

Course: COE MHS 6423: Counseling Adolescents

Assignment:

The school counselor candidate will develop a series of classroom guidance lessons demonstrating understanding of the developmental needs of adolescents and the ability to develop lessons with multiple activities to meet needs in a way that is motivating and engaging for students.

FEAP Standards:

FL-FAU-FEAP.7.1

Uses multiple activities to engage and motivate students at appropriate developmental levels.

FL-FAU-FEAP.9.1

Demonstrates ability to involve students in establishing standards of behavior to create and maintain a positive learning environment.

FL-FAU-FEAP.10.1.

Demonstrates the ability to plan classroom guidance and group counseling topics that meet developmental needs of students.

COE MHS 6423: Classroom Guidance Lessons and Facilitation Assignment Rubric:

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Uses multiple activities to engage and motivate students at appropriate developmental levels. (1, 33%) FL-FAU-FEAP.7.1	<ul style="list-style-type: none">Exceeds expectations by writing a large group guidance lesson with developmentally appropriate guidance topicsNational standards for the three domains (academic, social/personal, career),Plans for at least two activities, and a closure	<ul style="list-style-type: none">Exceeds expectations by writing a large group guidance lesson with appropriate guidance topicsNational standards for the three domains (academic, social/personal, career),Plans for one activities, and a closure	Does not include the elements specified: <ul style="list-style-type: none">Does not plan for activities and closure	Student did not submit by the due date.
Demonstrates ability to plan classroom guidance and group counseling topics that meet developmental needs of students. (1, 33%) FL-FAU-FEAP.10.1	<ul style="list-style-type: none">Exceeds expectations by writing a large group counseling large group guidance lesson with developmentally	<ul style="list-style-type: none">Exceeds expectations by writing a large group guidance lesson with appropriate guidance topicsIncludes at one	Does not include the elements specified: <ul style="list-style-type: none">Topic is not appropriateDoes not tie lesson to	Student did not submit by the due date.

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
	<p>appropriate guidance topics</p> <ul style="list-style-type: none"> Includes at least two sample Sunshine State Standards for each domain area 	<p>two sample Sunshine State Standards for each domain area</p>	<p>Sunshine State Standards</p>	
<p>Demonstrates the ability to involve students in establishing standards of behavior to create and maintain a positive learning environment (1, 33%) FL-FAU-FEAP.9.1</p>	<p>Students will address the following components:</p> <ul style="list-style-type: none"> The classroom guidance lesson is part of a guidance unit Follows the recommended format <p>Demonstrates:</p> <ul style="list-style-type: none"> 4-5 planning skills 6-7 group discussion skills Two classroom management skills 	<p>Students addresses the following components:</p> <ul style="list-style-type: none"> The classroom guidance lesson is part of a guidance unit Follows the recommended format <p>Demonstrates:</p> <ul style="list-style-type: none"> 3 planning skills 4-5 group discussion skills One classroom management skill. 	<p>Students do not address the elements as specified</p> <ul style="list-style-type: none"> Lesson is not part of a unit Does not follow the recommended format for classroom guidance <p>Demonstrates:</p> <ul style="list-style-type: none"> Less than 3 planning skills Less than 4 group discussion skills Zero classroom management skills 	<p>Failed to submit or failed to submit on time</p>

MHS 6423 Classroom Guidance Format (7.1, 10.1)

Title of Unit _____ Grade level _____
Focus of lesson _____ Lesson # _____

National standard development area(s): Academic Career Personal/Social

National Standard(s): (7.1) A B C

National Standards Competencies: (7.1)

Sunshine State Standard(s): (10.1)

Purpose Should be related to the identified competencies.

Materials Describe any materials necessary for completion of the activities.

Introduction Provide rationale from student perspective to generate interest. Typically involves attention getters such as “how many of you” questions, quotes, props, music, puppets, pictures, poem, etc.

Activity I
(7.1, 10.1) Large Group – provide information, concepts, models. Typically involves asking what students already know before providing new information, discussion, brainstorming, defining, clarifying, and modeling.

Step 1

Step 2

Step 3

Activity II
(7.1, 10.1) Small Group (2 – 6) Opportunity to apply learning to student development (academic, career, personal/social). Typically involves skill practice through role play, problem solving, brainstorming, and prioritizing.

Step 1

Step 2

Step 3

Closure:
(7.1, 10.1) Opportunity to process lesson and set goals for apply learning outside of class. Typically involves the following questions: What was it like to participate in this activity? What did you learn? How can you use what you learned?

MHS 6423 Classroom Guidance Tape Review Form (9.1)

Graduate student name: _____

Date of Review: _____

Rater's name: _____

Grade level: _____

Session Topic _____

Lesson # _____ (9.1)

Please rate each of the following categories:

Please rate each of the following categories:		E	M	D	N.O.	
		Exceeds Expectations	Meets Expectations	Does not meet Expectations	Not observed	
Planning (9.1)						
1.	Recommended format for classroom guidance followed (9.1)		E	M	D	N.O.
2.	Variety and pacing of activities		E	M	D	N.O.
3.	Clearly focused plan & maintaining focus (9.1)		E	M	D	N.O.
4.	Materials, activities, language were developmentally appropriate and reflect needs of students from diverse backgrounds		E	M	D	N.O.
5.	Appropriate technology to support lesson was utilized		E	M	D	N.O.
Group discussion skills (9.1)						
1.	Structuring (time, topic, rationale-WIIFM) (9.1)		E	M	D	N.O.
2.	Active listening and empathic responding		E	M	D	N.O.
3.	Connecting/linking/universalizing		E	M	D	N.O.
4.	Practice/application and small group discussion built into classroom lesson		E	M	D	N.O.
5.	Encouraging and supportive of students and diverse points of view		E	M	D	N.O.
6.	Eyes, voice, posture, expressions, energy		E	M	D	N.O.
7.	Summarizing and goal setting		E	M	D	N.O.
Classroom Management (9.1)						
8.	Adapts plans while a classroom guidance is in progress to address unexpected problems		E	M	D	N.O.
9.	Employs strategies to re-engage students who are off task		E	M	D	N.O.

I liked: (strengths, helpful behaviors, strategies)

You may want to consider: (recommended changes)

Course: COE MHS 6423: Counseling Adolescents

Assignment:

The school counselor candidate will complete web-based assignments/activities including the use of technology to locate information and resources; prepare materials for use with students; communicate and share information/resources with peers; and facilitate in class assignments.

FEAP Standards:

FL-FAU-FEAP.12.1

Demonstrates ability to use available technology to prepare and implement guidance related materials, programs, and activities.

COE MHS 6423: Using Technology Assignment Rubric:

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Demonstrates the ability to use available technology to prepare and implement guidance related materials, programs, and activities (1, 100%) FL-FAU-FEAP.12.1	<ul style="list-style-type: none">• Student participates in the online discussion board.• Responds to all of the discussion board prompts.• Uploads all assignment documents and shares resources with peers electronically.	<ul style="list-style-type: none">• Student participates in the online discussion board.• Responds to at least 90% of the discussion board prompts.• Uploads at least 5 assignment documents and shares resources with peers electronically.	<ul style="list-style-type: none">• Student participates in the online discussion board.• Does not respond to at least 80% of the discussion board prompts.	Student did not submit by the due date.