COURSE NUMBER:  MEC 7213  COURSE TITLE:  College & Career Readiness K-12  
(3 credits)

College of Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; (8) and ensuring that programs promote the effective use of technology.

Wilmington University Graduation Competencies
Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies:

1. Oral Communication
   a. Appraise the needs of diverse audiences and then speak in a clear, confident and succinct manner.
   b. Research, construct and deliver professional presentations using a variety of communication tools and techniques.

2. Written Communication
   a. Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
   b. Exhibit competence in writing for specific purposes, diverse audiences, and genres.
   c. Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. Disciplined Inquiry
   a. Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

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 the assigned tasks before the scheduled class meeting.

2. All candidates are expected to attend class each week, arrive on time, complete the readings before class, and be prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?

3. Attend class each week; arrive on time for class. Absences must be approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.

4. Candidates are expected to adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: https://www.wilmu.edu/studentlife/acadintegrity.aspx

5. All work completed and submitted for this course must be original in nature and must be created during the time frame of this course. Candidates may not submit the same work for two different assignments.

6. You may be asked to provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.

7. Please turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.

8. All candidates must follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for this course.

9. All candidates must use their WU issued myWilmU email address. Correspondence for this class will be via Blackboard and your myWilmU email account. No exceptions.

IDEA 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 Competencies

The School Counselor Competencies developed by the American School Counselor Association (ASCA) outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of K-12 students. The WU Elementary and Secondary School Counseling program, mission, curriculum, assignments and assessments are built upon the ASCA School Counselor 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 Competencies:

I. School Counseling Programs

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A: KNOWLEDGE

ASCA’s position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

I-A-5 Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student

I-A-8 Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories

I-B: ABILITIES AND SKILLS

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

I-B-1g Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program

I-B-3 Advocates for student success

I-B-3b Identifies and demonstrates benefits of advocacy competencies with school and community stakeholders

I-B-4 Collaborates with parents, teachers, administrators, community leaders, and other stakeholders to promote and support student success

I-C: ATTITUDES

School counselors believe:

I-C-3 Every student should graduate from high school and be prepared for employment or college and other post-secondary education
II: Foundations
School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

II-A: KNOWLEDGE
School counselors should articulate and demonstrate an understanding of:
II-A-8 The three domains of academic achievement, career planning and personal/social development

II-B: ABILITIES AND SKILLS
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:
II-B-1a Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do

III: Management
School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

III-A: KNOWLEDGE
School counselors should articulate and demonstrate an understanding of:
III-A-3 Presentation skills for programs such as teacher in-services and results reports to school boards
III-A-5 Data-driven decision making
III-A-6 Current and emerging technologies such as use of the Internet, Web-based resources and information management systems

III-B: ABILITIES AND SKILLS
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:
III-B-6a Uses appropriate academic and behavioral data to develop school counseling core curriculum, small group and closing-the-gap action plans and determines appropriate students for the target group or interventions
III-B-6c Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated
III-B-6d Identifies appropriate activities to accomplish objectives
III-B-6f Identifies appropriate resources needed

IV: Delivery
School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model

IV-A: KNOWLEDGE
Syllabus is sole property of Wilmington University
College of Education
School Counseling Graduate Program

4
School counselors should articulate and demonstrate an understanding of:

IV-A-5 Classroom management
IV-A-6 Principles of career planning and college admissions, including financial aid and athletic eligibility
IV-A-7 Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income

IV-B: ABILITIES AND SKILLS
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

IV-B-2 Facilitates individual student planning
   IV-B-2a Understands individual student planning as a component of a comprehensive program
   IV-B-2b Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning
   IV-B-2c Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel
   IV-B-2d Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests
   IV-B-2e Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
   IV-B-2f Understands the relationship of academic performance to the world of work, family life and community service
   IV-B-2g Understands methods for helping students monitor and direct their own learning and personal/social and career development

COURSE DESCRIPTION:
The purpose of this course is to enable candidates to understand, apply, and formulate programs as they apply to postsecondary planning and career readiness. Candidates will develop an understanding of the role of the school counselor, especially as this relates to developing a college-going and career readiness culture for all students, particularly students in poverty or facing other barriers to postsecondary planning. This course includes a focus on engaging students in early career awareness, planning, and making informed postsecondary choices crossing the spectrum of K-12 and using the ASCA National Model as a framework. Candidates will learn about the usefulness of data to guide academic planning, and the steps involved for transitioning students from elementary school to middle school to high school, and then to postsecondary training and college. This course also includes topics that relate to postsecondary planning, including NCAA eligibility criteria, financial literacy, financial aid, career selection, NOSCA 8 Components of College & Career Readiness, ASCA Mindsets & Behaviors Standards, completing FAFSA’s, and the college admissions process.

http://nosca.collegeboard.org/eight-components
MAJOR INSTRUCTIONAL GOALS:

GOAL 1: Acquire an understanding of the role of the school counselor especially as it relates to developing a college-going and career readiness culture for all students, particularly students in poverty or facing other barriers to postsecondary planning. (ASCA comp I.A.5; III.B.6a; III.B.6c; III.B.6e; IV.A.5)

Learning Outcomes: The candidate will:
1-1 Define the career development role of the school counselor K through 12.
1-2 Describe the ASCA National Model with a career and college readiness emphasis at the elementary, middle, and secondary levels.
1-3 Discuss the importance of classroom guidance units and the rationale for the K-12 implementation of lessons.
1-4 Discuss the implementation of ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student into school curriculum addressing career awareness, making career decisions, and goal setting.

GOAL 2: Acquire knowledge of testing and assessment in creating a college and career readiness culture. (ASCA comp I.A.8; III.A.5; IV.B.2; IV.B.2a; IV.B.2b; IV.B.2d)

Learning Outcomes: The candidate will:
2-1 Describe the process of career counseling and facilitating the decision making process.
2-2 Identify various career issues, culturally appropriate goals, and culturally appropriate interventions.
2-3 Describe the personal-psychological characteristics and background factors that impact career choice.
2-4 Identify clinical, quantitative, and qualitative approaches to assessment.
2-5 Knowledge of data collection processes that drive career and college decision making.

GOAL 3: Demonstrate knowledge of career counseling for special needs population. (ASCA comp I.B.3; II.B.1a; IV.A.7; IV.B.2c; IV.B.2e; IV.B.2g)

Learning Outcomes: The candidate will:
3-1 Consider groups that will require modification of career development process.
3-2 Raise awareness of characteristics that influence career development process.
3-3 Recognition of special career counseling needs of clients with physical restrictions, various cultural backgrounds, occupational changes, and retirement concerns.
3-4 Knowledge of several career models that can be used in the school setting.
3-5 Awareness of career counseling practices that are cultural sensitive.

GOAL 4: Demonstrate knowledge of college and career readiness topics that relate to postsecondary planning, including NCAA eligibility criteria, financial literacy, financial aid, career selection, NOSCA 8 Components of College & Career Readiness, completing FAFSA’s, and the college admissions process. (ASCA comp I.B.1g; I.B.3b; I.B.4; I.C.3; II.A.8; III.A.3; III.A.6; III.B.6f; IV.A.6; IV.B.2f)

Learning Outcomes: The candidate will:
4-1 Knowledge of the ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student and the ASCA National Model to implement an effective college and career readiness program.
4-2 Knowledge of individual college and career readiness topics and how to implement them in the K-12 setting using developmental appropriate strategies and techniques.
4-3 Describe resources available in the community both, actual and virtual to assist students in career decision-making and academic achievement.
4-4 Demonstrate presentation skills for programs such as teacher in-service, school boards and parents.
4-5 Knowledge of emerging technologies such as use of the Internet, Web-based resources and information management systems.

Required Assignments and Exams:
The Learning Outcomes are evaluated in the following manner:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Max Points</th>
<th>Points earned</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>100</td>
<td>0%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Classroom CCR Lesson Plans</td>
<td>100</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Research Article Critique</td>
<td>100</td>
<td>0%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>College &amp; Career Readiness Presentation</td>
<td>100</td>
<td>0%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Parent Workshop Presentation</td>
<td>100</td>
<td>0%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>College &amp; Career Readiness Program (SEA)</td>
<td>100</td>
<td></td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

Final Grade: [Blank]

Attendance/Participation:
To gain the most from this class 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 class session and actively participate in class discussions, activities and group work. See Participation Rubric for scoring information.

Research Article Critique: (6-8 pages total)
You will electronically (electronic library database) locate a recent article from a peer reviewed professional/academic journal. When conducting your research, look for articles that are specific to career counseling theories or current CCR practices in schools. Provide a brief summary of the article (2 or 3 paragraphs). Be sure to critically analyze the contents of the article and provide strengths and weaknesses. A copy of the article must accompany your final paper. APA format is required. Paper must include a title page, abstract page, 3-5 pages of content (including appropriate headings, headers, and page numbers) and a reference page.

Classroom CCR Lesson Plans:
Successful delivery of classroom counseling curriculum is essential to the school counseling core curriculum. The importance of lesson planning cannot be overstated. It is important to think about what curriculum will be delivered; to whom, how it will be delivered and what evaluation methods will be used. Using the ASCA National Model lesson plan template, you are to develop TWO lesson plans, one at the elementary level and one at the secondary level focused on college and career readiness activities. You may consider the following topics for the lesson plan: NCAA eligibility criteria, financial literacy, financial aid, career selection, NOSCA 8 Components of College & Career Readiness, completing FAFSAs, and the college admissions process. Discuss your topic selection with the instructor to ensure it is developmentally appropriate for your target audience. Be creative!
Parent Workshop Presentation:
Presentation skills are essential to be an effective school counselor. School counselors organize and facilitate informational sessions, workshops and meetings about student developmental issues for parents/guardians to address the needs of the school community and to reflect the school counseling core curriculum. Select a college and career readiness topic and develop a parent workshop. Think about how you will present the information to the audience of parents and what technology will be effective (i.e. Prezi, a website, response clickers, etc.) This training may include handouts, research articles, data on your topic area, role-plays or anything else you feel supports the message. You will have a maximum of 30 minutes to present this parent workshop to the class.

College & Career Readiness Presentation:
Effective school counselors make presentations to their students in small venues like the classroom or large venues like the school auditorium or gymnasium. School counselors organize and facilitate informational sessions about student needs such as college admissions, financial aid, course selection and career selection. These presentations address the needs of the student and school community and reflect the school counseling core curriculum. Select a college and career readiness topic and develop a presentation that is age appropriate. Think about how you will present the information to the students and what technology will be effective (i.e. Prezi, a website, response clickers, etc.) This presentation may include handouts, research articles, data on your topic area, role-plays or anything else you feel supports the message. You will have a maximum of 30 minutes to present this college and career readiness presentation to the class.

College & Career Readiness Program (SEA): 10 to 12 pages total
You will create an age appropriate college and career readiness program that demonstrates the knowledge and expertise needed to provide students and their families with career information and to demonstrate the ability to access and evaluate information and resources that facilitate college and career decision-making. This assignment requires selection of a targeted population (i.e., special needs, first-generation college bound, poverty, minority, etc.) for which to design an elementary, middle, or high school career and college readiness program. Based on the targeted population selected you will design, develop and present a college and career readiness program. See the rubric for additional requirements of the paper. APA format is required. Paper must include a title page, abstract page, 6-8 pages of content (including appropriate headings, headers, and page numbers) and a reference page. This assignment is considered the Structured External Assignment (SEA) for this course and requires submission in Task Stream.
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 on time. 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 final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week’s assignments.
Assignment: (10 to 12 pages) You will create an age appropriate college and career readiness program that demonstrates the knowledge and expertise needed to provide students and their families with career information and to demonstrate the ability to access and evaluate information and resources that facilitate college and career decision-making. This assignment requires selection of a targeted population (i.e., special needs, first-generation college bound, poverty, minority, etc.) for which to design an elementary, middle, or high school career and college readiness program. Based on the targeted population selected you will design, develop and present a college and career readiness program. See the rubric for additional requirements of the paper. APA format is required. Paper must include a title page, abstract page, 6-8 pages of content (including appropriate headings, headers, and page numbers) and a reference page. This assignment is considered the Structured External Assignment (SEA) for this course and requires submission in Task Stream.

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Population Identification</td>
<td>Project does not address any of the following elements: (1) Identification of theory used as basis for project, (2) Clear, accurate, target population definition, (3) Clear, accurate, identification of gender and ethnicity factors, (4) Clear, accurate, identification of special needs.</td>
<td>Project addresses only one of the following elements: (1) Identification of theory used as basis for project, (2) Clear, accurate, target population definition, (3) Clear, accurate, identification of gender and ethnicity factors, (4) Clear, accurate, identification of special needs.</td>
<td>Project addresses only two of the following elements: (1) Identification of theory used as basis for project, (2) Clear, accurate, target population definition, (3) Clear, accurate, identification of gender and ethnicity factors, (4) Clear, accurate, identification of special needs.</td>
<td>Project addresses only three of the following elements: (1) Identification of theory used as basis for project, (2) Clear, accurate, target population definition, (3) Clear, accurate, identification of gender and ethnicity factors, (4) Clear, accurate, identification of special needs.</td>
<td>Project addresses all of the four following elements: (1) Identification of theory used as basis for project, (2) Clear, accurate, target population definition, (3) Clear, accurate, identification of gender and ethnicity factors, (4) Clear, accurate, identification of special needs.</td>
</tr>
</tbody>
</table>
## Methods

### Evaluation Assessment and

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCA Comp: I.L.B.6f</td>
<td>The determined resource needs/costs proposal does not address any of the following components: (1) the amount of resource materials needed (2) source of materials is identified (publishing company/internet resource) (3) a cost analysis of personnel, materials/supplies, (4) convincing rationale for use of the school budget to support the program.</td>
</tr>
<tr>
<td>ASCA Comp: I.L.B.6f</td>
<td>The determined resource needs/costs proposal addresses only one of the following components: (1) the amount of resource materials needed (2) source of materials is identified (publishing company/internet resource) (3) a cost analysis of personnel, materials/supplies, (4) convincing rationale for use of the school budget to support the program.</td>
</tr>
<tr>
<td>ASCA Comp: I.L.B.6f</td>
<td>The determined resource needs/costs proposal addresses only two of the following components: (1) the amount of resource materials needed (2) source of materials is identified (publishing company/internet resource) (3) a cost analysis of personnel, materials/supplies, (4) convincing rationale for use of the school budget to support the program.</td>
</tr>
<tr>
<td>ASCA Comp: I.L.B.6f</td>
<td>The determined resource needs/costs proposal addresses only three of the following components: (1) the amount of resource materials needed (2) source of materials is identified (publishing company/internet resource) (3) a cost analysis of personnel, materials/supplies, (4) convincing rationale for use of the school budget to support the program.</td>
</tr>
<tr>
<td>ASCA Comp: I.L.B.6f</td>
<td>The determined resource needs/costs proposal addresses all four of the following components: (1) the amount of resource materials needed (2) source of materials is identified (publishing company/internet resource) (3) a cost analysis of personnel, materials/supplies, (4) convincing rationale for use of the school budget to support the program.</td>
</tr>
</tbody>
</table>

#### III.B.6f

2. Determined Resource Needs/Costs

3. College & Career Readiness Program Overview

4. Effective Assessment and Evaluation Methods

---

Syllabus is sole property of Wilmington University  
College of Education  
School Counseling Graduate Program  
11
<table>
<thead>
<tr>
<th>5. Presentation</th>
<th>Speaker presents <strong>only 1</strong> of the following: (1) information is logical and interesting (2) sequence is easily followed (3) material is clearly organized with no repetition (4) objectives of presentation are clearly conveyed (5) the type of presentation is appropriate for the topic and audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WU Grad: 1</td>
<td>Speaker presents <strong>2</strong> of the following: (1) information is logical and interesting (2) sequence is easily followed (3) material is clearly organized with no repetition (4) objectives of presentation are clearly conveyed (5) the type of presentation is appropriate for the topic and audience.</td>
</tr>
<tr>
<td></td>
<td>Speaker presents <strong>3</strong> of the following: (1) information is logical and interesting (2) sequence is easily followed (3) material is clearly organized with no repetition (4) objectives of presentation are clearly conveyed (5) the type of presentation is appropriate for the topic and audience.</td>
</tr>
<tr>
<td></td>
<td>Speaker presents <strong>4</strong> of the following: (1) information is logical and interesting (2) sequence is easily followed (3) material is clearly organized with no repetition (4) objectives of presentation are clearly conveyed (5) the type of presentation is appropriate for the topic and audience.</td>
</tr>
<tr>
<td></td>
<td>Speaker presents <strong>all</strong> of the following: (1) information is logical and interesting (2) sequence is easily followed (3) material is clearly organized with no repetition (4) objectives of presentation are clearly conveyed (5) the type of presentation is appropriate for the topic and audience.</td>
</tr>
</tbody>
</table>

**Total Rubric Score** = 100
25 points x 4

Syllabus is sole property of Wilmington University

*College of Education*

*School Counseling Graduate Program*
MEC Program
Class Participation Rubric

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Class and Blackboard Discussions</td>
<td>Rarely enters class or online discussions. Contributions tend to be irrelevant or superficial</td>
<td>Provides minimal, sporadic comments and information to other participants. Participates infrequently in class and/or in on-line discussions. Contributions tend to be primarily opinion-based.</td>
<td>Provides comments and some new information most weeks both in class and online regularly. Interacts primarily in group, with only modest contributions to larger class. Asks questions and responds in class. Posts queries, comments, and responses online—lacks depth.</td>
<td>Regularly provides comments and some new information in class and online. Interacts in both groups and larger class with substantive questions and responses. Posts thoughtful and regular queries, comments, and responses on line.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Content of Contributions + Critical Thinking Evidenced in Contributions | Rare comments are largely opinion-based and not well supported by evidence from readings or life experiences. | Adds little to the substantive discussion but may contribute to the social aspects of the course. Contributions reveal limited understanding of ideas being discussed. There is little evidence of thoughtful contributions supported by facts, reading or life experiences. Rarely engages in discussions where there are disagreements among participants. | Contributions consist largely of personal opinions. They reveal an adequate understanding of the ideas being discussed. Attempts to make some use of facts, material from readings as well as pertinent life experiences. Engages in discussions, but provides little justification or explanation. Makes only modest use of credible evidence. | Makes significant, substantive contributions to the discussion supported by credible evidence from reading and life experiences. Comments reveal solid understanding of ideas being discussed. Comments either in class or online advance the dialogue/discussion by adding something new to the conversation. Engages in discussion, providing evidence-based justification/explanation for positions. | Makes significant, substantive, relevant, insightful, creative and evidence-based contributions to the discussion. Raises new questions that advance the discussion and require thoughtful responses from colleagues. Contributions reveal an insightful understanding of the ideas being discussed. Engages fully in discussion offering a critical analysis or different interpretation of ideas being discussed. | |
| Responsiveness | Rarely responds to either faculty or classmate contributions in class or online | Minimally engages in dialogue with colleagues during class sessions. Logs onto Bb once or twice a week offers minimal responses to others postings. | Engages in group and class discussion, responding appropriately to others contributions. Logs onto Bb on at least 3 separate occasions during the week and actively engages in discussions. | Actively engages in group and class discussions. Responds to others with both support and critical analysis. Logs onto Bb on at least 4 separate occasions during the week and actively engages in discussion | Actively, insightfully and creatively engages in group and class discussions. Responds to others with both support and helpful critical analysis. Logs onto Bb on at least 5 separate occasions during the week and responds to the posted group and class discussion. |
| 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 persuade is limited. Communication skills need some development and refinement. Makes minor grammatical, pronunciations, spelling, and punctuation errors. | Presents ideas clearly and persuasively. Demonstrates competent oral and written leadership communication skills but in need of minor refinement. | Highly skilled oral and written communicator with persuasive leadership skills. Exemplifies professionalism and respect for others. |
| Effective School Counselor Behavior Contribution | Makes little or no contribution. | Unenthusiastic participant in creativity and effective school counselor behavior building process. Appears to have a negative demeanor and is unwilling to engage in the process. | Participates willingly in creativity and effective school counselor behavior building process. | Takes initiative in creating learning experiences that will encourage colleagues to be effective school counselors. Demonstrates professionalism. | Creatively inspires the development of effective leadership skills in self and others through initiative, and role modeling of effective school counselor behaviors. Exemplifies professionalism and respect for others. |

Adapted from, Wilmington University EDD program, With Permission

Total Rubric Score = 100
25 points x 4
# MEC Program
## Research Article Critique

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>1 Un satisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Study</td>
<td>A summary of the critiqued study is not presented or summary is plagiarized.</td>
<td>A summary of the critiqued study is unclear. This summary poorly describes the study and the reader is not clearly informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td>A summary of the critiqued study is provided. This summary minimally describes the study so that the reader is informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td>An accurate summary of the critiqued study is provided. This summary describes the study so that the reader is informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td>A concise and accurate summary of the critiqued study is provided. This summary sufficiently describes the study so that the reader is informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td></td>
</tr>
<tr>
<td>ASCA Comp: I.A.8</td>
<td>Overall presentation of the article is confusing. Paper does not include required information and does not flow clearly from start to conclusion.</td>
<td>Overall presentation of the article shows poor level of organization. Paper minimally includes required information and does not flow clearly from start to conclusion.</td>
<td>Overall presentation of the article shows basic level of organization. For the most part, paper includes required information; however, paper is difficult to follow from start to conclusion.</td>
<td>Overall presentation of the article demonstrates solid organization. Paper includes required information with sufficient level of detail. Paper flows clearly from start to conclusion, enabling the reader to follow the progression without difficulty.</td>
<td>Overall presentation of the article demonstrates exceptional organization. Paper includes all required information with thorough level of detail. Ideas are clear and logical. Paper flows elegantly from start to conclusion, enabling the reader to effortlessly follow the progression.</td>
<td></td>
</tr>
<tr>
<td>Quality of Writing/ Grammar Usage</td>
<td>Writing is not the voice of the student. Presents ideas as their own; however, most of paper is plagiarized. Lacks citations and references to support presented ideas. Writing is well below the expectation of a graduate student.</td>
<td>Writing is not adequate for graduate level - grammatical errors -spelling errors -poor transitions -poor sentence structure/ tone -poor word choice -lacks clarity</td>
<td>Writing is somewhat adequate for graduate level -few spelling or grammatical errors -minimal transitions -minimal clarity in sentence structure/ tone -work needed on word choice</td>
<td>Strong writing ability -minor spelling or grammatical errors -transitions are strong -sentences are concise -evidence of concrete details -strong word choice</td>
<td>Excellent writing ability is evident throughout the paper. Presents original thoughts and synthesizes ideas and details superbly. Exceptional understanding of writing conventions. Writing is concise, concrete and fluent. Word choice is rich, precise: the reader is drawn to the work.</td>
<td></td>
</tr>
<tr>
<td>Analysis of Article</td>
<td>All analytical elements are missing. Poor level of analysis of the article. Shows inadequate level of detail. Analysis is weak of the strengths and weaknesses of the article and reflection is minimal of the personal relevance or meaning of the findings.</td>
<td>Basic level of analysis of the article. Shows a good level of detail. Presented an analysis of the strengths and weaknesses of the article and a reflection of the personal relevance or meaning of the findings.</td>
<td>Solid level of analysis of the article. Shows a proficient level of detail. Strong analysis of the strengths and weaknesses of the article and reflection of the personal relevance or meaning of the findings.</td>
<td>Superior level of analysis of the article. Shows thoroughness and sophistication. Excellent analysis of the strengths and weaknesses of the article and reflection of the personal relevance or meaning of the findings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| APA Format | Unsatisfactory application of APA format that contained six or more errors in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. Poor application of APA format that contained five errors in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. Marginal application of APA format that contained three or four errors in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. Solid application of APA format that contained one or two errors in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. Strong application of APA format that contained no errors in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. | |

| Total Rubric Score = 100 25 points x 4 | | | | |
**Assignment:** Successful delivery of classroom counseling curriculum is essential to the school counseling core curriculum. The importance of lesson planning cannot be overstated. It is important to think about what curriculum will be delivered; to whom, how it will be delivered and what evaluation methods will be used. Using the ASCA National Model lesson plan template, you are to develop **TWO** lesson plans, one at the elementary level and one at the secondary level focused on college and career readiness activities. You may consider the following topics for the lesson plan: NCAA eligibility criteria, financial literacy, financial aid, career selection, NOSCA 8 Components of College & Career Readiness, completing FAFSAs, and the college admissions process. Discuss your topic selection with the instructor to ensure it is developmentally appropriate for your target audience. Be creative!

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose, content and topic</td>
<td>No understanding of the purpose of the lesson plan. Did not convey message of the lesson throughout presentation. Unorganized and poorly constructed lesson plan. Topic of plan was not research-based or age appropriate. Lesson lacked clear relevance to student growth and success. Use of technology was lacking.</td>
<td>Poor understanding of the purpose of the lesson plan. Intermittently conveyed message of the lesson throughout presentation. Topic of plan was not researched based and age appropriate. Lesson lacked clear relevance to student growth and success. Use of technology was lacking.</td>
<td>Basic understanding of the purpose of the lesson plan. Intermittently conveyed message of the lesson throughout presentation. Topic of plan was research-based and age appropriate. Lesson was relevant to student growth and success. Good use of technology</td>
<td>Strong understanding of the purpose of the lesson plan. The message of the lesson was conveyed throughout the presentation. Topic of plan was research-based and age appropriate. Lesson was relevant to student growth and success. Strong use of technology</td>
<td>Excellent understanding of the purpose of the lesson plan. Clearly and concisely conveyed message of the lesson throughout presentation. Topic of plan was clear, research-based and age appropriate. Lesson was relevant to student growth and success. Innovative and engaging use of technology.</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson Plan Structure - Secondary

<table>
<thead>
<tr>
<th>Syllabus is sole property of Wilmington University</th>
<th>College of Education</th>
<th>School Counseling Graduate Program</th>
<th>18</th>
</tr>
</thead>
</table>

**ASCA Comp:**
- **I.A.5**
- **III.B.6c**

<table>
<thead>
<tr>
<th>Lesson Plan Topic</th>
<th>Writing is not the Voice of the Student</th>
<th>Writing is Somewhat Adequate for Graduate Level</th>
<th>Strong Writing Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include less than five of the following:</td>
<td>Presents ideas as their own; areas of paper are plagiarized. Lacks citations and references to support presented ideas or concepts.</td>
<td>Writing is somewhat adequate for graduate level - grammatical errors - spelling errors - poor transitions - poor sentence structure/tone - poor word choice - lacks clarity</td>
<td>Strong writing ability - minor spelling or grammatical errors - transitions are strong - sentences are concise - evidence of concrete details - strong word choice</td>
</tr>
</tbody>
</table>

**Total Rubric Score = 100**

20 points x 5
**Assignment:** Presentation skills are essential to be an effective school counselor. School counselors organize and facilitate informational sessions, workshops and meetings about student developmental issues for parents/guardians to address the needs of the school community and to reflect the school counseling core curriculum. Select a college and career readiness topic and develop a parent workshop. Think about how you will present the information to the audience of parents and what technology will be effective (i.e. Prezi, a website, response clickers, etc.) This training may include handouts, research articles, data on your topic area, role-plays or anything else you feel supports the message. You will have a maximum of 30 minutes to present this parent workshop to the class.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td>No direct eye contact with audience, reads entire presentation from notes. Speaker does not keep head up or engages audience</td>
<td>Poor use of direct eye contact with audience, reads mostly from notes for assistance. Speaker inconsistently keeps head up and engages audience</td>
<td>Basic use of direct eye contact with audience, but still returns to notes for assistance. Speaker inconsistently keeps head up and engages audience</td>
<td>Consistent use of direct eye contact with audience, but still returns to notes sporadically for assistance. Speaker keeps head up and engages audience.</td>
<td>Speaker holds attention of entire audience with the use of direct eye contact, seldom looking at notes. Speaker keeps head up and engages audience.</td>
<td></td>
</tr>
<tr>
<td>Body language and poise</td>
<td>No movement or descriptive gestures that enhance articulation. Slouches most of time, does not face audience and fidgets quite a bit. Speaker makes many mistakes and has trouble recovering. Displays mild tension and nervousness. Behavior is distracting and deducts from presentation effectiveness.</td>
<td>Minimal movement or descriptive gestures that enhance articulation. Slouches at times, intermittently faces audience and fidgets quite a bit. Speaker makes several mistakes and has trouble recovering. Displays mild tension and nervousness.</td>
<td>Adequate movement or descriptive gestures that enhance articulation. Slouches at times, intermittently faces audience and fidgets a bit. Speaker makes a few mistakes and has trouble recovering. Displays mild tension and nervousness.</td>
<td>Made movements or gestures that enhance articulation. Stands up straight, faces audience and does not fidget. Speaker makes minor mistakes but recovers quickly. Displays little or no tension.</td>
<td>Movements are fluid and help the audience visualize. Stands up straight, faces audience and does not fidget. Speaker displays relaxed, self-confident nature about self, with no mistakes.</td>
<td></td>
</tr>
<tr>
<td>Delivery, articulation and enthusiasm</td>
<td>Shows no interest about topic. Speaker is not intentional and rushes through content. Does not avoid the use of <em>likes, ums, kind ofs, you knows</em>, etc. Speaker mumbles and audience struggles to hear presentation. Audience members are disengaged. Incorrectly pronounces terms. Delivery is distracting and lacks control.</td>
<td>Shows some negativity or ambivalence about topic that is conveyed presentation. Speaker is not intentional and seems to rush through content. Somewhat avoids the use of <em>likes, ums, kind ofs, you knows</em>, etc. Speaker’s voice is low and audience has a difficult time hearing presentation. Incorrectly pronounces terms. Delivery is distracting and lacks control.</td>
<td>Occasionally shows a positive feeling about topic that is conveyed during presentation. Speaker is intentional but seems to rush through content. Sporadically uses <em>likes, ums, kind ofs, you knows</em>, etc. Uses a clear voice with appropriate volume. Pronounces most terms correctly; has good language skills. Delivery is poised, controlled and smooth.</td>
<td>Demonstrates a positive feeling about topic that is conveyed during presentation. Speaker is intentional and does not rush through content. Mostly avoids <em>likes, ums, kind ofs, you knows</em>, etc. Uses a clear voice with appropriate volume. Strong pronunciation of terms and language skills. Delivery is poised, controlled and smooth.</td>
<td>Demonstrates a strong, positive feeling about topic that is conveyed during entire presentation. Speaker is intentional and does not rush through content. Completely avoids <em>likes, ums, kind ofs, you knows</em>, etc. Uses a clear voice with appropriate volume. Precise pronunciation of terms and language skills. Delivery is poised, controlled and smooth.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of subject and content of presentation</td>
<td>Speaker demonstrates no knowledge in all areas. Speaker does not have grasp of the information and cannot answers questions about subject matter. Provides no explanations and elaboration. Presentation contains inaccurate information. Inappropriate amount of materials is prepared and presented. Introduction is minimal, lays out the topic but does not establish a framework for the rest of the presentation. Speaker does not highlight key ideas or concludes with a final statement.</td>
<td>Speaker demonstrates inadequate knowledge in all areas. Speaker is uncomfortable with information and is able to answer only rudimentary questions. Provides little explanations and elaboration. Presentation contains some inaccurate information. Inappropriate amount of materials is prepared and presented. Introduction is minimal, lays out the topic but does not establish a framework for the rest of the presentation. Speaker highlights minimal key ideas and concludes with a final statement.</td>
<td>Speaker demonstrates basic knowledge in all areas. Speaker is at ease with expected answers to questions without further explanations and elaboration. Presentation contains some accurate information. Appropriate amount of materials is prepared and presented. Introduction is adequate, lays out the topic and establishes a framework for the rest of the presentation. Speaker highlights some key ideas and concludes with an adequate final statement.</td>
<td>Speaker demonstrates substantial knowledge in all areas. Speaker is at ease with expected answers to questions without further explanations and elaboration. Presentation contains accurate information. Appropriate amount of materials is prepared and presented. Introduction is adequate, lays out the topic and establishes a framework for the rest of the presentation. Speaker highlights key ideas and concludes with a strong final statement.</td>
<td>Speaker demonstrates complete knowledge in all areas. Easily fields class questions with full explanations and elaboration. Presentation contains accurate information. Appropriate amount of materials is prepared and presented. Introduction is attention-getting, lays out the topic well and establishes a framework for the rest of the presentation. Speaker highlights key ideas and concludes with a strong final statement.</td>
<td></td>
</tr>
<tr>
<td>Organization of material and presentation</td>
<td>Audience cannot understand and follow presentation because there is no sequence of information. Material is not organized and is repetitive. Audience loses focuses and disengages. Objectives of presentation are not conveyed.</td>
<td>Audience has difficulty following presentation because speaker jumps around in an illogical manner. Material is organized with little repetition. Objectives of presentation are not conveyed. The type of presentation is adequate for the topic and audience.</td>
<td>Speaker presents information in logical, somewhat interesting sequence which the audience can follow. Material is clearly organized with little repetition. Objectives of presentation are conveyed. The type of presentation is appropriate for the topic and audience.</td>
<td>Speaker presents information in logical, interesting sequence which the audience can easily follow. Material is clearly organized with no repetition. Objectives of presentation are clearly conveyed. The type of presentation is appropriate for the topic and audience.</td>
<td>Speaker presents information in logical, interesting sequence which the audience can easily follow. Material is clearly organized with no repetition. Objectives of presentation are clearly conveyed. The type of presentation is appropriate for the topic and audience.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Rubric Score = 100**

25 points x 4
**Assignment**: Effective school counselors make presentations to their students in small venues like the classroom or large venues like the school auditorium or gymnasium. School counselors organize and facilitate informational sessions about student needs such as college admissions, financial aid, course selection and career selection. These presentations address the needs of the student and school community and reflect the school counseling core curriculum. Select a college and career readiness topic and develop a presentation that is age appropriate. Think about how you will present the information to the students and what technology will be effective (i.e. Prezi, a website, response clickers, etc.) This presentation may include handouts, research articles, data on your topic area, role-plays or anything else you feel supports the message. You will have a maximum of 30 minutes to present this college and career readiness presentation to the class.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td>No direct eye contact with audience, reads entire presentation from notes. Speaker does not keep head up or engages audience</td>
<td>Minimal use of direct eye contact with audience, reads mostly from notes for assistance. Speaker inconsistently keeps head up and engages audience</td>
<td>Basic use of direct eye contact with audience, but still returns to notes for assistance. Speaker inconsistently keeps head up and engages audience</td>
<td>Consistent use of direct eye contact with audience, but still returns to notes sporadically for assistance. Speaker keeps head up and engages audience.</td>
<td>Speaker holds attention of entire audience with the use of direct eye contact, seldom looking at notes. Speaker keeps head up and engages audience.</td>
</tr>
</tbody>
</table>

**SCORE**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body language and poise</td>
<td>No movement or descriptive gestures that enhance articulation. Slouches most of time, does not face audience and fidgets quite a bit. Speaker makes many mistakes and has trouble recovering. Displays mild tension and nervousness. Behavior is distracting and dedcts from presentation effectiveness.</td>
<td>Minimal movement or descriptive gestures that enhance articulation. Slouches at times, intermittently faces audience and fidgets quite a bit. Speaker makes several mistakes and has trouble recovering. Displays mild tension and nervousness.</td>
<td>Adequate movement or descriptive gestures that enhance articulation. Slouches at times, intermittently faces audience and fidgets a bit. Speaker makes a few mistakes and has trouble recovering. Displays mild tension and nervousness.</td>
<td>Made movements or gestures that enhance articulation. Stands up straight, faces audience and does not fidget. Speaker makes minor mistakes but recovers quickly. Displays little or no tension.</td>
<td>Movements are fluid and help the audience visualize. Stands up straight, faces audience and does not fidget. Speaker displays relaxed, self-confident nature about self, with no mistakes.</td>
</tr>
<tr>
<td>Delivery, articulation and enthusiasm</td>
<td>Shows no interest about topic. Speaker is not intentional and rushes through content. Does not avoid the use of <em>likes</em>, <em>ums</em>, <em>kind of</em>, <em>you know</em>, etc. Speaker mumbles and audience struggles to hear presentation. Audience members are disengaged. Incorrectly pronounces terms. Delivery is distracting and lacks control.</td>
<td>Shows some negativity or ambivalence about topic that is conveyed. Speaker is not intentional and seems to rush through content. Somewhat avoids the use of <em>likes</em>, <em>ums</em>, <em>kind of</em>, <em>you know</em>, etc. Speaker’s voice is low and audience has a difficult time hearing presentation. Incorrectly pronounces terms. Delivery is distracting and lacks control.</td>
<td>Occasionally shows a positive feeling about topic that is conveyed during presentation. Speaker is intentional but seems to rush through content. Sporadically uses <em>likes</em>, <em>ums</em>, <em>kind of</em>, <em>you know</em>, etc. Uses a clear voice with appropriate volume. Pronounces most terms correctly; has good language skills. Delivery is fairly poised, controlled and smooth.</td>
<td>Demonstrates a positive feeling about topic that is conveyed during presentation. Speaker is intentional and does not rush through content. Mostly avoids <em>likes</em>, <em>ums</em>, <em>kind of</em>, <em>you know</em>, etc. Uses a clear voice with appropriate volume. Strong pronunciation of terms and language skills. Delivery is poised, controlled and smooth.</td>
<td>Demonstrates a strong, positive feeling about topic that is conveyed during entire presentation. Speaker is intentional and does not rush through content. Completely avoids <em>likes</em>, <em>ums</em>, <em>kind of</em>, <em>you know</em>, etc. Uses a clear voice with appropriate volume. Precise pronunciation of terms and language skills. Delivery is poised, controlled and smooth.</td>
</tr>
<tr>
<td>Knowledge of subj and content of presentation</td>
<td>Speaker demonstrates no knowledge in all areas. Speaker does not have grasp of the information and cannot answer questions about subject matter. Provides no explanations and elaboration. Presentation contains inaccurate information. Inappropriate amount of materials is prepared and presented. Introduction is minimal, lays out the topic but does not establish a framework for the rest of the presentation. Speaker does not highlight key ideas or concludes with a final statement.</td>
<td>Speaker demonstrates inadequate knowledge in all areas. Speaker is uncomfortable with information and is able to answer only rudimentary questions. Provides little explanations and elaboration. Presentation contains some inaccurate information. Inappropriate amount of materials is prepared and presented. Introduction is minimal, lays out the topic but does not establish a framework for the rest of the presentation. Speaker highlights minimal key ideas and concludes with a final statement.</td>
<td>Speaker demonstrates basic knowledge in all areas. Speaker is at ease with expected answers to questions without further explanations and elaboration. Presentation contains some accurate information. Appropriate amount of materials is prepared and presented. Introduction is adequate, lays out the topic and establishes a framework for the rest of the presentation. Speaker highlights some key ideas and concludes with an adequate final statement.</td>
<td>Speaker demonstrates substantial knowledge in all areas. Easily fields class questions with some explanations and elaboration. Presentation contains accurate information. Appropriate amount of materials is prepared and presented. Introduction is attention-getting, lays out the topic well and establishes a framework for the rest of the presentation. Speaker highlights key ideas and concludes with a strong final statement.</td>
<td>Speaker demonstrates complete knowledge in all areas. Easily fields class questions with full explanations and elaboration. Presentation contains accurate information. Appropriate amount of materials is prepared and presented. Introduction is attention-getting, lays out the topic and establishes a framework for the rest of the presentation. Speaker highlights key ideas and concludes with a strong final statement.</td>
</tr>
<tr>
<td>ASCA Comp:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LB.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.B.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.B.2a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.B.2b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.B.2e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.B.2f</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.B.2g</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization of material and presentation</td>
<td>Audience cannot understand and follow presentation because there is no sequence of information. Material is not organized and is repetitive. Audience loses focus and disengages. Objectives of presentation are not conveyed.</td>
<td>Audience has difficulty following presentation because speaker jumps around in an illogical manner. Material is organized with little repetition. Objectives of presentation are conveyed. The type of presentation is adequate for the topic and audience.</td>
<td>Speaker presents information in logical, somewhat interesting sequence which the audience can mostly follow. Material is organized with little repetition. Objectives of presentation are clearly conveyed. The type of presentation is appropriate for the topic and audience.</td>
<td>Speaker presents information in logical, interesting sequence which the audience can easily follow. Material is clearly organized with little repetition. Objectives of presentation are clearly conveyed. The type of presentation is appropriate for the topic and audience.</td>
<td>Speaker presents information in logical, interesting sequence which the audience can easily follow. Material is clearly organized with no repetition. Objectives of presentation are clearly conveyed. The type of presentation is appropriate for the topic and audience.</td>
</tr>
</tbody>
</table>

Total Rubric Score = 100
25 points x 4
Lesson Plan

School Counselor: __________________________ Date: _______________

Activity: ____________________________________________________________

Grade(s): ___________________________________________________________________

ASCA Mindsets & Behaviors for Student Success (Domain/Standard/Competencies):

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Learning Objective(s):
1. _________________________________________________________________
2.   _______________________________________________
3. _____________________________________________________________________

Materials: _____________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Procedure:  _____________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Plan for Evaluation: How will each of the following be collected?

Process Data:  ___________________________________________________________

_______________________________________________________________________

Perception Data:  _________________________________________________________

_______________________________________________________________________

Outcome Data:  __________________________________________________________

_______________________________________________________________________

Implications & Follow-Up: _______________________________________________

_______________________________________________________________________

Syllabus is sole property of Wilmington University

College of Education

School Counseling Graduate Program

23