Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	University of LaVerne	Program	SCHOOL COUNSELING
Date of Review	December 2018		

Please complete the table below for all programs that were deemed to require "more information needed" by reviewers during Program Review (PR). Brief narrative (less than 75 words) is allowable but response <u>must</u> include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution's accreditation website.

Standards Found to be Preliminarily Aligned	1, 3, 10, 12, 13, 16, 17, 22, 30, 32

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 2: Growth and Development	Provide further evidence regarding how the program provides candidates with an understanding of the effects of health, economics, and factors of resiliency on pupil development.	ASCD 550- Assignments listed on page 2 of original syllabus. Additional Supporting Evidence: 1.) Research paper-Exhibit 550.A 2.) Personal development paper- Exhibit 550.B 3.) Book chapter reflection- Exhibit 550.C PPS 573- link to Book Report assignment pg. 17 & Auto-ethnography assignment pg. 19 in original syllabus
Standard 4: Assessment	Provide further evidence regarding how the program ensures candidates analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.	EDUC 501- Additional Supporting Evidence: 1.) Test Development-Exhibit 501.A 2.) Test Review- Exhibit 501.B 3.) Assessment Interview- Exhibit 501.C PPS 504- link to Evaluation of a SC Program pg. 4 in original syllabus

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		1.) Additional Supporting Evidence for Evaluation of a SC Program -Exhibit 504.A PPS 543- original syllabus was not the program template and did not have assignment details. New syllabus template: 1.) Exhibit 543. A PPS 543- link to Program Evaluation assignment pg. 8 of new syllabus

Standard 5: Comprehensive Prevention and Early Intervention for Achievement	Provide further evidence regarding how candidates in the program practice and are assessed related to understanding the factors that contribute to successful learning, identifying problems in their earliest stages, and implementing prevention and early intervention strategies.	PPS 574- link to Role-play & Consultation Project listed on pg. 5 in original syllabus:
		   1.) Additional Supporting Evidence -Consultation Project- Exhibit 574.B
		
		PPS 567- the original syllabus was not the approved course syllabus template.
		New syllabus template:
		   1.) Exhibit 567.B
		
		PPS 567-link to Class Involvement & Participation pg. 3 (Topics are listed on pg. 2) in new syllabus
		
		PPS 583- Additional Supporting Evidence::
		   1.) Daily/Weekly Logs- Exhibit 583.F
		   2.) Objective Directions- 583.A (aligned with ASCA school counselor competencies)

Standard 6: Professional Ethics and Legal Mandates	Provide further evidence regarding how the program requires candidates to demonstrate the ability to access information about legal and ethical matters.	PPS 546- link to In-Service assignment pg. 8 in original syllabus PPS 543- link to Ethical Decision-Making assignment pg. 9 in new syllabus

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 7: Family-School Collaboration	Provide further evidence regarding how candidates work with parents to foster respectful and productive family-school collaboration.	PPS 574- Assignments listed on pg. 5-6 of original syllabus: Additional Supporting Evidence: 1.) Cultural Proficiency Presentation Project- Exhibit 574.A 2.) Consultation Project- Exhibit 574.B
Standard 8: Self-esteem and Personal and Social Responsibility	Provide further evidence regarding how candidates assess their own self-esteem and build personal and social responsibility.	Matrix incorrectly indicated 567 met standard 8, changed to 571 PPS 571- link to Competency in Counseling Techniques pg. 3 and Personal Counseling Project assignments on pg. 3-4 of original syllabus
Standard 9: School Safety and Violence Prevention	Provide further evidence regarding how the program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence.	PPS 567- link to School Safety Plan assignment pg. 5-6 in new syllabus template
Standard 11: Learning Theory and Educational Psychology	Provide further evidence regarding how candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.	ASCD 503- Assignment on pg. 5 of original syllabus. Additional Supporting Evidence: 1.) Film Review assignment- Exhibit 503.A
Standard 14: Human Relations	Provide further evidence regarding how the program provides candidate with opportunities and experiences around intra-group conflict.	PPS 572- link to Active Participation pg. 6 in original syllabus PPS 572- link to Reaction Papers pg. 7 in original syllabus
Standard 15: Technological Literacy	Provide further evidence regarding how the program provides candidates with	PPS 583- Assignment on pg. 10 of original syllabus. Additional Supporting Evidence:

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.	1.) Data Project assignment- Exhibit 583.C
Standard 18: Professionalism, Ethics & Legal Mandates	Provide further evidence regarding how the program has candidates practice and assesses candidates on development of a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation.	PPS 546- link to Mid-Term pg. 13 and Final pg. 14 in original syllabus PPS 543- link to Ethical Decision-Making assignment pg. 9 in new syllabus PPS 583- Additional Supporting Evidence:: 1.) Objective Directions- Exhibit 583.A (aligned with ASCA school counselor competencies)
Standard 19: Academic Development	Provide further evidence regarding how the program provides candidates with an understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Additionally, provide further evidence regarding how the program provides candidates opportunities to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high	PPS 565 - link to Career Development Plan/Exam and Final Career Center Reaction assignment pg. 5 in original syllabus PPS 565- Additional Supporting Evidence: 1.) Career Development Plan/Exam- Exhibit 565.A 2.) Career Center Reaction- Exhibit 565.B PPS 583- Additional Supporting Evidence: 1.) Objective Directions- Exhibit 583.A (aligned with ASCA School Counselor Competencies) 2.) Student Handbook- Exhibit 583.E pg. 21 3.) Evaluation By On-Site Supervisor Exhibit 583.D (see section 3 of evaluation)

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	school, including the completion of a college and university education.	

Standard 20: Career Development	Provide further evidence regarding how the program provides candidates with opportunities to implement and evaluate career development programs. This may be occurring in fieldwork. However, the lack of description of what must be included in the Professional Portfolio as well as a lack of information of what assignments or work candidates must be completing in fieldwork makes this difficult to ascertain.	PPS 565 - link to Career Development Plan/Exam and Final Career Center Reaction assignment pg. 5 in original syllabus
		PPS 565- Additional Supporting Evidence:
		    1.) Career Development Plan/Exam- Exhibit 565.A
		    2.) Career Center Reaction- Exhibit 565.B
		
		PPS 583- Additional Supporting Evidence:
		    1. Objective Directions- Exhibit 583.A (aligned with ASCA School Counselor Competencies)
		    2. Student Handbook- Exhibit 583.E pg. 21
		    3. Evaluation by On-Site Supervisor Exhibit 583.D (see section 2 of evaluation)

Standard 21: Personal and Social Development	Provide further evidence regarding how the program provides candidates with opportunities to implement programs that enable pupils to acquire knowledge, attributes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills. Again, this may be occurring in fieldwork. However the lack of description of what candidates are actually doing in fieldwork, what is required in the Professional Portfolio, etc. makes this difficult to determine.	PPS 571- link to Active Participation and Competency in Counseling Techniques assignments pg. 3 in original syllabus
		
		PPS 572- link to Personal Growth Project pg. 6 and Lead a Group pg. 7 in original syllabus
		
		PPS 583- Additional Supporting Evidence:
		    1. Objective Directions- Exhibit 583.A (aligned with ASCA School Counselor Competencies)
		    2. Student Handbook- Exhibit 583.E pg. 21
		    3. Evaluation by On-Site Supervisor Exhibit 583.D (see section 1)

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 23: Advocacy	Provide further evidence regarding how the program provides candidates with opportunities to implement strategies to eliminate institutional, systemic, interpersonal and intrapersonal barriers and effectively support positive learning and achievement outcomes for all pupils. Again, this may be occurring in fieldwork. However, the lack of description of what candidates are actually doing in fieldwork, what is required in the Professional Portfolio, etc. makes this difficult to determine.	PPS 573- link to Genogram assignment pg. 12, Book Report pg. 17, & Multicultural Auto-Ethnography Project pg. 19 in original syllabus PPS 576- link to Final Paper assignment pg. 10 in original syllabus PPS 583- Additional Supporting Evidence: 1.) Objective Directions- Exhibit 583.A (aligned with ASCA School Counselor Competencies) 2.) Data Project assignment- Exhibit 583.C
Standard 24: Learning, Achievement and Instruction	Provide further evidence regarding how the program ensures candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Additionally, more information is needed on how the program ensures candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.	Upon further review, the program has initiated a new course, *PPS578- Educational Counseling Practicum* to more fully address the standard. It will be implemented fall 2020. PPS 546- link to Course Calendar pg. 16-18 in original syllabus PPS 503- Assignment on pg. 5 in original syllabus: 1.) Theory and Practice Paper- Exhibit 503.D PPS 572- Journal Article and Lead a Group pg. 7 of original syllabus PPS 583- link to exhibits that are Supporting Evidence to the matrix 1.) Objective Directions- Exhibit 583.A (aligned with ASCA School Counselor Competencies) 2.) Daily/Weekly Logs- requiring classroom lessons- Exhibit 583.F

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 25: Individual Counseling	Provide further evidence regarding the theories of counseling, especially as it relates to the three domains of school counseling. Provide further evidence regarding crisis intervention especially in response to personal, school, and community crises. Provide further evidence regarding the designing and implementation of programs of wellness promotion, prevention, treatment, and intervention services. Provide further evidence regarding the evaluation of counseling outcomes. Provide further evidence regarding Finally, more information is needed on the understanding community-based mental health referral resources and effective referral practices.	PPS 546- link to Mid-Term pg. 13, Final pg. 14 & Course Calendar pg. 16-18 in original syllabus PPS 549- link to Children with Special Concerns assignment pg. 9 in original syllabus PPS 571- link to Active Participation and Competency in Counseling Techniques assignments pg. 3 in original syllabus PPS 572- link to Active Participation pg. 6, Journal Article and Lead a Group pg. 7 in original syllabus PPS 567- link to Class Involvement & Participation pg. 3 (Topics are listed on pg. 2) in new syllabus PPS 583- Supporting Evidence: 1.) Daily/Weekly Logs- Exhibit PPS 583.F 2.) Data Project assignment- Exhibit PPS 583.C
Standard 26: Group Counseling and Facilitation	Provide further evidence regarding the possession of skills in group work. Provide further evidence regarding the understanding, demonstration, and assessment counseling, psycho-educational, task, and peer helping groups and facilitation of teams to enable pupils to overcome barriers and impediments to learning.	PPS 572- link to Active Participation pg. 6 and Lead a Group pg. 7 in original syllabus PPS 574- Assignments listed on pg. PPS 5-6 of original syllabus: 1.) Cultural Proficiency Presentation Project- Exhibit PPS 574.A 2.) Consultation Project- Exhibit PPS 574.B
Standard 27: Collaboration,	Provide further evidence regarding the	PPS 574- Assignments listed on pg. PPS 5-6 of original syllabus:

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Coordination and Team Building	collaboration efforts. In particular, more information is needed on the demonstration of coordinating services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school.	1.) Cultural Proficiency Presentation Project- Exhibit PPS 574.A 2.) Consultation Project- Exhibit PPS 574.B PPS 576- link to Final Paper assignment pg. 10 in original syllabus
Standard 28: Organizational and System Development	Provide further evidence regarding the planning, developing, and implementing of comprehensive counseling and guidance programs.	PPS 543- link to Program Evaluation assignment pg. 8 of new syllabus PPS 546- link to Class Participation, pg. 7, Mid-Term pg. 13, Final pg. 14 in original syllabus PPS 576- link to Final Paper assignment pg. 10 in original syllabus
Standard 29: Prevention Education and Training	Provide further evidence regarding knowledge and skills in planning, organizing, and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement. The matrix indicates that PPS PPS 567: School Safety & Crisis Prevention is the introduction, practice, and assessment of this standard but the course syllabus clearly states the course does not cover this standard.	Matrix incorrectly indicated PPS 567 met standard 8, changed to PPS 543 PPS 543- link to Program Evaluation assignment pg. 8 of new syllabus PPS 574- link to Role-play & Consultation Project listed on pg. PPS 5 in original syllabus: Supporting Evidence: 1.) Consultation Project- Exhibit PPS 574.B
Standard 31: Field Experience	Provide further evidence regarding how candidates outside of the SFBC complete	Upon further review, the program has initiated a new course to more fully address the standard. It will be implemented fall

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	practicum hours. The hours appeared to be broken up across several courses without a clear indicate if candidates completed the 100 hours required for the practicum experience. Provide further evidence regarding how candidates complete the 150 hours devoted to issues of diversity.	2020. 2PPS 5 hours of practicum required in each of the following courses: 1. PPS 546 pg. 10; PPS 549 pg. 3; PPS 572 pg. 2; & PPS 571 pg. 7 in original syllabi 2. Student Handbook- Exhibit PPS 583.E pg. 9 Diversity: 1. Student Handbook- Exhibit PPS 583.E pg. 12, 13 & 22 2. Daily/Weekly Logs- Exhibit PPS 583.F

Exhibit 550.A

Research Paper

Meets or partially meets CCTC Standards 2 (Growth and Development) and 5 (Comprehensive Prevention and Early Intervention for Achievement)

Select an area of interest as covered in this course of human development over the life span.

Purpose:

In doing this assignment the student should learn and be able to describe the following:
- Research related to a specific area of atypical development.
- Effective school programs for promoting positive development in atypical children.
- School counselor's role in dealing with student, parents, and school community.

Requirements:

The research is to be presented in a paper 5-7 pages in length. The research must include:

- Minimum of three journal articles, one worthy website, and the text
- Written in APA format.

This is a scaffolding/breakdown of assignment is as follows:

The presentation of research is 10 additional points.

1. **Topic and research question (Complete/Incomplete). Multiple submissions permitted.** In class discussion

2. **PDF copies of journal articles (Complete/Incomplete).** *Multiple submissions permitted.* You may continue to add PDF files of journal articles.

3. **Research paper draft.**

4. **Research paper final revision**

Rubric for Research Paper

Areas	Not Present 1	Emerging 2	Competent 3	Exceptional 4	Score
Writing Conventions	Sloppy. Reader has difficulty reading due to number of errors.	Consistent errors in punctuation, spelling, capitalization, paragraphing, and grammar inhibits readability and comprehension. Content +/- 5-7 pages by more than 1 page. Includes one work cited reference.	Several errors in punctuation, spelling, capitalization, paragraphing or grammar occur. Content +/- 5-7 pages by 1 page. Includes fewer than required work cited references.	Punctuation, spelling, paragraphing, grammar correct. Content 5-7 pages. Includes 3 journals, one worthy website and text as references.	
APA Format	APA guidelines not followed.	Greater than 5 errors in format of title page, content pages, work cited page, margins, font, spacing, in text citing according to guidelines.	Some errors in format of title page, content pages, work cited page, margins, font, spacing, in text citing according to guidelines.	No errors in APA format.	
Content: Introduction, review of research of atypical development, effective school programs, school counselor's role, conclusion.	Content does not display adequate coverage of the topic.	Content covers the topic at an adequate level, but research and details are lacking.	Content covers topic using appropriate research and details.	Paper displays exceptional coverage of content, using current research and insightful understanding of the topic.	

Organization	Disorganized with confusing, disconnected ideas. Difficult to follow. Vague.	Can be followed but not clearly. Lacks transitions. Writing not focused.	Organization appropriate, well organized, concise, clear. Reflects research.	Writing is focused, organized, clear, worthy, reflects research.	
Overall quality	Such poor quality that work cannot be considered for a grade.	Paper considered poor and not graduate level work.	Paper exhibits adequate graduate work in presentation and overall quality.	Paper exhibits exceptional graduate level work in presentation and overall quality.	
Score/Comments					

Total number of points possible = 20

Assignment point value = 20

Your score =

Instructor feedback:

Possible Topics: *These are suggestions. Students may select other topics. All topics must be approved by the instructor and represent atypical development and how schools can effectively promote positive development.*

Adolescent pregnancy	Learning disabilities
Adolescent sexual activity	Medically fragile children
Alcoholism	Mentoring
Anger and aggression	Peer pressure
Anorexia, bulimia, eating disorders	Post-traumatic stress
Attachment disorder	Schizophrenia
Autism	School violence
Bullying	Specific genetic disorders
Cultural and socioeconomic influences	Stress
Death and dying	Substance abuse
Depression	Suicide
Drug addiction	High school dropout
Effect of trauma	Suicide
Family/domestic violence	
Gang association	

Exhibit 550.B

Personal Development Paper

A defining condition of being human is that we have to understand the meaning of our experience.
—Jack Mezirow

Self-reflection and introspection are important exercises that can help people grow and develop by looking inward instead of outward. Introspection is both an informal reflection process and a formal experimental approach, but either process can be undertaken by anyone with curiosity and determination (Cherry, 2016).

Personal Development Paper Guidelines

Reflect on three developmental milestones in your experience, from three different developmental ages. Describe each experience, explaining it from the perspective of "story" in your life.

- One of the experiences should include involvement with a diverse population or relate to interacting with an individual, group or setting that is of a different ethnicity, race, sexual orientation, or socioeconomic status than you.
- Describe the social and cultural context in which your experience occurred.
- Analyze the ways in which the subsequent milestones relate to or were influenced by the first.
- Reflect on how these milestones might influence your future development in a particular area.
- Draw on and incorporate into your paper specific developmental theories for your analysis.

The paper should be 5 pages, size 12 font, Times New Roman font (30 pts.).

550 Personal Development Paper Rubric

Areas	Not Present 0 points	Emerging 1-2 points	Competent 2-3 points	Exceptional 4-5 points	Score
Writing Conventions	Reader has difficulty reading due to number of errors.	Consistent errors in punctuation, spelling, capitalization, paragraphing, and grammar inhibits readability and comprehension.	Several errors in punctuation, spelling, capitalization, paragraphing or grammar occur.	Punctuation, spelling, paragraphing, grammar correct. Ideas are many, complex, ambitious, surprising, and carefully situated among readings	
Content includes specific developmental theories for analysis	Content does not display adequate coverage of the topic ortheory/theories.	Content covers the theory/theories and topics at an adequate level, but details are lacking.	Content covers theory/theories topic using appropriate course reference and details.	Paper displays exceptional coverage of content, theory/theories, using course references and insightful understanding of the topic.	
Experiences includes the involvement with a diverse population	Does not describe how experiences included involvement with diverse population. Disorganized with confusing, disconnected ideas. Difficult to follow. Vague.	Describes how experiences involved included diverse populations but does not articulate. Can be followed but not clearly. Lacks transitions.. Writing not focused.	Describes the social and cultural context in which experience occurred and articulates diverse populations. Organization appropriate, well organized, concise, clear. Reflects research and course content.	Clearly describes the social and cultural context in which experience occurred as well as diverse populations in detail. Writing is focused, organized, clear, worthy, reflects research and course content.	
Articulates understanding the effects of health, economics, and factors of resiliency on pupil	No mention of effects on health, economics & factors of resiliency on pupil development as	Mention of effects on health, economics & factors of resiliency on pupil development but does not correlate	Paper includes effects on health, economics & factors of resiliency on pupil development as reflected in	Paper displays exceptional coverage of content, effects on health, economics & factors of resiliency on pupil development as reflected in	

development as reflected in student's development	reflected in student's development and understanding of the topic.	those factors with their development illustrating understanding of topic	student's development by providing specific examples.	student's development by providing specific examples. Uses course references as understanding of the topic.	
Reflect on how these developmental milestones might influence student's future development in a particular area.	Does not include any speculation or reflection on how developmental milestones might influence student's future development in a particular area.	Provides reflection on how developmental milestones might influence student's future development by including minimal examples particular area(s)	Provides reflection on how developmental milestones might influence student's future development by including at least one example of a particular area(s) by referencing research and course content.	Clearly articulates how developmental milestones might influence student's future development by including robust examples of particular area(s) by referencing research and course content.	
Overall quality	Such poor quality that work cannot be considered for a grade.	Paper considered poor and not graduate level work.	Paper exhibits adequate graduate work in presentation and overall quality.	Paper exhibits exceptional graduate level work in presentation and overall quality.	
Comments					

Total points for reflection: / 30 points

Exhibit 550.C

Book Chapter Assignment

"Boy Who Was Raised By A Dog" book chapter reflection assignment guidelines

The Boy Who Was Raised as a Dog is a captivating book which explores the devastating emotional, physical, and psychological effects of early trauma on children. The author Perry takes the reader through his child psychiatry notebook and discusses stories of children's lives when they are the most "desperate, alone, sad, and wounded," yet most of these stories are ultimately filled with hope.

Utilizing the "Boy Who Was Raised By A Dog" study guide, students will choose a chapter in which they will be reading and answering specific questions from each chapter and reflect on. As the assignment pertains to this course, students will identify atypical patterns (risk factors) of development that limit an individual's potential growth such as bullying, aggressiveness, limited language, stereotyping, discrimination, negative school climate, or antisocial behavior and develop programs which can promote positive psychosocial and cognitive outcomes.

Times New Roman, 12 point font, reflection must be 2-3 pages in length

"Boy Who Was Raised By A Dog" Book Written Reflection Rubric

Areas	Not Present 0 points	Emerging 1 point	Competent 2-3 points	Exceptional 4-5 points	Score
Writing Conventions	Reader has difficulty reading due to number of errors.	Consistent errors in punctuation, spelling, capitalization, paragraphing, and grammar inhibits readability and comprehension.	Several errors in punctuation, spelling, capitalization, paragraphing or grammar occur.	Punctuation, spelling, paragraphing, grammar correct. Ideas are many, complex, ambitious, surprising, and carefully situated among readings	
Content of reflection connecting to book; identification of atypical patterns (risk factors) of development that limit an individual's potential growth	Content does not display adequate coverage of the topic.	Content covers the topic at an adequate level, but details are lacking. Minimal identification of atypical patterns (risk factors) of development that limit an individual's potential growth	Content covers topic using appropriate reference to book and details. Articulates identification of atypical patterns (risk factors) of development that limit an individual's potential growth	Paper displays exceptional coverage of content, using book references and insightful understanding of the topic by clearly articulating identification of atypical patterns (risk factors) of development that limit an individual's potential growth	
Organization	Disorganized with confusing, disconnected ideas. Difficult to follow. Vague.	Can be followed but not clearly. Lacks transitions. Writing not focused.	Organization appropriate, well organized, concise, clear. Reflects research.	Writing is focused, organized, clear, worthy, reflects research.	
Overall quality	Such poor quality that work cannot be considered for a grade.	Paper considered poor and not graduate level work.	Paper exhibits adequate graduate work in presentation and overall quality.	Paper exhibits exceptional graduate level work in presentation and overall quality.	

Total points for reflection: / 20 points

Exhibit 501.A

EDUC 501 Educational Assessment

Test Development Project

Using the guidelines for 'Planning tests' in the textbook (Chapters 6 ,7 ,8 ,9 & 10) please develop two finals covering validity and reliability (Chapters 4 & 5) in the text. The first final will consist of 'good' questions that reflect the rules as explained. The second test will consist of 'bad' questions and poor construction. The major pitfalls discussed for each type of question should be addressed. Each test will include questions in the categories below:

Objective Test

A. Supply Type (5 each)
1. Short Answer
2. Completion
B. Selection Type (5 each)
1. True-False
2. Matching
3. Multiple Choice
C. One extended response/essay question. This should be a question that cleverly demands that students consider the crucial relationships between both validity AND reliability.

The content to be covered in the two tests should be drawn from the 'Validity' and 'Reliability' chapters. Your bad finals will be presented to the entire class. Please bring an electronic copy of it to display through the computer. You will specifically explain the problems with the 'bad' test.

You will present one copy of both the good test and the bad test to me with the names of each group member clearly displayed on it.

Grading

50% of the grade on this assignment will come from the written examinations, and 50% will be based upon the oral presentation. Please make sure your good exam clearly illustrates the positive qualities and you're your bad test provides a broad range of common test problems as described in the text.

Exhibit 501.B

501 TEST REVIEW

Find a standardized education or psychological test in one of the **Buros Mental Measurements Yearbooks** and write a clear, thorough review and evaluation. You may chose any test that interests you **as long as the review provides enough validity and reliability information, good or bad, for the reviewer to make a legitimate evaluation**. That means that it will have at least two specific types of data evaluated for each.

This should be a straight-forward assignment since you are primarily summarizing a review already conducted by experts. You simply have to understand and synthesize (put into your own thoughts and words) what they have already determined. If the test you selected has been evaluated by more that one reviewer, you can use information from both reviews at your discretion. Be sure to include your thoughts/conclusions for the validity, reliability and overall impressions sections. You should analyze the test carefully, and cover:

    Test Information

        Official Title of the Test
        Publication Date

        Mental Measurement Yearbook the Review Appeared in

1. Purpose of the test
2. What does the instrument measure?
3. For whom is it designed?
4. Brief history of the test
5. VALIDITY, and how determined
6. RELIABILITY, and how determined
7. USABILITY and all practical features…. Ease of administration, cost, etc.
8. Your overall impressions of the test itself… If you are familiar with the test, please include your perceptions of the booklet, layout and 'types' of questions……

Length is dictated by your writing style and your definition of 'quality.' Typically excellent papers are about 4 pages in length (assuming double spacing and 12 point font). A bibliography is not required.

	Not Present	Emerging	Competent	Exceptional	Score
Identification of key concepts	Does not identify the important concepts in the 8 key test review areas.	Identifies some of the important concepts in the 8 key test review areas.	Identifies many of the important concepts in the 8 key test review areas.	Identifies a broad cross-section of the important concepts in the 8 key test review areas.	
Evaluation of Validity	Does not identify the important validity issues provided in the test review nor does it include a summary of the test's overall validity.	Identifies some of the important validity issues provided in the test review. May or may not include a summary of the test's overall validity.	Identifies many of the important validity issues provided in the test review and includes specific supporting data. May or may not include a summary of the test's overall validity.	Provides a thorough cross-section of the important validity issues noted in the test review and identifies specific supporting data. Includes a brief summary of the test's overall validity.	
Evaluation of Reliability	Does not identify the important reliability issues provided in the test review nor does it include a brief summary of the test's overall reliability.	Identifies some of the important reliability issues provided in the test review. May or may not include a brief summary of the test's overall reliability.	Identifies many of the important reliability issues provided in the test review and includes specific supporting data. May or may not include a summary of the test's overall reliability.	Provides a thorough cross-section of the important reliability issues noted in the test review and identifies specific supporting data. Includes a brief summary of the test's overall reliability.	
Evaluation of Usability	Does not identify the important usability issues provided in the test review.	Identifies some of the important usability issues provided in the test review.	Identifies many of the important usability issues provided in the test review.	Provides a thorough cross-section of important usability issues provided in the test review.	

| Writing Quality | Document exhibits major readability problems, including grammar, spelling and vocabulary. | Document is easy to read and understand but it exhibits some errors in grammar, spelling and/or vocabulary. Marginal quality for graduate study. | Document is clear and concise. Exhibits minimal errors in grammar, spelling and/or vocabulary. Acceptable quality for graduate study. | Document is clear, concise and easily readable. Grammar, spelling and vocabulary suitable for graduate study. | |

Exhibit 501.C

ASSESSMENT INTERVIEW PAPER

In this assignment you will be required to interview someone who is currently employed as a School Counselor. The goal of this interview will be to learn how they interact with assessments in the workplace and better understand the role of assessments in the life of a School Counselor.   It is up to you to determine what questions will best gather the information you need for this paper. You might want to consider using some of the following questions as a beginning, but add a couple of questions that address current issues. Be sensitive to the School Counselor and the time they are giving you for this interview. Don't just provide a 'laundry list' of questions… discuss their answers and the implications.

Sample Questions

What is the role of testing in your work?
What kinds of tests (and specific tests) do you give or use most?
What are your favorite, or most useful tests?
Are there tests you particularly dislike?
How do you use test results?
How do you feel about 'norm' versus 'criterion' tests?
Are 'standardized' tests preferable?
Do you have any general 'gripes' about tests or
testing? Are there things that cannot be tested for?
What do you think about publication of results/… laymen's reactions?
Do we test too much or too little?
Do you use computers in scoring? Is this satisfactory?
How do you feel about portfolio assessments?

Length is dictated by your writing style. Typically excellent papers are about 4 pages in length (double spaced and 12 point font). A bibliography is not required, but I would like for you to attach a copy of the questions you used in the interview. Be sure to begin by stating who you interviewed, where they work, and how long they have served as a

school counselor

Exhibit 504.A

Program Evaluation

Program Evaluation
It is important that school counselors use data to show program effectiveness. To evaluate the impact of the counseling program process, perception and results data should be collected to show immediate and long term effectiveness.

Process Data
Process data answers the question," What did you do for whom?"

> ***Examples include:***
> - Held six five-session counseling groups with eight students each on anger management.
> - 1,350 9th grade students attended a substance abuse prevention workshop day.

Perception Data
Perception data answers the question," What do people think they know, or believe or can do?" These data measure knowledge gained attitudes and beliefs, competencies achieved. This is often collected through pre-post surveys, tests or skill demonstration, presentation, role play, data, evaluation forms.

> ***Examples include:***
> - *Competency:* 100 percent of students in grades 9-12 have completed an academic plan.
> - *Knowledge:* 92 percent of students can identify the early warning signs of violence.
> - *Attitudes/beliefs:* 29 percent of students report feeling safe at school.

Results Data
Results data answers the "So what"? question. These data show that your program has had a positive effect on students' ability to utilize their knowledge, attitudes and skills to effect behavior change. Data sources are attendance rates, number of discipline referrals, graduation and dropout rates, grade point averages.

> ***Examples include:***
> - Graduation rates improved by 14 percent.
> - Discipline referrals decreased by 20 percent.

Data over Time
To get a true picture of the impact of a school counselor program data needs to be collected for an immediate snapshot and then intermediate and long range time frames.

Immediate data on pre-post tests show a change in knowledge, skills and attitudes. Intermediate data shows progress over a brief time period such as improved grades through use of study skills, improved class-room behavior after small group counseling. Long range data shows a year to year growth such as improved student attendance or graduation rates.

Data Management
Each school district should decide what is important to be monitored. Student database systems enhance a school counselor's ability to monitor every child's progress. Tools for this include student education records and career portfolios.

Closing the Gap
Quality teachers know that not all students learn in the same way or at the same speed. Through the analysis of disaggregated data, they discover which groups of students need additional help and design innovations specifically geared towards those students' needs.

In the same way, school counselors know that not all students come to school with equal academic and person/social resources. Analyzing disaggregated data also uncovers equity and access issues. Once the problem areas are brought to light, it is important to thoughtfully consider those factors which are creating barriers in those areas. School counselors then strategically design programs or activities to help lessen the barriers and begin to close the gap. The results of these interventions can be documented with student-achievement and achievement –related data. These types of program results move school counseling from the periphery of the school's mission to a position where the educational community views it as critical to student success.

Use of Data
The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, achievement and related data.

   I.   Data provides useful information for many purposes
- A. Concretely demonstrates accountability and progress toward goals
- B. Monitors student progress
- C. Creates an urgency for change
- D. Serves as a catalyst for focused action
- E. Engages decision-makers, district leaders, and school teams in data driven
- F. Challenges existing policies, practices, and attitudes
- G. Exposes evidence of access and equity issues for focused advocacy and intervention
- H. Focuses resources, programs, interventions and strategies where they are needed most
- I. Supports grant proposals

  II.   School counselors monitor student progress through three types of data: student- achievement data, achievement-related data, and standard-and competency-related data

- A. Student-achievement data measure student academic progress in several fields
  1. Standardized test data
  2. Grade point average
  3. Graduation rate
  4. Dropout rates

B. Achievement-related data measure those fields research has shown to be correlated to academic achievement
   1. Course enrollment patterns
   2. Discipline referrals
   3. Attendance rates
C. Standards-and competency-related data measure mastery of ASCA National Standards, Maine's Learning Results and Guiding Principles
   1. Percentage of students with four-year plans on file
   2. Percentage of students who have set and attained academic goals
   3. Percentage of students who apply conflict resolution skills

III. Disaggregate data separates data by variables to ensure equity of performance
   A. Gender
   B. Ethnicity
   C. Socio-economic status
   D. Vocational Programming
   E. Language spoken at home
   F. Special Education Programming
   G. Grade level
   H. Teacher(s)

Program Evaluation Form	Fair	Average	Good	Excellent
School counselor uses student performance data to decide how to meet student needs.	1	2	3	4
School counselor monitors student academic performance, attendance, and behavioral information and provide interventions as needed for student success.	1	2	3	4
School counselor analyzes student data by ethnicity, gender, and socioeconomic level to identify interventions to close achievement gaps.	1	2	3	4
An annual review is conducted to get information for improving next year's programs.	1	2	3	4
School counselor uses computer software to:				
Access student data	1	2	3	4
Analyze student data	1	2	3	4
Use data for school improvement	1	2	3	4
School counselor communicates with administrators/staff/ parents to coordinate student achievement and gain feedback for program improvement.	1	2	3	4
Uses results data to recommend systemic change in policy and procedures that limit or inhibit academic achievement for all students.	1	2	3	4
Takes a leadership role within the school community and actively promotes equity and access to resources and services for every student. How? _____ _____	1	2	3	4
Establishes and maintains professional relationships with students, administrators, school personnel, parents, and the community.	1	2	3	4
Builds teamwork by encouraging collaboration among all staff and actively supporting school programs and activities.	1	2	3	4
Seeks ongoing, relevant, and high-quality professional development.	1	2	3	4

Exhibit 574.A

CULTURAL PROFICIENCY PRESENTATIONS (Group Activity)

CCTC Standards Addressed:
> *Standard 7 – Family-School Collaboration*
> *Standard 13 – Collaboration/Coordination*
> *Standard 27 – Team Building*

A core theme of this course's textbook is the use of the "lens of cultural proficiency" in improving outcomes for students and families in today's schools. This activity will allow students to practice the "mindset" of cultural proficiency, i.e. the "shift from viewing others as problematic to viewing how one works with people different from one's self." Small groups of students will analyze a vignette describing a challenging situation in a school setting.

Students will develop, then present to the class, ideas and strategies for approaching this situation using the lens of cultural proficiency. This exercise is designed not only to integrate course material, but also to give students the opportunity to think critically about the ways in which cultural proficiency can be enacted in concrete terms in the school and the community.

Exhibit 574.B

ROLE-PLAY

CCTC Standards Addressed:
Standard 10 – Consultation
Standard 13 – Collaboration/Coordination

During a class meeting, various possible consultation, collaboration, and/or facilitation scenarios will be enacted by class members for the purpose of discussion and learning. Each member of the class will participate in one role-play activity in order to earn the assigned points for the grade.

CONSULTATION PROJECT

CCTC Standards Addressed:
Standard 7 – Family-School Collaboration Standard 10
– Consultation
Standard 13 – Collaboration/Coordination

Students will conduct a consultation project by assisting a client to be more successful in a school or agency setting. Students will demonstrate an understanding of the skills of consulting as opposed to direct counseling. By following the steps and strategies of consultation (text materials and handouts distributed in class), students will apply their skills as a consultant on behalf of a client. Students will initiate the relationship and explain the nature of this assignment to the concerned parties. Permission to consult will be gained, and confidentiality will be respected. Pseudonyms will be used in your report when identifying participants in the project.

A **written report** (**4 to 5 pages**) of this project will include:
a) Description of the client and setting
b) Summary of the issue or problem about which you consulted
c) Description of all persons with whom you consulted (e.g. teacher, administrator, parent, community member, agency personnel) and specifically what actions and/or interventions took place as a result of these consultations
d) How the consultation was helpful to the client
e) An evaluation of your role as a consultant in this case, including what worked well, what you could have done differently, and what you learned from the experience.

Exhibit 583.A

<table>
<tr><td>University of
La Verne</td><td>*Fieldwork Objectives*
Educational Counseling Program</td></tr>
</table>

Collaboratively, the school counselor trainee and On-Site Supervisor will develop objectives for the fieldwork experience based on the skills and knowledge the school counselor trainee wants to develop or strengthen. Please select realistic objectives that can be completed within the time constraints of this experience and contribute to the overall mission of the school counseling program.

Please keep in mind the requirement for each fieldwork site placement is **200 hours**, with approximately **160 hours** of direct student contact.

Student Name:_____   Phone:_____

Email: _____   Starting Semester/Term:_____

Fieldwork Site:_____   Anticipated Completion Date:_____

Objectives: List 2-3 primary objectives for each area listed below. You will be expected to engage in all areas during fieldwork. Develop site objectives that are constructed in smart goal format and linked to course learning objectives.

School Counselor trainees will use the ASCA School Counselor Competencies Checklist to assist in the development of site objectives. The Annual Student Outcome Goal Plan, Classroom and Group M&B Action Plan, and Annual Calendar templates will guide the work of the school counselor trainee at the site.

1. Instruction (Classroom Delivery in the Academic, Social/Emotional, Career Domains).
   By the end of this fieldwork experience, I want to:
   a._____
   b._____
   c._____

2. Appraisal & Advisement. By the end of this fieldwork experience, I want to:
   a._____
   b._____
   c._____

3. Counseling. By the end of this fieldwork experience, I want to:
   a._____
   b._____
   c._____

8/18/2019

4. Referral Consultation, and Collaboration. By the end of this fieldwork experience, I want to:
   a. _____
   b. _____
   c. _____

5. Defining, Managing, Assessing. By the end of this fieldwork experience, I want to:
   a. _____
   b. _____
   c. _____

Counselor Trainee Signature: _____ Date: _____

On-site Supervisor Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

8/18/2019

Exhibit 503.A

A Class Divided Film Reflection

Please reflect on the following questions after watching "A class divided"

Reflection must be double spaced, 12 font Times New Roman, 2-3 pages

Please address the following in your reflection

- What did you learn?
- Did any part of the film surprise you?
- Do you think someone of a different race, ethnicity, or religion would also find it surprising?

- How was the exercise that Elliott designed a response to the children's question, "Why would anyone want to murder Martin Luther King Jr?"
- What did the children's body language indicate about the impact of discrimination?

- How did the negative and positive labels placed on a group become self-fulfilling prophecies?

- Both Elliott and her former students talk about whether or not this exercise should be done with all children. What do you think? If the exercise could be harmful to children, as Elliott suggests, what do you think actual discrimination might do?

Looking at the Structures that Nurture Bias

- How did Elliott's discrimination create no-win situations for those placed in the inferior group
- How did she selectively interpret behavior to confirm the stereotypes she had assigned?

Closing reflection

How is the blue eyes/brown eyes exercise related to the Sioux prayer, "Help me not judge a person until I have walked in his shoes"?

" A Class Divided" film reflection Rubric

Areas	Not Present 0 points	Emerging 1 point	Competent 2-3 points	Exceptional 4-5 points	Score
Writing Conventions	Reader has difficulty reading due to number of errors.	Consistent errors in punctuation, spelling, capitalization, paragraphing, and grammar inhibits readability and comprehension.	Several errors in punctuation, spelling, capitalization, paragraphing or grammar occur.	Punctuation, spelling, paragraphing, grammar correct. Ideas are many, complex, ambitious, surprising, and carefully situated among readings	
Content of reflection connecting to film	Content does not display adequate coverage of the film.	Reflection content covers topics of the film at an adequate level, but details are lacking.	Reflection content covers topics of the film using appropriate reference to course and details.	Reflection displays exceptional coverage of film, using book references and insightful understanding of the topic.	
Organization	Disorganized with confusing, disconnected ideas. Difficult to follow. Vague.	Can be followed but not clearly. Lacks transitions. Writing not focused.	Organization appropriate, well organized, concise, clear. Reflects research.	Writing is focused, organized, clear, worthy, reflects research.	
Overall quality	Such poor quality that work cannot be considered for a grade.	Paper considered poor and not graduate level work.	Paper exhibits adequate graduate work in presentation and overall quality.	Paper exhibits exceptional graduate level work in presentation and overall quality.	
Comments					

Total points for reflection: / 20 points

Exhibit 583.C

2020 School Counseling Program Profile (SC PRO) Checklist

Baseline requirements include correct spelling, grammar, and sentence structure as well as an easy-to-read design that aligns with the checklist.

The **"SC PRO Checklist Notes for Authors and Reviewers"** on page 2 provides information specific to each category and for publication   information for the CASC website.

*A - Connection to American School Counselor Association (ASCA) Model, 4th edition W -
Connection to Western Association of Schools and Colleges (WASC) Criteria
L - Connection to your Local Control and Accountability Plan (LCAP) goals*

SECTIONS	BASIC	ADVANCED	DISTINGUISHED
Principal's Message	Includes description of: __ School Counseling Team (SCT) Description . SCT role in school climate and safety __ SCT role in Academic, Career, and Social/Emotional Development *(A)*	Includes BASIC and description of: __ SCT role in meeting local needs *(L)* __ SCT role in connecting students with support services *(A, W)*	Includes ADVANCED and: __ Video
Our School Counseling Program Team	Includes: __ SCT listing with at least 4 different job titles — SCT staff photos __	Includes BASIC and: __ SCT education degrees and credentials __ SCT advocacy meeting needs of all students *(A, W)*	Includes ADVANCED and: __ Video
Our School Counseling Program	Includes: Listing of classroom lessons in one domain *(A)* — Listing of small group counseling interventions *(A)* __ Link to 2016 ASCA Ethical Standards *(A)*	Includes BASIC and: __ Listing of classroom lessons in two domains *(A)* __ Identify connection to expected schoolwide learning results and local needs *(W, L)*	Includes ADVANCED and: __ Listing of classroom lessons in three domains *(A)*
Academic, Career and Social/Emotional Development	Includes: 1 Participation or Mindsets and Behaviors Data Graph and Description *(A)* __ 1 Outcome Data Graph and Description *(A)* Identify SCT role in improving student success results and link to LCAP. *(A, W, L)*	Includes: __ 1 Mindset and Behavior Data Graph and Description *(A)* __ 2 Outcome Data Graphs and Descriptions *(A)* __ Relate SCT role in improving student success and student involvement in learning *(A, W)*	Includes: __ 3 Outcome Data Graphs and Descriptions *(A, W)*
Partners and Programs	Includes: — Logos of SC partners and programs	Includes BASIC and: __ Description of services provided *(W)* __ Description of regular involvement of parent/guardians and community *(W, L)*	Includes ADVANCED and: __ Includes School Counseling Advisory Council *(A, W, L)*
Contact Information	Includes: __ Link to school calendar with SCT Program events *(A)* __ Phone and email contact __ Return phone call/email policy	Includes BASIC and: __ Link to stand-alone SCT Calendar *(A)*	Includes ADVANCED and: __ Video

SC PRO Checklist Notes for Authors and Reviewers

1. Your SC PRO should be reviewed by your site supervisor, SC Program Faculty, and peers. Reviewers need to look for required information in the   eight distinct blocks. Once the SC PRO meets all of the "BASIC" requirements, please forward it to the SC PRO team for review. Your SC PRO   will be submitted to CASC after SC PRO team approval.

2. An SC PRO may have a mix of scores from Basic to Distinguished. While reviewing, place a check mark next to each box as appropriate.

3. **Header**: "School Counseling Program Profile 2020" along with the name, address, logo, and link to the school website in the header.

4. **Principal's Message and Consent:** By completing this section, the principal consents to sharing the SC PRO on education and social media   websites.

   a. The overall Principal's message focuses on the comprehensive school counseling program at the school including the SCT role in school   climate and safety and their role in Academic, Career, and Social/Emotional Development. Limited to 100 words.

5. **School Counseling Team:** Include team members with at least four different job titles such as: School Counselors. Nurse, Psychologist,   Clerical/Classified, Administration, School Resource Officer, Advisors, Teachers, and other personnel.

6. **School Counseling Program:** Domains: Academic, Career, and Social/Emotional.

   a. Link to the ASCA 2016 Ethical Standards and include this statement: The_____School Counseling Program abides by the American   School Counseling Association (ASCA) Ethical Standards for School Counselors.

b. Group counseling interventions may be coordinated by a partnership program with the assistance of the school counseling program.

7. **Academic, Career, and Social/Emotional Development Data**: Graphs are required and descriptions are limited to 50-75 words.

   a. *Participation Data*: the number of students participating, the number of sessions, and type of intervention.

   b. *Mindsets and Behaviors Data*: the difference in what students believe, know and can do before the intervention to after the intervention   (pre/post).

   c. *Outcome Data*: the change in achievement, discipline, and/or attendance numbers before the interventions (baseline) to after the interventions   (target).

8. **Footer:** "This School Counseling Program Profile was designed by University Name, School Counseling Intern or Fieldwork Student Name." Include your university logo.

Exhibit 565.A

University of La Verne
LaFetra College of Education
Professional Educational Counseling Preparation Program
PPS 565 Career Development

Career Development Program Final Project

The final project will consist of group work to produce a final presentation to the class that emphasizes career exploration/career development. The final project will need to meet the criteria below.

1) Your group will research a topic of interest relating to career exploration and present your findings to the class. Research must include at the minimum at least 1 professional, peer-reviewed article or published book.

2) Your group will share how this research confirms career development importance, and/or how one can incorporate the research findings into career development programs. Your group may need to brainstorm tools and career development activities/techniques.

3) Produce an activity for the class relating to your research, chosen population and chosen educational level. Creativity counts!

4) Your group will provide a Power Point, a copy of the research article, and a copy of the activity to the instructor.

Note: each member of the group must complete 1 feedback form about individual members' involvement in the final project. Forms will be provided by the instructor. Possible Total Points: 60 points

Rubric for this assignment includes:
Submission of: 1 copy of peer-reviewed article (15 points), 1 power point (15 points), 1 related class activity (15 points), 1 group presentation to the class (including group feedback form) (15 points) = 60 points

Exhibit 565.B

University of La Verne
LaFetra College of Education
Professional Educational Counseling Preparation Program
PPS 565 Career Development

<u>Career Center Reaction Paper</u>

Visit a high school, community college or university career center of your choice. Your reaction paper will share your findings on the following items:

1) Observations about the facilities, decor, resources, including hardware and software and if the environment was welcoming.

2) Try and encourage conversation with people in the center. Share what you learned about the center through these conversations.

3) Did their clients/students feel helped and if the interaction between employee and student seem professional/helpful.

4) What services are being offered and what you noticed was missing.

5) Share your overall reaction to the career center.

6) **<u>Include 1 artifact from the center you visited.</u>**

Be prepared to share your experience with the class. The paper needs to be written in APA format. The paper will be graded using the following criteria:

•	Formatted to APA guidelines	6
•	Location details	6
•	Details of center	6
•	Description of interaction and interviews	6
•	<u>Your overall reaction</u>	<u>6</u>
•	Total possible points	30

Exhibit 503.D

Theory and Practice Paper: Glass Castle Assignment
20 points

The purpose of this assignment is to give students a view of students' lives that is often hidden from us. The book provides a case study within which it is possible to analyze educational theory and practice.

Read the memoir by Jeanette Walls, The Glass Castle

Write a reflection paper about the book, keeping in mind the theories, strategies and concepts we have studied in class. Your paper should be about 5-6 pages long, in essay form and must contain material studied in class, and clearly demonstrate that you read the book. You paper is a theory to practice paper so it must address a theory or theories that we have studied, and demonstrate a relationship between the theory and a person with whom Jeannette or her siblings had experience.

Use the following questions to guide your thinking and paper:

a. What theory or theories have we studied could be connected to the teachers' role in the lives of Jeannette and her siblings? (this question must be addressed)

b. How do the theory or theories relate, and how would you apply them to your treatment of Jeanette in your classroom?

c. One of Jeanette's high school teachers mentored her toward journalism. Jeanette was a journalist with MSNBC. Do you think you could have overcome any personal distaste for her, considering her looks, odor, and odd behaviors, and also become her mentor?

d. How does the pressure to meet standards, class size, etc. interfere with a teacher's role to know, mentor, and support the development of children like Jeanette and her siblings?
e. What is the school's' role in protecting children with the kinds of problems Jeanette has?

f. Do you think Jeanette and her siblings are better off with or without their parents? They are loved by their parents, and the parents want the children to be educated, and the children love their parents deeply.

g. Jeanette and her siblings often do not tell adults about their experiences. They try to please adults, and they engage behaviors that seem effective for their survival. Those behaviors are not always appropriate in an academic setting. School and the real world are not always consistent for children. What is our responsibility as educators in these circumstances?

Glass Castle Paper Rubric

Areas	Not Present 0 points	Emerging 1 point	Competent 2-3 points	Exceptional 4-5 points	Score
Writing Conventions	Reader has difficulty reading due to number of errors.	Consistent errors in punctuation, spelling, capitalization, paragraphing, and grammar inhibits readability and comprehension.	Several errors in punctuation, spelling, capitalization, paragraphing or grammar occur.	Punctuation, spelling, paragraphing, grammar correct. Ideas are many, complex, ambitious, surprising, and carefully situated among readings	
Content of paper connects theories to book	Content does not display adequate coverage of the book	Reflection content covers topics of the book at an adequate level while incorporating theories, but details are lacking.	Reflection content covers topics of the book using appropriate reference theories course materials how it informs practice details.	Reflection displays exceptional coverage of book, using robust reference theories course materials how it informs practice details.	
Organization of questions answered	Disorganized with confusing, disconnected ideas. Difficult to follow. Vague.	Can be followed but not clearly. Lacks transitions. Writing not focused.	Organization appropriate, well organized, concise, clear. Reflects research.	Writing is focused, organized, clear, worthy, reflects research.	
Overall quality	Such poor quality that work cannot be considered for a grade.	Paper considered poor and not graduate level work.	Paper exhibits adequate graduate work in presentation and overall quality.	Paper exhibits exceptional graduate level work in presentation and overall quality.	
Comments					

Total points for paper: / 20 points