

**Austin Peay State University**  
**Department of Psychological Science & Counseling**  
**COUN 5210: School Culture for Counselors**

<b>Term:</b> Spring 2022	<b>Meeting Time:</b> Thurs. 4:30-7:30	<b>Room #:</b> CL 302
<b>Credit Hours:</b> 3	<b>Instructor:</b> Dr. Eva Gibson she/her/hers	<b>E-mail address:</b> <a href="mailto:gibsone@apsu.edu">gibsone@apsu.edu</a>
<b>Telephone:</b> (931) 221-6224	<b>Student Hours:</b> Tues - Thurs: 2:00 – 4:00	<b>Office:</b> CL 303B <b>Schedule an appointment:</b> <a href="https://calendly.com/gibsone/30min">https://calendly.com/gibsone/30min</a>

**REQUIRED TEXT:**

Atkins, R. & Oglesby, A. (2018). *Interrupting racism: Equity and social justice in school counseling*. Routledge.

Durodoye, B. Bryant, R. (2020). *From disagreement to discourse: A chronicle of controversies in schooling and education*. North Carolina: Information Age Publishing.

Rausch, M.A., & Gallo, L.L. (Eds.).(2021). *Strengthening school counselor advocacy and practice for important populations and difficult topics*. IGI Global. <https://doi.org/10.4018/978-1-7998-7319-8>

**REQUIRED READINGS:**

Bryan, J. & Henry, L. (2012). A model for building school–family–community partnerships: Principles and process. *Journal of Counseling and Development, 90*, 408-420. <https://doi.org/10.1002/j.1556-6676.2012.00052.x>

Goodman-Scott, E. (2018). Enhancing student learning by “Building a Caring Climate”: School counselors’ experiences with classroom management. *Professional School Counseling, 22*(1), 1-12.  
<https://doi.org/10.1177/2156759X19852618>

Gruman, D. H., Marston, T., & Koon, H. (2013). Bringing mental health needs into focus through school counseling program transformation. *Professional School Counseling, 16*(5), 333-341.  
<https://doi.org/10.1177/2156759X1201600506>

McCormac, M. E., & Snyder, S. (2019). Districtwide initiative to improve Tier 1 with evidence-based classroom lessons. *Professional School Counseling, 22*(1b), 1-11. <https://doi.org/10.1177/2156759X19834438>

Moyer, M., & Sullivan, J. (2008). Student risk-taking behaviors: When do school counselors break confidentiality? *Professional School Counseling, 11*(4), 236-245. <https://doi.org/10.1177/2156759X0801100404>

Milsom, A., Robinson, E., Mann, S., & Rumsey, A. D. (2020). Elementary school counselor experiences teaching lessons on a related arts schedule. *Professional School Counseling, 24*(1). 1-11.  
<https://doi.org/10.1177/2156759X20970497>

Shimoni, A., & Greenberger, L. (2014). School counselors deliver information about school counseling and their work: What professional message is conveyed? *Professional School Counseling, 18*(1), 15-27.  
<https://doi.org/10.1177/2156759X0001800117>

**COURSE DESCRIPTION:**

This course examines the unique role of school-based counselors. Students will be introduced to school leader functions, student support activities, school-wide program planning, education policies, and professional considerations. School stakeholders will be explored in addition to consultation models designed to promote, develop, and enhance effective teamwork within the school. This course also integrates experiential lesson plan assignments and practice sessions.

**Austin Peay State University  
College of Education**

**CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS**

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education’s commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

**COURSE POLICIES**

**STUDENTS WITH DISABILITIES:**

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services (MUC 114, phone #: 221-6230; email: [disabilityservices@apsu.edu](mailto:disabilityservices@apsu.edu))

**CAMPUS RESOURCES:**

Resource	Website
Adult, Nontraditional & Transfer Student Center	<a href="https://www.apsu.edu/student-life/ants/antsresources.php">https://www.apsu.edu/student-life/ants/antsresources.php</a>
S.O.S. Food Pantry	<a href="https://www.apsu.edu/volunteer/sos-food-pantry/index.php">https://www.apsu.edu/volunteer/sos-food-pantry/index.php</a>
Heath & Counseling Services	<a href="https://www.apsu.edu/health-and-counseling/">https://www.apsu.edu/health-and-counseling/</a>

**COUNSELING SERVICES**

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

**ACADEMIC AND CLASSROOM MISCONDUCT:**

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

**PLAGIARISM POLICY**

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

**WRITING QUALITY AND ACADEMIC HONESTY**

It is important that all written work meets the academic standards of graduate students using APA 7<sup>th</sup> edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: [writinglab@apsu.edu](mailto:writinglab@apsu.edu))

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.

If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

### **TURN IT IN**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

### **POLICY ON MINORS**

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

### **SERVICE ANIMALS IN THE CLASSROOM**

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

### **CONFIDENTIALITY:**

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA and ASCA Codes of Ethics will be followed.

### **CHANGES TO COURSE SYLLABUS**

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus must be clearly communicated to students.

### **EMAIL POLICY:**

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

### **REQUESTING ASSISTANCE:**

**Communicate** as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/> .

### **DEMONSTRATING RESPECT:**

- Respectful use of technology: Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in vibrate or silent mode and keep them out of sight. If you absolutely must take a call, please be respectful and quietly step out of the classroom.
- Respect of time: Be prepared for class each day and be on time. Participate fully, but avoid dominating the conversation. See specific attendance policies under Student Performance Evaluation Criteria and Procedures.
- Respect of others: Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- Respect for self: In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be

uncomfortable, they are also prime opportunity for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

**CLASS GRIEVANCES:**

I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

**STUDENT COMPLAINTS AND APPEALS PROCEDURES**

**FIRST** discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

**DIVERSITY STATEMENT**

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

**COVID-19 STATEMENT & GUIDELINES**

We should all continue to take steps to mitigate the spread of COVID-19. Masks are recommended for all faculty, staff, and students while indoors. To help keep our university community safe, vaccination and boosters are strongly encouraged and readily available, including at APSU’s Boyd Health Services. Contact them at (931) 221-7107.

Any student exhibiting symptoms of COVID-19 should seek a test. If any student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student is required to fill out the [COVID-19 Self-Reporting Form](#) and isolate for five days from the onset of symptoms. If fever-free without medication, and if other symptoms are improving, the student can return to normal activities on Day 6. The student is strongly encouraged to wear a mask through Day 10. To help prevent further spread, students who test positive should notify anyone with whom they were within six feet for more than fifteen minutes. Students missing class should email their instructors when possible. The COVID-19 vaccine, booster, and testing are still free and widely available through Boyd Health Services. Visit the [APSU Coronavirus Dashboard](#) webpage for more information.

**COURSE OBJECTIVES AND REQUIREMENTS**

**Knowledge and Skill Outcomes:** The objectives of this course align with the 2016 CACREP Standards stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Demonstrate a commitment to professionalism, advocacy, courageous conversations, and antiracism.	SC G.2.f SC G.2.l SC G.2.n	Readings, discussion, educational policy review, confidentiality poster assignment
Understand counselor roles and responsibilities in collaboration, consultation, and school leadership.	SC G.1.d. SC G.2.a SC G.2.b. SC G.2.j.	Readings, discussion, parent workshop facilitation, communication plan assignment, school counselor interview

Identify student and stakeholder needs and plan comprehensive programming.	SC G.2.g. SC G.3.c. SC G.3.g. SC G.3.h.	Readings, discussion, SCCR lesson plan, SSCR presentation, classroom management plan, parent workshop agenda assignment
Analyze and use data to enhance school counseling programs.	SC G.3.n. SC G.3.o.	Readings, discussions, class activities

**METHODS OF INSTRUCTION:**

This class is intended to include class discussion, collaborative projections, and presentations. To enhance the learning experiences, media information, reading, writing, and experiential assignments will be utilized as appropriate.

**MINIMAL TECHNOLOGY REQUIREMENTS**

**Hardware:** We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

**Web Browser:** Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

**Software:** You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at [govstech@apsu.edu](mailto:govstech@apsu.edu) with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

## STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

*(Please note: The following assignments are intended to facilitate engagement in this course and to satisfy the course objectives.)*

- A. **School-wide Program Proposal (25 points):** Each student will create a proposal of a school-wide program in recognition of National School Counseling Week. This assignment will be graded based on audience suitability, clarity, feasibility, and potential effectiveness. Paper length is expected to be no more than one page. Submissions will be evaluated as: Distinguished (25), Proficient (20), Basic (18), Unacceptable (15), or Absent (0).
- B. **School Counseling Core Curriculum Lesson Plan (75 points):** While working with an assigned group, students will complete a lesson plan designed for a 45-minute school counseling core curriculum lesson for PreK students. Students will utilize the ASCA lesson plan template and include all components as noted therein. A rubric is provided with assignment criteria.
- C. **Classroom Management Plan (50 points):** Students will create a classroom management plan that includes the following: how the counselor will foster a positive environment, classroom rules, an explanation of how they will be taught to students, and methods of reinforcement (i.e. praise, conferences, rewards, consequences, etc.). Paper length is expected to be approximately 2 pages. A cover page and reference page is not required. Based on this criteria, agendas will be evaluated as: Distinguished (50), Proficient (40), Basic (35), Unacceptable (30), or Absent (0). More resources can be found in D2L.
- D. **Parent Workshop Agenda (25 points):** While working with an assigned group, students will complete an agenda designed for a 45-minute parent workshop. Agendas should include the following: relevant title, presenter names, appropriate objectives, brief rationale, materials, and detailed steps with approximate times. Based on this criteria, this assignment will be evaluated as: Distinguished (25), Proficient (20), Basic (18), Unacceptable (15), or Absent (0).
- E. **Communication Plan (50 points):** Students will create a communication plan that encompasses outreach efforts for students, families, school personnel, and community partners. The plan should detail a rationale, methods, potential content, and recommended frequency of communication for each stakeholder group. Paper length is expected to be approximately 2-4 pages. A cover page and reference page is not required. Based on this criteria, this assignment will be evaluated as: Distinguished (50), Proficient (40), Basic (35), Unacceptable (30), or Absent (0).
- F. **Confidentiality Poster (10 points):** Students will create an **original** poster that succinctly outlines confidentiality expectations for K-12 students. While ideas may be borrowed from online examples, the content must be original and the student name must be noted on the image. This assignment will be graded based on audience suitability, originality, clarity, and appearance. Submissions will be evaluated as: Distinguished (5), Proficient (4), Basic (3), or Unacceptable (2). More resources can be found in D2L.
- G. **School Counselor Interview (25):** Students will interview a school counselor and submit a reflection based on the experience. The instructor will provide required questions and the student will create and include supplemental questions. The questions must be submitted with the reflection. This assignment will be evaluated as: Distinguished (25), Proficient (20), Basic (18), Unacceptable (15), or Absent (0). More resources can be found in D2L.
- H. **Professional Development Project (10 points):** Students will create a LinkedIn profile appropriate for a new professional. Profiles must include a professional headshot. This assignment will be evaluated as: Distinguished (10), Proficient (8), Basic (6), Unacceptable (4), or Absent (0). More resources can be found in D2L.
- I. **School Counseling Core Curriculum Presentation (50 points):** Students will co-present a SCCR based on the assigned topic and pre-established lesson plan. Presentations will be graded based on how well the student: covers the material, adheres to the time frame, engages the audience, and demonstrates professionalism. Based on this criteria, presentations will be evaluated as: Distinguished (50), Proficient (40), Basic (35), Unacceptable (30), or Absent (0).
- J. **Parent Workshop Facilitation (50 points):** Students will co-facilitate a parent workshop based on the assigned topic and pre-established agenda. Presentations will be graded based on how well the student: covers the material, adheres to the time frame, engages the audience, and demonstrates professionalism. Based on this criteria, presentations will be evaluated as: Distinguished (50), Proficient (40), Basic (35), Unacceptable (30), or Absent (0).

- K. **Class Presentation (50 points):** Students will deliver a presentation based on the assigned reading material. Presentations will be graded based on how well the student: covers the material, engages the audience, and demonstrates professionalism. Based on this criteria, presentations will be evaluated as: Distinguished (50), Proficient (40), Basic (35), Unacceptable (30), or Absent (0). A presentation schedule can be found in D2L.
- L. **Participation (13@ 10 points each):** Students will arrive to (physical or virtual) class prepared and abide by the attendance policy. Preparation does require reading the material before class. Additionally, students should actively engage in classroom discussions and activities. **Each** missed class (physical or virtual) results in the loss of **10** participation points. **If you miss a class, you are responsible for the information presented or the assignments due that day.** Students have the opportunity to earn 130 points at the conclusion of the semester. Three times tardy (tardy is defined as arriving late or leaving early) comprise one absence. Attendance will be taken at the beginning of each class period.
- ❖ Physical class considerations: Cell phone usage AND computer usage is prohibited. Social distancing and masks are recommended.
  - ❖ Virtual class considerations: Videos should be on for the duration of the class. Students should be in an area free from distractions and background noises. Students should refrain from eating, drinking, or engaging in any other distracting activities during virtual class session.

### ASSIGNMENT DUE DATES

Unless otherwise noted, assignments are due on the Sunday of each week by 11:59 PM. Exceptions include presentations which are due the day of class.

### LIFE HAPPENS POLICY

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

### LATE ASSIGNMENTS

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

### RELAX, RELATE, & RELEASE POLICY

Students will have the option of utilizing the “*Relax, Relate, & Release Policy*” in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness: <https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

### STUDENT WORK ARCHIVES

Please note that exemplary student work will be archived to provide student examples in future courses.

Assignment	Date	Points	Percent
School-wide program proposal	1/30	25	5
SCCR lesson	2/13	75	13
Classroom management plan	2/20	50	9
Parent workshop agenda	3/20	25	5
Communication plan	3/27	50	9
Confidentiality poster	4/3	10	2
School counselor interview	4/17	25	5
Professional development project	4/24	10	2
Participation (13)	ongoing	130	23
SCCR presentation	varies	50	9
Parent workshop facilitation	varies	50	9
Class presentation	varies	50	9
<b>TOTAL</b>		<b>550</b>	<b>100</b>

GRADING SCALE
A = 90% +
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% -

## COURSE SCHEDULE

Date	Topic	Activity
1/20 Week 1	Foundation <i>CACREP G.2.a; G.2.b.</i>	Orientation to course <b>READ:</b> Interrupting Racism-Ch. 1; consultation resource in D2L
1/27 Week 2	School-wide Programming <i>CACREP G.3.c; G.3.g</i>	<b>READ:</b> Interrupting Racism-Ch. 5; <i>McCormac</i> article <b>DUE:</b> School-wide Program Proposal
2/3 Week 3	Responsive Services <i>CACREP G.3.c</i>	<b>READ:</b> <i>Goodman-Scott</i> article <b>Meet with groups</b>
2/10 Week 4	Collaboration <i>CACREP G.2.a; G.2.d</i> <i>National School Counseling Week</i>	<b>NSCW Celebration- MUC 305</b> <b>DUE:</b> SCCR LP
2/17 Week 5	School Culture <i>CACREP G.2.a; G.3.c</i>	<b>READ:</b> Disagreement to Discourse-Ch. 7; <i>Milsom</i> article <b>DUE:</b> Classroom Management Plan
2/24 Week 6	Supporting Wellness <i>CACREP G.2.e; G.2.g; G.3.h</i>	<b>READ:</b> Disagreement to Discourse-Ch. 6; <i>Gruman et al.</i> , article SCCR Presentation: Group A
3/3 Week 7	Self-assessment <i>CACREP G.2.a; G.2.d; G.2.j</i>	<b>READ:</b> Interrupting Racism-Ch. 4 SCCR Presentation: Group B
3/10 Week 8	BREAK – NO CLASS	BREAK – NO CLASS
3/17 Week 9	Systems Work <i>CACREP G.1.d; G.2.a; G.2.b</i>	<b>READ:</b> Interrupting Racism-Ch. 6; <i>Bryan &amp; Henry</i> article <b>DUE:</b> Parent Workshop Agenda
3/24 Week 10	Data-informed Delivery <i>CACREP G.2.b; G.3.n; G.3.o.</i>	<b>READ:</b> Interrupting Racism-Ch. 9; <i>Shimoni &amp; Greenberger</i> article <b>DUE:</b> Communication Plan
3/31 Week 11	Ethical Considerations <i>CACREP G.2.a; G.2.n</i>	<b>READ:</b> Rausch & Gallo- Ch. 12; <i>Moyer &amp; Sullivan</i> article Parent Workshop: Group B <b>DUE:</b> Confidentiality Poster
4/7 Week 12	Positioning Privilege <i>CACREP G.2.f; G.2.j</i>	<b>READ:</b> Interrupting Racism-Chs. 2 & 3 Parent Workshop: Group A
4/14 Week 13	Partnerships & Policies <i>CACREP G.1.d; G.2.b; G.2.l</i>	<b>READ:</b> Rausch & Gallo- Ch. 1; educational policies listed in D2L link <b>DUE:</b> School Counselor Interview
4/21 Week 14	Technology Considerations <i>CACREP G.2.l</i>	<b>NO PHYSICAL CLASS MEETING</b> <b>READ:</b> Rausch & Gallo- Ch. 13 <b>DUE:</b> <ul style="list-style-type: none"> <li>• Professional Development Project</li> <li>• online discussion (in lieu of class)</li> <li>• Course evaluation in OneStop</li> </ul>



## Scoring Rubric School Counseling Core Curriculum Lesson Plan

	<b>Highly Effective 15</b>	<b>Effective 13</b>	<b>Revisions Needed 11</b>	<b>Does not meet standards 9</b>
<b>Planning</b>	The lesson has objectives and standards that align with the ASCA National Model. The lesson plan includes the grade level and is appropriate for the developmental level of the students with whom it is being used.	The lesson has objectives and standards stated. The lesson plan includes the grade level and is appropriate for the developmental level of the students with whom it is being used.	The lesson has objectives and standards stated, but they may be partially misaligned to the lesson plan. The grade level or developmental level is included, but the lesson is inappropriate or misaligned with that grade or developmental level.	Components are missing.
<b>Materials &amp; Evidence base</b>	A detailed list of materials are presented and the appropriate evidence base is selected.	General materials are included and the appropriate evidence base is selected.	Materials or evidence base are omitted.	This section is not addressed.
<b>Procedures</b>	Includes a clear description of an introduction, instructions on teaching content, a plan for students to practice content, a summary and closing.	Components are presented in a brief manner.	Procedures are unclear and/or components are left out.	Procedures are not addressed.
<b>Data Collection Plan</b>	Includes a clear description of expected participation data, mindsets & behavior data, and outcome data.	Includes a brief description of expected participation data, mindsets & behavior data, and outcome data.	Plan is unclear and/or components are left out.	Data collection is not addressed.
<b>Use of template</b>	Lesson plan utilizes provided template.	NA	NA	Lesson plan does not utilize provided template.