parents
  - j. teachers
  - k. administrators
  - l. community
- (b) An effective discussion of the Florida standards and its implementation in a particular guidance lesson
- (c) An effective (brief) summary of a guidance and counseling web page and the discussion of possible benefits for students and parents

The candidate provides:

- (a) A thorough and complete list of school, community, and national resources as one assignment in their final school counseling program project.

**Met with weakness-**

The candidate fulfills two of the three criteria listed above.

**Not met-**

The candidate does not adequately fulfill at least two of the criteria listed above.

\*\*\*\*\*

**Indicator 10.1**

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

**Assignment Description:**

Candidates will interview one school counselor, one administrator, and one teacher and prepare a final report of their individual interviews (see Appendix C for full requirements for assignment).

The candidate will demonstrate knowledge of the various principles comprising an effective program of comprehensive competency-based guidance student services at the elementary and secondary levels that meet the need of all students through successful performance on a cumulative final examination administered in class.

**Rating Guide for Indicator 10.1:**

**Met-**

The candidate has achieved at least 70 out of the 75 points possible for the assignment, including having provided and addressed all four of the following criteria and criterion:

- a) Introduction, Conclusion, & Summaries of Interviews (Participant Descriptive Data; Nature of School Context)
- b) Overview of the School Counseling Program through the Eyes of your Interviewee
- c) Your Reactions/Important Things You Learned

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

**Met with weakness-**

The candidate has achieved between 64-69 points possible for this assignment, including having addressed at least 2 of the criteria above

The candidate will have achieved a minimum of 50 score points on the final examination.

**Not met-**

The candidate has achieved less than 64 points possible for the assignment either by failing to address 1 or fewer of the criteria.

The candidate will have achieved a minimum of 49 or fewer score points on the final examination.

\*\*\*\*\*

**Indicator**

Sunshine State Standards content measured by the FCAT

**Assignment Description:**

Students will design, prepare, and present a classroom guidance lesson OR a faculty workshop that addresses one or more of the Sunshine State Standards.

Students will design and prepare their own school counseling and guidance program during throughout the SDS 6620 course (please see Appendix E for complete list of 17 assignments).

**Rating Guide for Indicator:**

**Met-**

The candidate will have achieved a minimum of 85 score points on the classroom guidance lesson OR a faculty workshop. The candidate will have achieved a minimum of 170 score points on the final school counseling program project.

**Met with weakness-**

The candidate will have achieved a minimum of 50 score points on the classroom guidance lesson OR a faculty workshop. The candidate will have achieved a minimum of 100 score points on the final school counseling program project.

**Not met-**

The candidate will have achieved a minimum of 49 or fewer score points on the classroom guidance lesson OR a faculty workshop.

The candidate will have achieved a minimum of 99 score points on the final school counseling program project.

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**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. **Step 1.** Go to the following website ([www.bsi.fsu.edu/pdf/2007TA.pdf](http://www.bsi.fsu.edu/pdf/2007TA.pdf)) and identify

outstanding points in the planning, development, and writing of a school improvement plan. How might a school counselor (as a school leader) aid in the planning, development, and writing of a school improvement plan through their roles and activities in a comprehensive school counseling program? **Step 2.** Prepare a short reaction paper assignment that overviews the main points of a school improvement plan and outlines a 5 step plan/summary that you as a school counselor to aid in your school's improvement plan.

**Rating Guide for Indicator:**

**Met-**

The candidate provides:

- (a) 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 two criteria listed above.

\*\*\*\*\*

**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 50 score points on the final examination.

**Not met-**

The candidate will have achieved a minimum of 49 or fewer score points on the final examination.

## SDS 6620 Organization and Administration of Guidance and Personnel Programs

### Appendix B

#### Reaction Paper Topics for the Semester

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#### Reaction Paper 1: Personal Vision of a Future Day as a School Counselor

This assignment is to be 3-4 pages in length (typed, double-spaced, with 12-point font, one-inch margins, no cover sheet, and spell-checked). We will discuss your visions during class and you will be expected to turn in a copy of this personal vision. Included the following information (10 points total, as indicated below):

Imagine yourself five years from now. You are reflecting on your previous experience as you prepare for the second semester. Describe the following:

- ❖ What will the students be like with whom you envision you will be working? (Grade level? Type of student population, e.g. race, socioeconomic status, disabilities?)
- ❖ Where do you envision you will be working as a counselor? (Geographic location, e.g. urban, rural, suburban? Private school or public?)
- ❖ How will you be working with students? (What does your counseling office look like? How is it equipped? How do you interact with your students? What skills have you developed to interact in this manner?)
- ❖ How will you be working with other school staff? (How and when do you interact with other school staff? What roles and relationships have you developed with these adults? In what types of activities do you engage with them? What skills have you developed to do this?)
- ❖ How will you be working with adults outside of the school?(What roles and relationships have you developed? In what types of activities do you interact with them? What skills have you developed to do this?)
- ❖ What types of tasks will you be doing? (Which tasks do you most enjoy ? Why? Which tasks do you least enjoy? Why?)
- ❖ Why are you a school counselor? What results do you want to achieve? (What underlying values guide your development as a counselor? What is the legacy you want to leave to the children, families, other educators, and/or communities with whom you work?)

Questions for Reflection- Come to class prepared to discuss the following questions:

- What was it like creating your vision for this assignment? What was the hardest part to imagine? The easiest part?
- What will you need to do at your school to achieve the results you want?
- What kinds of assumptions begin to emerge about your role with other staff at your school and with outside adults and their roles with you?
- What strengths or abilities do you have now which can help you bring this vision to fruition?
- What particular skills or experiences do you want to acquire through this course to help you prepare for these responsibilities? What might be one small realistic goal you hoped to have met by the end of this course that indicated you had accomplished what you hoped in this course?



### **Reaction Paper 2: Examining the ASCA Model and State Guidance Program Models (3 pages)**

It is important for you 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.

1. Visit the American School Counselor Association (ASCA) website at <http://www.schoolcounselor.org>. View the “Partners in Achievement” power-point presentation describing the National Standards for School Counseling Programs. Provide a brief synopsis of the national standards and list one major benefit of using these standards for each of the following groups:
  - m. school counselors
  - n. students
  - o. parents
  - p. teachers
  - q. administrators
  - r. community

2. A number of states have developed extensive curriculum models of guidance programs such as the ones depicted in the websites from Arizona, North Carolina, and New York. Examine the *Florida’s school counseling and guidance framework: a comprehensive student development program model* and then select one of the websites developed by another state in the U.S., describe the information you found there, compare it with Florida’s, and discuss how this information might be of benefit: (a) to you as a counselor, (b) to teachers and administrators with whom you work, (c) to parents, (d) to students, (e) to community members.

See SDS 6620 References and Resource List for possible State websites....

Florida School Counseling and Guidance Framework      [www.firn.edu/doe/programs/cd\\_guide.htm](http://www.firn.edu/doe/programs/cd_guide.htm)

### **Reaction Paper 3: Being a Professional School Counselor – Your Professional Identity (2 pages)**

**Step 1.** Visit [www.schoolcounselor.org](http://www.schoolcounselor.org), [www.nbcc.org](http://www.nbcc.org), and other relevant school counseling-based professional organizations (state and national).

**Step 2.** Describe how being a professional member of these organizations can help shape your ideas and opinions about being a professional school counselor and advocating for our profession.

**Step 3.** Describe how you might educate others (teachers, parents, administrators, community members, political leaders etc.) about the importance of and need for public school counselors in our K-12 schools.

### **Reaction Paper 4: Assessing Your Leadership Experiences & Abilities (3 pgs)**

**Step 1.** Assess your leadership current leadership qualities and experiences using pp.66-68 in Devoss & Andrews as a guide (to be handed out in class).

**Step 2.** Discuss your perceptions of your own leadership strengths and how they might be utilized in the school organizational culture. Describe how this information might be useful to you in planning how you might develop and implement aspects of your role and guidance program at this school.

### **Reaction Paper 5: Learning About Your Student Population (2 pages)**

The purpose of this assignment is for you to become familiar with sources of demographic information about the student population with which you work. Such data can often be used to assess needs, identify outcomes and provide support for the development of a programs of services for students and staff at your school.

**Step 1.** Go to the Children’s Defense Fund website at [www.childrensdefense.org](http://www.childrensdefense.org) and read/download the link to the State of America’s Children 2005 and read Chapter 1 to determine how many children in various ethnic groups now live in poverty and how many children in various ethnic groups live in extreme poverty. Read Chapter 4 and identify at least three challenges

experienced by those teaching and learning in high poverty schools. What other relevant information did you find? How might you use this data to develop your program of services?

**Step 2.** Go to Kids Count Data Online website at [www.aecf.org/kidscount](http://www.aecf.org/kidscount) or one of the other following websites to identify the percentage of children in your state who live in poverty. What percentages of white, black, Asian/Pacific Islander/American Indian and Hispanic children fall under the poverty level in your state. What other relevant information did you find? How might you use this data to develop your program of services?

### *National Websites*

|   |  |
|---|--|
| Annie E. Casey Foundation                             | <a href="http://www.aecf.org">www.aecf.org</a>                         |
| Kids Count Data Online                                | <a href="http://www.aecf.org/kidscount">www.aecf.org/kidscount</a>     |
| Carnegie Corporation                                  | <a href="http://www.carnegie.org">www.carnegie.org</a>                 |
| Child Trends  | <a href="http://www.childtrends.org">www.childtrends.org</a>           |
| Children's Defense Fund                               | <a href="http://www.childrensdefense.org">www.childrensdefense.org</a> |
| National Center for Education Statistics              | <a href="http://www.NCES.ed.gov">www.NCES.ed.gov</a>                   |
| U.S. Department of Education, Research and Statistics | <a href="http://www.ed.gov/stats">www.ed.gov/stats</a>                 |
| U.S. Department of the Census                         | <a href="http://www.census.gov">www.census.gov</a>                     |

**Step 3.** Then go to our state level website <http://info.doe.state.fl.us/fsir/> (which is a searchable database about Florida school indicators.) Enter the school year, school type (elementary, middle, or high), level of data (school, district, or state) and an indicator of your choice. Examples are absence, disabilities, free/reduced price lunch, gifted, incidence of crime/violent activity, etc. Print out your data. How could a school counselor use this data to help plan programs for their student population?

### **Reaction Paper 6: Exploring CREDE Website for Resources to work with Culturally Diverse Learners (2 pgs)**

Step 1. Go to the website of the Center for Research on Education, Diversity and Excellence (CREDE) at [www.cal.org/crede/](http://www.cal.org/crede/)

Step 2. Find a school's web page devoted to school guidance and counseling. An example is the Norfolk Public Schools site <http://www.nps.k12.va.us/guidance/welcome.html>.

Go to "Guidance Resources for Parents and Students." Follow a link to a resource of your choice. Describe how counselors could use this link to help students and their parents.

### **Reaction Paper 7: Using State Curriculum Standards and School Wide Testing Resources (2 pgs)**

**Step 1.** It is important for school counselors to be familiar with their state grade-level curriculum standards and incorporate them into their guidance and counseling program. Visit the following website related to the Florida "Sunshine State Standards" at [www.itrc.ucf.edu/sunsations](http://www.itrc.ucf.edu/sunsations). Do a key word search for a sample lesson plan related to a guidance/career education area. Describe the lesson, and how you might use that lesson plan in your guidance and counseling program?

**Step 2.** School counselors are naturally involved with the school district student assessment plan in a variety of ways and need to be familiar with the types of tests administered to their students.

- Go to [www.firn.edu/doe/sas/fcat.htm](http://www.firn.edu/doe/sas/fcat.htm). What grade levels does the FCAT test? Describe the scoring for the FCAT. How would you explain these scores in plain language to parents and students?
- Go to [www.firn.edu/doe/menu/sss.htm](http://www.firn.edu/doe/menu/sss.htm) Describe the relationship between the Sunshine State Standards and the FCAT.

## SDS 6620 Organization and Administration of Guidance and Personnel Programs

### Appendix C

#### Guidelines for School Counselor, Administrator, and Teacher Interviews

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**Purpose:** Because a knowledge of school counselors', administrators', and teachers' expectations, circumstances, and goals for their students is needed to develop a productive program of counseling and guidance services with them, the purpose of this assignment is to increase your skills in listening and talking with other counselors, administrators, and teacher so that you might gain a comprehensive view of their perceptions of students' needs and possible changes in services. You will be expected to conduct three interviews (one with a school counselor, one with an administrator, and one with a teacher – each having at least two years of experience) and then develop a written report describing this school counselor's/administrator's/teacher's perceptions of his/her students' needs and possible changes in the school's services, the role of the school guidance counselor in developing and implementing these services. You will also present your findings in an oral report to the class.

**Preparing for the Interview:** Before conducting the interview you will need to provide the school counselor, administrator, and teacher with a rationale for why you wish to conduct the interview with him/her and obtain informed consent on THREE copies of the consent document appearing at the end of this Appendix C. (You are to leave one copy of the consent document with the teacher/administrator and turn in the other copy with your written report.) Plan to review the semi-structured interview guide below. (You may also wish to give the school counselor/administrator/teacher an abbreviated copy of the question guide.)

**Written and Oral Report Specifications:** After you have completed your interviews, you are to prepare a 4-5 page report per interview about this experience using the guidelines below. Please turn in two copies of your written report as I will want to keep one and return one to you. In addition, you need to write a brief thank you note, card, or letter for the school counselor, teacher, and administrator and include a copy of your report for them. Finally, I will expect you to make an informal oral report to the class about your findings.

#### Semi-Structured Interview Guide

**I. Giving Rationale for the Interview.** Once you have introduced yourself to the school counselor/administrator/teacher, and thanked him or her for taking the time to hear your request, give a rationale for why you wish to arrange a meeting with him/her. An example is given below.

“To effectively develop a program of services, school counselors need to work closely with teachers and administrators to determine what types of services are needed and how they might best be delivered. The purpose of this interview is to learn from you what you think are your students' greatest needs, how best to address them, and what role counselors might play in that effort. Hopefully as a result of this interview, I will begin to learn about the types of services students need and helpful strategies teachers and school counselors might use to address these needs.”

**II. Gathering Background Data.** You will want to orient yourself to the context in which this school counselor's/administrator's/teacher's perspective on guidance and counseling has been shaped. Therefore you will want to ask questions which orient you to this school counselor's/administrator's/teacher's experience with education (length of time, variety of teaching assignments and other school responsibilities both in terms of class load and committee work) as well as to learn about this school counselor's/administrator's/teacher's current involvement with students and other school staff.)

1. How long have you worked in the field of education? How long have you worked at this school? What grades or subjects have you taught or positions worked in? What is your academic background and certification status?
2. What are you expected to do in your current role as a school counselor/teacher/administrator? What are your job responsibilities? (e.g. counseling, guidance, teaching, supervision, committee work etc.)
3. Could you tell me a little bit about the students with whom you work? What grade level do you currently teach? What are your students like? How many? What is your students' background/ composition by gender, socioeconomic group, ethnic/cultural background? (If interviewing an administrator you will ask the question in a more general way but still obtain the same kind of background information.)

### III. Exploring Perceptions of Student Needs and School and Community Resources

1. What are you noticing are the types of concerns/needs that seem to keep coming up with your students? How urgent or widespread are these needs?
2. How have you tried to resolve these? What else do you think is needed?
3. What do you see are the greatest areas of need or concern with your students?
4. What is the community like which is served by this school?
5. What types of concerns do your students' parents have? How have you tried to resolve these? What else do you think is needed?
6. What do you think are the most important challenges and pressures that you face as school counselors/teachers in your school?
7. What are some challenges and strengths about working in a school like this that affect how you go about trying to solve problems or meet student needs? What has been a recent change effort your school has been involved in that has been successful?
8. How have you and others at your school worked to address these needs?
9. How do you think that your school's counselor might contribute to addressing these needs of students, parents and teachers at your school? What types of services should the school counselor give the greatest priority to delivering in your school?

**III. Concluding the Interview:** Ask interviewee if he/she has any questions for you. Then thank him/her for his/her time.

### Guidelines for Your Final Papers (Total Pages should be about 12)

On the basis of your interview with this school counselor, teacher, or administrator, prepare two copies of each typed interview paper, **APA Style 5<sup>th</sup> edition double-spaced, approximately 4 pages in length PER INTERVIEW**, which synthesizes information in the following areas. (Be sure to attach the THREE signed informed consents to your report.)

#### I. Short Introduction to Paper

#### II. Participant Descriptive Data (4 points)

- Describe this school counselor's/administrator's/teacher's professional involvement with school counseling/teaching/administration (length of time, variety of assignments) and job responsibilities (both class load and committee work)
- Describe this school counselor's/administrator's/teacher's job assignment (student load)

#### Nature of School Context

- What are students and student-educator relationships like? (age, socioeconomic background, ethnicity and gender)
- What are students' families and school-family relationships like?
- What is the community like that is served by the school, and how are relationships structured with members of the community?
- What are members of the school faculty like? How are relationships structured among staff at this school?

#### III. School Counseling Program Overview Questions

- What *kind* of school counseling program is being run? Is it based on the ASCA National Model?
- What part of the school's counseling program do you feel is currently the most effective/least effective?
- What part do you think needs the most improvement?
- How much time do school counselors spend in each of their activities each week, etc.?
- How is the school counseling program marketed within the school and in the community?
- How is student data used to address student/family needs through the school counseling program?
- How is the communication between school counselors, administrators, teachers, families, and students?

*See below for more questions for school counselors and administrators*

#### IV. Your Reactions and Important Things You Learned

- What important things did you learn? Themes that stood out during the interview?
- What are your overall reactions to your interviews?

- What challenges (concerns, anxieties, stereotypes, biases) did you face in conducting this school counselor/teacher/administrator interview?
- What was helpful/not helpful to you in preparing for these challenges?
- How did your perspectives of school counseling change as a result of conducting the interview?
- What was the most surprising part of this assignment? What was the easiest part? The hardest part?
- What themes did you discover about the perceptions of needs and strategies for change held by your interviewee?
- What aspects of this experience might influence your approach to building strong working relationships with staff at the school?

## I. Short Conclusion to Paper

### ADDITIONAL QUESTION YOU MIGHT WANT TO INCORPORATE:

#### Exploratory Questions for School Counselors:

- Why did you choose this school over others you may have considered?
- Are you generally satisfied with the counseling program as a whole?
- What part of the school's counseling program do you feel is currently the most effective?
- What part of the school's counseling program do you feel is currently the least effective?
- What part do you think needs the most improvement?
- Do you have a separate budget that gives you adequate resources to meet the financial needs of the counseling program?
- How is the budget appropriated?
- How well do you feel the school principal supports your efforts to provide comprehensive services to the students?
- How do you "market" the school-counseling program within the school and in the community?
- How do you seek to make your presence at the school more visible to the students?
- Do you think the staff, students, and teachers have a clear understanding of the services you provide and the ones you cannot?
- How much of your time is actually spent on individual counseling during a typical day?
- Are you able to provide group-counseling sessions as well?
- Do you present group guidance lessons to the students in large group settings?
- How much of your time is spent doing administrative type duties such as record keeping, transcripts, standardized testing, and other forms of assessment?
- What would you say are the principal's main expectations of the school-counseling program?
- How satisfied would you say the principal, staff, and students are with the program?
- Are you responsible for activities such as a "Career Day?"
- Is the physical space in which the counseling center is located adequate for the needs of the school?
- If not, how do you feel it could be changed to create a more effective counseling center?
- What are your responsibilities for individual student assessment such as the IEP?
- Does your counseling center have adequate resources both in the state and community in which you can refer students whose needs go beyond the limitations of your program?
- What are some of the key ethical issues and laws relating to your work as a school-counselor?
- What would you say is the most important service you provide at this school?
- How much of your time is spent on the students' educational development and career development as compared to personal and social development?
- How would you rate the program's overall effectiveness in meeting the needs of the students it serves?
- If improvement is needed, what changes do you feel would allow you to best meet the needs of the students in the future?

#### Exploratory Questions for Administrators:

- How long have you been the principal of the school?
- How long has the school-counseling program been in place at the school?
- How many counselors are currently employed in the program?
- In the ideal counseling program, what would you consider to be the most important elements?
- Would you describe the school's programs comprehensive or limited?
- In what ways are the students' needs met through the counseling program?
- Do the counselors interact with you on a regular basis to maintain consistency and express concerns or vice versa?
- In general, how effective do you feel the counseling program is at your school?
- What would you say is the most effective part of the program at your school as of today?
- What improvements need to be made in order to make the program more effective?

- What are the students' perspectives of the counseling program?
- Do you feel the counselors are visible and available enough to students and staff to meet school needs?
- Does the counseling program have a separate budget?
- How is money appropriated to the counselors?
- Is the physical environment for the counseling center adequate for the needs of the program?
- Do you feel the students and staff at the school have a clear understanding of the services of the counselors can and cannot provide within the limitations of the program?
- Is the program effective in researching both students and parents in a cooperative effort to ensure student success?
- In addition to actual counseling, what other responsibilities are placed on the counseling at your school?

**University of Florida**  
**Department of Counselor Education**

**SDS 6620 organization and Administration of Guidance and Personnel Programs**

**Informed Consent for School Educator Interview**

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I am a student at the University of Florida where I am currently enrolled in a course on the Organization and Administration of Guidance and Personnel Services taught by Dr. Andrea Dixon, School Counseling & Guidance Program Coordinator. This interview with you will fulfill part of the requirements for this course.

Participation in this interview involves one meeting with me for approximately 30-40 minutes at a location to be determined. The purpose of this interview is to learn about the varying perspectives about student needs, and the role of school guidance and counseling programs in addressing those needs, by interviewing Florida educational professionals who have some personal association with school guidance and counseling programs.

With your permission, I will ask you a series of questions. Our interview will be audio taped so that I can analyze and reflect upon what you share. I will then compose a written report that will be shared with the professor, the doctoral teaching assistant, and other students in our course for our learning purposes only.

Your privacy will be given the highest priority and the information you share will be kept confidential to the extent provided by law. The audiotape will be destroyed at the end of this semester. You may have access to any of your interview information and the report I prepare from your interview, and you will be given the opportunity to comment on the report made by myself if you so choose. Also, your participation for this class project is entirely voluntary and you may withdraw at any time without penalty of any kind. Compensation will not be awarded for your participation in this interview.

If you have any questions about this class project, you can call Dr. Andrea Dixon at (352) 392-0731, extension 238 at the University of Florida.

Although discomfort resulting from this interview is not expected, if there were any, it should be no more uncomfortable than telling your story or speaking openly about your specific work experience in the educational field. Being given the chance to share your experiences may also have some positive effects. However, you do not have to answer any questions you do not wish to answer and you may withdraw from the interviewing without penalty.

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I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.

\_\_\_\_\_  
Educator Participant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
UF Student Interviewer

\_\_\_\_\_  
Date



## SDS 6620 Organization and Administration of Guidance and Personnel Programs

### Appendix D

#### Guidelines for Classroom Guidance Lesson OR Faculty Workshop (100 pts.)

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Two class members will make up a "School Counseling Guidance Team" and will prepare a classroom guidance lesson OR Faculty Workshop Presentation related to the course objectives. **A short (less than 100 words) proposal of your presentation is due September 27<sup>th</sup>. The lesson OR workshop should be approximately 30 - 45 minutes in length (minimum of 30 minutes and maximum of 45 minutes), include handouts, and incorporate both didactic and experiential components. Each student in OUR class should be provided with copies of your handouts as well as a typed LESSON PLAN/AGENDA AND MATERIALS NEEDED, so that each student leaves our class with numerous ideas for possible classroom guidance lessons and/or faculty workshops.**

**In Appendix D, please find a more in-depth discussion of this assignment and a preliminary list of readings and internet sites in the Reference List handed out by Dr. Dixon.** You are to develop a written resource as well as deliver a 30-45minute workshop to your audience of classmates who will be playing the part of students, teachers, or other school staff members.

**For Classroom Guidance Lessons, you will be leading a classroom lesson on a developmentally appropriate topic that aligns with at least ONE of the National Standards for School Counseling (academic, career, personal/social) and one area of the Sunshine State Standards.** Possible topics include career planning & guidance, grief and loss, divorce/separation, loss, children's rights, sexuality, suicide, social skills, conflict resolution, anger management, and others.

For Faculty Workshops, you will be instructing faculty/staff on the nature and scope of the problem, specifying how you propose to have them address this problem, what roles various staff will have in addressing this problem, relevant skills needed, and useful written and internet resources related to your problem solving effort. Be sure to make your workshop participatory and experiential by involving our audience in role-playing a problem scenario, or rehearsing a skill, or analyze a case study. **Plan to design a written "product" that demonstrates what you are presenting - Copies of your handouts and a typed LESSON PLAN/AGENDA AND MATERIALS NEEDED is required.** Examples would be a power-point handout, a resource guide, or a calendar of scheduled activities for addressing a problem together.

#### \* Possible topics for Faculty Workshop to Address a School-Wide Issue:

- Combating Racial or Economic Prejudice
- Working with Exceptional Students: Special Education Procedures, Child Study Committee
- Responding to a School-Wide Crisis
- Student Crisis Intervention
- Eliminating Bullying or Preventing Violence
- Improving Student Performance on School Standardized Tests such as the FCAT (also the Sunshine State Standards)
- Facilitating Social and Emotional Skills Development Programs
- Enhancing the Educational and Career Planning and Aspirations of Low Income Students
- Improving the Academic Development of Under-performing Students
- The Counselor and Technology
- Improving Student Attendance and Reducing School Dropout

The lesson is worth 100 points, grades will be given for *each individual member* of the team based on his/her particular contributions, and criteria for evaluation are as follows:

**20 points** – EQUAL Participation, Clarity of ideas, & CREATIVITY during Presentation

**20 points** – Content of Material presented (including appropriateness of content for grade level)

**20 points** – Class Member Involvement (experiential component) and Classroom Management Skills

**20 points** – Knowledge, Enthusiasm, Oral Presentation Skills, Ability to Field Questions, and Organization

**20 points** – Quality of Handouts and Lesson Plan/Agenda (at least one National Standard covered; one area of the Sunshine State Standards covered)

**Classroom Guidance Lessons/Faculty Workshops will be presented during class *October 25<sup>th</sup>, November 1<sup>st</sup>*, with about 4 presentations scheduled per class period, and continuing until all are complete. You will be assigned your presentation date by random drawing of dates. REMEMBER, your group is expected to turn in, and provide copies for your classmates, your actual lesson plan.**

## SDS 6620 Organization and Administration of Guidance and Personnel Programs

### Appendix E

#### Professional School Counseling Program (200 pts.)

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Students can elect to work ALONE or in a group of 2-3 peers for this project. Students will work as a simulated School Counseling Staff to create their own comprehensive competency-based school counseling and guidance program (CCBGP; elementary, middle, or high school). You are expected to creatively develop a professional school counseling program handbook as a final product that you will take with you as you exit this course. This handbook should be based on what you are learning about the ASCA National Model for School Counseling Programs, the Florida School Counseling and Guidance Framework, and Comprehensive Competency Based Guidance School Counseling Programs.

The handbook will be divided into FOUR sections (described in Appendix E), and weekly assignments will be incorporated into each section. There are 17 assignments that total the four sections of your Program Handbook. Each week, you or your group should put DETAILED THOUGHT into the assignment you are creating so that you might use it later when you are working as a school counselor. **If students desire, Megan and Dr. Dixon will give feedback on the weekly assignments, and groups will be expected to make the changes for the FINAL product to be turned in at the end of the semester.** Your Professional School Counseling Program is worth 200 total points. Each of the 17 assignments is worth 10 points for a total of 170 points and the remaining 30 points will be awarded based your Program Handbook's creativity, innovativeness, organization, neatness, and attractiveness of the final product you turn in. Past Program Handbooks have included DVD's, CD's, websites, etc. for creative additions (Dr. Dixon will bring in examples of these past products).

Students are expected to work as a simulated "counseling staff" and all members are expected to contribute equal percentages of work to the overall handbook project. The decision of how work is sectioned out to group members is left up to the group; however, if I need to become involved, please let me know. The handbook should be presented in a 1 ½ to 2 inch binder at the end of the semester, and each individual will be expected to type a one-page summary of how each group member worked within the team to create the school counseling staff program handbook. **BE AS CREATIVE AS YOU WANT TO BE!**

**\*Final Product due November 29<sup>th</sup> OR December 6<sup>th</sup> your choice!**

#### School Counseling Program Sections & Assignments

- Section I School Counseling Program Statements & Brochures (BE SURE TO NAME YOUR SCHOOL!!)**
- Assignment 1: Warm Welcome and Introduction to your School, your School Counseling Staff members (pictures could be included), your program services. Think OVERVIEW and WELCOME/INTRODUCTIONS. School counselor contact information (emails, phone numbers, websites, etc). should be included here. Explain CCBG to parents and teachers here – briefly!
- Assignment 2: Formal Table of Contents (should be placed after the Introduction) and References Cited Section (should go last in the Handbook)
- Assignment 3: Mission statement for your particular staff's CCBG program (include at least three objectives for how you plan to meet the overall mission)
- Assignment 4: Two page Rationale/Philosophy for the program you have developed. This section can include: a statement about your school's mission, your staff's philosophy of school counseling, incorporating your overall theory of counseling, and describing your program's implementation of the ASCA National Model for School Counseling, the ASCA National Standards, and your CCBG programming.

Assignment 5: **Three (3)** Brochures and/or CD's to market your counseling program (i.e., "Who is your school counseling staff?" "Small groups we Offer," etc.)

## Section II The Roles, Functions, and Activities of School Counselors

Assignment 6: a) Formal overview of the activities and functions each of your school counseling staff perform. This can be creative such as a diagram, bulleted with clip art, etc. This is where you would include the various roles you play in CCBG programming (consulting, Counseling, coordinating, testing, etc.)

b) Written description of the role of school counselor (should be created with parents and community members in mind that may not know your role so you may "market" yourselves)

Assignment 7: A brief overview of your program's Guidance Lesson Curriculum (a sample of topics offered for your school's grades) and a *sample* curriculum lesson plan for a developmentally-appropriate classroom guidance lesson (give specifics so that others know how you run this particular lesson – please make sure this sample documents how the lesson covers at least one of the National Standards for School Counseling and the Sunshine State Standards).

Assignment 8: A *sample* overview of a Psychoeducational Small Group Experience your Program offers (at least 8 eight sessions); include times and places group will meet, agenda, materials needed, etc. - please make sure this sample documents how the lesson covers at least one of the National Standards for School Counseling and the Sunshine State Standards

Assignment 9: A *sample* of the broad range of Consultation Services offered to students, parents/families, and staff

Assignment 10: List of Resources for Counselors and all other School Personnel (i.e., local community, state, and national resources)

Assignment 11: a) Format your school counselors use for arranging Wraparound Parent/Teacher/Counselor/Others Conferences

b) Format your school counselors use for arranging and participating in Teacher Assistance Team meetings

Assignment 12: School Counseling FULL Year **AND** Sample Weekly Program Calendar

## Section III School Counseling Program Policies

Assignment 13: Statements on Confidentiality for Individual and Small Group Counseling (this would be prepared for students and/or parents – this should be TWO separate forms for individual and small group, and you may elect to prepare differing statements for students and parents as well. **Please read the American School Counselor Association's Position Statement on Confidentiality and Ethical Tips for School Counselors ([www.schoolcounselor.org](http://www.schoolcounselor.org) before preparing this assignment.**

Assignment 14: Sample of how your school counselors handle specific **Emergency Procedures** (e.g., steps to contacting CPS/DSS; handling a rape victim case, etc.) in conjunction with the principles of school safety. **Please explore this Florida School Safety site before preparing this assignment:** [www.fldoe.org/safeschools/links.asp#SS](http://www.fldoe.org/safeschools/links.asp#SS) (explore the School Safety section of the page)

Assignment 15: Sample of your school counselors' roles in the school plan in the event of a **Crisis** (Choose ONE) Examples: Suicide, Homicide, Unexpected Death, Shootings, Bombing; in conjunction with the principles of school safety. **Please explore this Florida School Safety site before preparing this assignment:** [www.fldoe.org/safeschools/links.asp#SS](http://www.fldoe.org/safeschools/links.asp#SS) (explore the School Safety section of the page)

## Section IV Assessment and Evaluation of your School's Counseling Program

Assignment 16: Three Separate Needs Assessments (Parents, Students, and Teachers)

Assignment 17: Evaluation Tool for the Effectiveness of your School Counseling Program

**Assignment 18: OPTIONAL! – ANYTHING creative you would like to add for a possible EXTRA 10 points that relates to anything we have learned this semester about CCBG, The National Standards, the Sunshine State Standards, organizing or administering school guidance programs....**