

EDC 623 Rubric: Individual Counseling Plan (updated 4/2/15)

by Grand Valley Education Administrator

Individual Counseling Plan

Standards

INTASC-2013.1	Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
INTASC-2013.10	Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
INTASC-2013.2	Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
INTASC-2013.4	Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
INTASC-2013.6	Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
INTASC-2013.8	Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

INTASC-2013.9

Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

MI-SCH-COUNS-2010.1.1 Understand the philosophy, principles, and practice of guidance services [MCL 380.1233(2)(a)(i)(A)], including the ability to:

MI-SCH-COUNS-2010.1.1.4 Apply understanding of the role of diversity (e.g., race, ethnicity, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status) and equity issues in school counseling;

MI-SCH-COUNS-2010.1.2 Understand the nature and range of human characteristics and appraisal methods in individual and group analysis [MCL 380.1233(2)(a)(i)(B)], including the ability to:

MI-SCH-COUNS-2010.1.2.2 Utilize strategies for selecting, administering, and interpreting assessment and evaluation instruments.

MI-SCH-COUNS-2010.1.4 Understand counseling theory and practice as these apply to individual and group procedures, administration and coordination relationships, professional relationships, and, ethics [MCL 380.1233(2)(a)(i)(D)], including the ability to:

MI-SCH-COUNS-2010.1.4.2 Describe issues that may affect the development, well-being, and functioning of students;

MI-SCH-COUNS-2010.1.4.3 Develop strategies for assisting students with emotional and behavioral problems;

MI-SCH-COUNS-2010.1.4.6 Articulate theories, models, and processes of consultation;

MI-SCH-COUNS-2010.1.5 Understand evaluation in the context of appropriate statistics and research methodology, follow-up evaluation, and measurement methods

MI-SCH-COUNS-2010.1.5.2 Analyze and use data to improve student outcomes; and

MI-SCH-COUNS-2010.3 UNDERSTAND TECHNOLOGY IN COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAMS, INCLUDING THE ABILITY TO USE TECHNOLOGY TO:

MI-SCH-COUNS-2010.3.1 FACILITATE CAREER DEVELOPMENT AND

- MI-SCH-COUNS-2010.3.2** EXPLORATION ACTIVITIES WITH STUDENTS; COLLECT AND ANALYZE DATA RELATED TO STUDENT SUCCESS; AND
- MI-SCH-COUNS-2010.3.3** COLLECT AND ANALYZE DATA RELATED TO PROGRAM EFFECTIVENESS.

Directions to the Student

Each student will work with a school counselor and/or teacher to help develop an individual assistance plan for a specific child in a school. It should include (1) a description of the presenting and underlying problems as identified from your interviews, (2) the purpose and goals for the plan including a description of your rationale, (3) baseline data, (4) intervention strategies, (5) a proposed implementation plan, and (6) recommendations you would make to evaluate whether or not the plan was successful.

The basis for the plan is the information that you gain from two required recorded interviews--the student and at least one adult (teacher and/or parent/guardian of the student). A permission sheet for the interviewing and taping of the student will be made available on Blackboard. Ethical and legal issues associated with the student should be reflected in the plan developed and your interview.

This plan will be presented to the school counselor, teacher and/or parent(s)/guardian(s). The recordings of the interviews and an 8-10 page paper discussing and evaluating the development and presentation of this plan will be required. Be sure to guard the identity of the student and school by using pseudonyms for each in your paper. Also, remember to address ethical and legal issues within in the paper as well as issues of special needs and diversity. **Because of liability issues and concerns, this assignment does not include actual implementation of this plan with your student, but rather it is a proposed plan that you will be presenting for implementation.**

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored.

When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student's grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

Individual Counseling Plan

	Proficient (3) (3.000 pts)	Developing (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)	Unacceptable (0) (0.000 pt)
The individual counseling plan is grounded in a synthesis of the professional literature (1.000, 14%) INTASC-2013.4 MI-SCH-COUNS-2010.1.4.2	Decisions reached in the counseling plan are supported with five or more peer reviewed articles from professional literature	Decisions reached in the counseling plan are supported by using fewer than five peer reviewed articles from professional literature	Decisions reached in the counseling plan are not supported using peer reviewed professional literature	No literature is included to inform the individual counseling plan
Stages of an individual counseling plan include a summary of the problem situation (presenting problem), goals are established, and strategies for reaching the goals are	Student designs a plan that includes all stages of an individual counseling plan as articulated by Egan and provides evidence of collaboration in the creation of the plan	Student designs a plan that includes all stages of an individual counseling plan as articulated by Egan but provides minimal evidence of collaboration in the creation of the plan	Student does not address all stages of an individual counseling plan as articulated by Egan	Student does not address the stages of an individual counseling plan as articulated by Egan

devised and implemented (1.000, 14%) INTASC-2013.8 MI-SCH-COUNS-2010.1.4.3				
Consultation interview with teacher, parent, and/or school personnel (1.000, 14%) INTASC-2013.10 MI-SCH-COUNS-2010.1.4.6	Student has completed the consultation interview and provides an audio recording and application of the information from the consultation interview is evident in the individual counseling plan	Student has completed the consultation interview and provides an audio recording but information in the consultation interview is not evident in the individual counseling plan	Student has completed the consultation interview but does not have an audio recording	Student has not completed the consultation interview
Individual counseling interview with a k-12 student (1.000, 14%) INTASC-2013.1 MI-SCH-COUNS-2010.1.2.2	Student has completed the individual counseling interview with a student, has provided an audio recording to document basic interviewing skills used to gather content for assessment and evaluation, and has provided evidence that this information was used to inform the individual counseling plan	Student has completed the individual counseling interview with a student and has provided an audio recording to document basic interviewing skills used to gather content for assessment and evaluation but information in the consultation interview is not evident in the individual counseling plan	Student has completed the individual counseling interview with a student but does not have an audio recording to document basic interviewing skills used to gather content for assessment and evaluation	Student has not completed the individual counseling interview with a student or does not have an audio recording
Use of objective and subjective data to assess and inform the plan (1.000, 14%) INTASC-2013.6 MI-SCH-COUNS-2010.1.5.2	The data assessed include both objective and subjective sources and inform the development the individual counseling plan	The data assessed include only subjective or objective sources and inform the development the individual counseling plan	The data assessed are not related the development of the individual counseling plan	No data are used to inform the development of the individual counseling plan
Consideration of the role of diversity and special needs (1.000, 14%) INTASC-2013.2 MI-SCH-COUNS-2010.1.1.4	Student addresses consideration of both diversity and special needs issues in the individual counseling plan and addresses ethical and legal issues that are connected to these concepts	Student addresses consideration of both diversity and special needs issues in the individual counseling plan	Student addresses consideration of diversity or special needs issues but not both in the individual counseling plan	Student does not consider diversity or special needs issues in the individual counseling plan
Use of technology to collect and	Student includes discussion of evaluation of the	Student includes discussion of evaluation of the	Student includes discussion of evaluation of the	Student does not include discussion of evaluation of the

analyze data (1.000, 14%) INTASC-2013.9 MI-SCH-COUNS- 2010.3.2	individual counseling plan and considers ways that technology could be used to collect and analyze the data	individual counseling plan and considers ways that technology could be used to collect or analyze the data	individual counseling plan but does not consider ways that technology could be used to collect or analyze the data	individual counseling plan
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