

Submitted: Jun 13, 2013

Grade: 25

Course/Term: MHS6421 - 001 : Counseling Children (Summer 2013)

Assessed: Mariani, Melissa

(Jun 17, 2013)

Comments:

| | Exceeds Expectations (3 pts) | Meets Expectations (2 pts) | Does Not Meet Expectations (1 pt) | No Attempt | N/A |
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| Conveys high expectations to all students; (20%) CACREP-2009.2.G.1.j CACREP-2009.2.G.6.b CACREP-2009.8.C.2 CACREP-2009.8.C.5 FL-FAU-ALC.1a FL-FAU-FEAP-2010.A.2.c FL-FTCE-COMP-GUIDCOUNS-2012.6.2 | School counseling candidate: • Reviews confidentiality at the beginning of the session – earns an “E” on item 3 under planning and recommended format on the group counseling tape review form. • Makes at least three (3) positive statements about progress students have made towards achieving goals and/or overcoming current challenges – earns an “E” on items 2, 10, and 11 under group leadership skills on the group counseling tape review form. • Gives each student equal time in the group by providing at least two (2) opportunities for go rounds and pair sharing – earns an “E” on item #7 under group leadership skills on the group counseling tape review form. | School counseling candidate: • Reviews confidentiality during the session – earns an “M” on item 3 under planning and recommended format on the group counseling tape review form. • Makes at least two (2) positive statements about progress students have made towards achieving goals and/or overcoming current challenges – earns an “M” on items 2, 10, and 11 under group leadership skills on the group counseling tape review form. • Gives each student equal time in the group by providing at least one (1) opportunity for go rounds and pair sharing – earns an “M” on item #7 under group leadership skills on the group counseling tape review form. | School counseling candidate: • Does not review confidentiality during the session – earns a “D” on item 3 under planning and recommended format on the group counseling tape review form. • Makes less than two (2) positive statements about progress students have made towards achieving goals and/or overcoming current challenges – earns a “D” on items 2, 10, and 11 under group leadership skills on the group counseling tape review form. • Does not give each student equal time in the group. Does not provide the opportunity for go rounds or pair sharing – earns a “D” on item #7 under group leadership skills on the group counseling tape review form. | Failed to submit, or failed to submit on time | |
| Adapts the learning environment to accommodate the differing needs and diversity of students; (20%) CACREP-2009.2.G.3 FL-FAU-FEAP-2010.A.2.h FL-FTCE-COMP-GUIDCOUNS-2012.10.3 | School counseling candidate: • Structures the group session using a beginning, middle, and end format. The middle portion of the session includes at least two (2) activities that allow students to personalize the material and may include role playing, drama, multiple endings and coaching, art, music, games, or bibliotherapy to accommodate differing needs and diversity – earns an “E” on item 8 under group leadership skills on the group counseling tape review form. | School counseling candidate: • Structures the group session using a beginning, middle, and end format. The middle portion of the session includes at least one (1) activity that allows students to personalize the material and may include role playing, drama, multiple endings and coaching, art, music, games, or bibliotherapy to accommodate differing needs and diversity – earns an “M” on item 8 under group leadership skills on the group counseling tape review form. | School counseling candidate: • Does not structure the group session using a beginning, middle, and end format. The middle portion does not include activities that allow students to personalize the material and does not include role playing, drama, multiple endings and coaching, art, music, games, or bibliotherapy to accommodate differing needs and diversity – earns a “D” on item 8 under group leadership skills on the group counseling tape review form. | Failed to submit, or failed to submit on time | |

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| Identify gaps in students' subject matter knowledge; (20%) FL-FAU-FEAP-2010.A.3.c FL-FTCE-COMP-GUIDCOUNS 2012.1.5 FL-FTCE-COMP-GUIDCOUNS 2012.1.6 | School counseling candidate: • Structures the group session using a beginning, middle, and end format. During the beginning portion of the group session, asks at least two (2) volunteers to share what they recall from the previous session – earns an “E” on item 3 under group leadership skills on the group counseling tape review form. • Provides feedback directly to each volunteer and clarifies any pre- or misconceptions by using the clarifying, questioning, and drawing out techniques – earns an “E” on item 4 under group leadership skills on the group counseling tape review form. | School counseling candidate: • Structures the group session using a beginning, middle, and end format. During the beginning portion of the group session, asks at least one (1) volunteer to share what they recall from the previous session – earns an “M” on item 3 under group leadership skills on the group counseling tape review form. • Provides feedback directly to the volunteer and clarifies any pre- or misconceptions using the clarifying, questioning or drawing out technique – earns an “M” on item 4 under group leadership skills on the group counseling tape review form. | School counseling candidate: • Does not structure the group session using a beginning, middle, and end format. • Does not check students' prior knowledge of the session – earns a “D” on item 3 under group leadership skills on the group counseling tape review form. • Does not provide feedback to students to clarify any pre- or misconceptions – earns a “D” on item 4 under group leadership skills on the group counseling tape review form. | Failed to submit, or failed to submit on time | |
| Relate and integrate the subject matter with other disciplines and life experiences; (20%) CACREP-2009.2.G.6.a CACREP-2009.8.C.1 FL-FAU-FEAP-2010.A.3.e | School counseling candidate: • Gives group members the opportunity to relate and integrate the subject matter using the connecting and linking techniques. • Group members are asked to universalize the material to at least one academic subject area and to their home life – earns an “E” on item 5 under group leadership skills on the group counseling tape review form. | School counseling candidate: • Gives group members the opportunity to relate and integrate the subject matter using the connecting or linking techniques. • Group members are asked to universalize the material to at least one academic subject area or to their home life – earns an “M” on item 5 under group leadership skills on the group counseling tape review form. | School counseling candidate: • Does not provide the opportunity to relate and integrate the subject matter by using the connecting or linking techniques to integrate the subject matter. • Group members are not asked to universalize the material to school or home – earns a “D” on item 5 under group leadership skills on the group counseling tape review form. | Failed to submit, or failed to submit on time | |
| Utilize student feedback to monitor instructional needs and to adjust instruction. (20%) CACREP-2009.2.G.5.a CACREP-2009.8.C.2 FL-FAU-FEAP-2010.A.3.j | School counseling candidate: • Gives group members the opportunity to set goals and develop action plans to meet goals. • Asks two volunteers to summarize the session to check understanding – earns an “E” on item 14 under group leadership skills on the group counseling tape review form. • Describes at least two (2) methods used to obtain student feedback during the session in order to monitor and adjust instruction on the small group counseling format – earns an “E” on item 12 under group leadership skills on the group counseling tape review form. | School counseling candidate: • Gives group members the opportunity to set goals and develop action plans to meet goals. • Asks one volunteer to summarize the session and check student understanding – earns an “M” on item 14 under group leadership skills on the group counseling tape review form. • Describes at least one (1) method used to obtain student feedback during the session in order to monitor and adjust instruction on the small group counseling format – earns an “M” on item 12 under group leadership skills on the group counseling tape review form. | School counseling candidate: • Does not give group members the opportunity to set goals and develop action plans. • Does not ask for a volunteer to summarize the session to check understanding – earns a “D” on item 14 under group leadership skills on the group counseling tape review form. • Does not reflect and describe at least one (1) method used to obtain student feedback during the session in order to monitor and adjust instruction on the small group counseling format – earns a “D” on item 12 under group leadership skills on the group counseling tape review form. | Failed to submit, or failed to submit on time | |
| | | | | | 15 pts |