

MEC

4. Information Literacy
 - a. Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.
5. Ethics
 - a. Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

Expectations for School Counseling Candidates:

1. Read the assigned chapters and complete tasks before the scheduled class
2. All candidates are expected to attend class each week, arrive on time, complete readings before class, and be prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts:

via Canvas and your WU email account. No exceptions.

CATS Course and Instructor Evaluations

Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K-12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal development. The WU Elementary and Secondary School Counseling program, mission, curriculum, assignments and assessments are built upon the ASCA School Counselor Standards and Competencies; therefore, candidates are encouraged to become familiar with the entire list of competencies on the ASCA website

(<http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>)

This course will focus on the following ASCA School Counselor Standards and Competencies:

Mindsets - School Counselors Believe:

M 5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, and the school and community. (WU Standard 5.3.12) Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, and the school and community. (WU Standard 5.3.12) Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, and the school and community. (WU Standard 5.3.12)

Behaviors Professional Foundation:

Programs, states that school counselors should articulate and demonstrate an understanding of and will:

Behaviors Direct and Indirect Student Services:

Required Assignments:

The Learning Outcomes are evaluated in the following manner:

Assignments	Max Points	Points earned	Percentage	Grade
Professional Vision Board	100		30%	
Leadership Plan	100		30%	
Role Play Scenarios	100		20%	

Attendance/Participation

To gain the most from this seminar including the skills necessary to be an effective school counselor, regular attendance and participation is expected. Your responsibility as a student is to be present each seminar session and to participate in group discussions, activities and role plays. See Participation Rubric for scoring information.

ATTENDANCE POLICY:

Wilmington University Policy:

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class. Exceptions may be made for Wilmington University sponsored or work-related activities, illness, or valid emergencies. Effective fall 2012, Wilmington University instituted a new attendance policy which mandates that a student who misses the first two sessions of a class (without receiving prior permission to do so) will be administratively dropped from the course.

College of Education Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the

Communication Skill	Poor oral & written comm. skills. Below par for someone aspiring to a school counselor role.	Limited ability to convey ideas and/or persuade others. In need of significant improvement. Errors noted in grammar, pronunciation, spelling, and punctuation	Able to present ideas, ability to
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MEC 8017 School Counselor Leadership Seminar Role Play Scenario Rubric

Role Play Scenarios: School counselors face situations on a daily basis that require leadership and ingenuity working with and on behalf of children. During seminar, you will be involved in role plays that will provide you with examples of typical situations where your leadership acumen will be needed. Use these scenarios as opportunities to learn and become aware of areas in need of growth within your style.

CRITERIA	1 Unsatisfactory	2 Poor	3 Emerging	4 Accomplished	5 Exemplary	SCORE
Cooperation	*Does less work than other group members *No effort made to	*Does almost as much work as others *Assigns roles, but roles are	*Does an equal share of work *Assigns roles, but roles are	*Does a good share of work *Assigns roles, but roles are defined but not consistently	*Does a full share of work or more *Assigns a clearly defined	

Organization

MEC 8017 School Counselor Leadership Seminar Vision Board Rubric

Assignment: A vision board is an instrument used to help clarify and maintain focus on a specific work or school related goal in which display images and phrases that represent what you want to be, do or have in your professional life. In this case you will develop a leadership vision board focused on your role as a practicing school counselor and the professional relationships you foster with your school administrator in order to advocate effectively for your students. Think about the ways you must act as a leader and the skills you must develop to be effective (i.e. communication, patience, flexibility, etc.) when working with your school administrator while also considering pitfalls and obstacles that may deter your success. When identifying the obstacles, develop solutions and include these on your vision board as well. **Be sure to define your professional leadership goals.** Identify your leadership vision for this school counselor/school administrator scenario and creatively display this using a variety of medium and technology. Be creative and detailed with this assignment.

EVALUATION CRITERIA	Novice	Emerging	Proficient (TARGET)	Advanced Performance	SCORE
<p>Vision Board Content and Development of Leadership Goals</p> <p>ASCA Comp: B-PF 7 B-PF 7.c, BP-A 7.c</p>	<p>The candidate poorly addressed two of the following elements: 1) comprehensive presentation of leadership goals and content (2) clearly defined goals (3) realistic goals (4) specific objectives and (5) measurable objectives.</p>	<p>The candidate was able to marginally address and discuss three of the following elements: 1) comprehensive presentation of leadership goals and content (2) clearly defined goals (3) realistic goals (4) specific objectives and (5) measurable objectives.</p>	<p>The candidate was able to effectively address and discuss four of the following elements: 1) comprehensive presentation of leadership goals and content (2) clearly defined goals (3) realistic goals (4) specific objectives and (5) measurable objectives.</p>	<p>The candidate was able to comprehensively address and discuss five of the following elements: 1) comprehensive presentation of leadership goals and content (2) clearly defined goals (3) realistic goals (4) specific objectives and (5) measurable objectives.</p>	

<p>EFFORT/ DEMONSTRATION OF UNDERSTANDING</p> <p>ASCA Comp:</p> <p>B-PF 8.d,</p> <p>B-PF 8.e,</p> <p>B-PF 8.f,</p> <p>B-PF 8.c,</p> <p>B-PA 1.b</p> <p>B-PA 7.a</p> <p>B-PA 7.b</p>	<p>The candidate poorly demonstrated an understanding of the purpose and tenets of the Vision Board assignment. Not much effort was put into the contents, structure and presentation of the Vision Board. Candidate marginally displayed evidence for cultivating the important working relationship between a counselor and school administrator.</p>	<p>The candidate demonstrated at an emerging level an understanding of the purpose and tenets of the Vision Board assignment. Some effort was put into the contents, structure and presentation of the Vision Board. Candidate displayed evidence at a basic level for cultivating the important working relationship between a counselor and school administrator.</p>	<p>The candidate clearly and effectively demonstrated an understanding of the purpose and tenets of the Vision Board assignment. Strong effort was put into the contents, structure and presentation of the Vision Board. Candidate effectively displayed evidence for cultivating the important working relationship between a counselor and school administrator.</p>	<p>The candidate clearly and effectively demonstrated an understanding of the purpose and tenets of the Vision Board assignment. Great effort was put into the contents, structure and presentation of the Vision Board. Candidate exceptionally displayed evidence for cultivating the important working relationship between a counselor and school administrator.</p>	
<p>PROJECT DESIGN & CREATIVITY</p> <p>ASCA Comp: M-6</p>	<p>Overall presentation of the Vision Board lacked visual appeal or color. Vision Board had limited graphs, tables, pictures or other modes of medium to effectively display contents. The design was confusing, difficult to follow and ideas were disorganized.</p>	<p>Overall presentation of the Vision Board was somewhat appealing, colorful and engaging. Candidate used graphs, tables, pictures or other modes of medium to display contents. Vision Board design was somewhat creative and at times, easy to follow and understand.</p>	<p>Overall presentation of the Vision Board was appealing, colorful and engaging. Candidate used graphs, tables, pictures or other modes of medium to effectively display contents. Vision Board design was creative and easy to follow and understand.</p>	<p>Overall presentation of the Vision Board was very appealing, colorful and engaging. Candidate used graphs, tables, pictures or other modes of medium to effectively display contents. Vision Board design was very creative and easy to follow and understand.</p>	

MEC 8017 School Counselor Leadership Seminar Leadership Plan

Assignment: Leadership Plan (5-8 pages)

Every great leader builds a plan that acts as a roadmap to personal and professional success. For this assignment, you will write a personal leadership plan. Think about the ways you plan to develop and cultivate leadership skills and what opportunities and events you will use to ensure

