# SCHOOL COUNSELING

## Component 2:

Differentiation in Instruction

## Component 3:

Teaching Practice and Learning Environment

## Component 4:

Effective and Reflective Practitioner

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## Component 2: Differentiation in Instruction

**a. Knowledge of Students (KOS)**

- Did you analyze data to find a **common need** for your school? (Climate surveys, attendance behavior, violence statistics, etc.)
- Did you consider student development level, school counseling standards (state standards, ASCA Mindsets & Behaviors), and community influences?
- Did you involve stakeholders' (parents, teachers, administrators, and students) concerns in identifying critical student needs?
- Did you describe the process (methodology, time frame) for your data collection?
- Did you describe how you selected students for this group? Did you explain why this group of students needed this intervention more than all other students?

**b. Planning and Implementation (P/I)**

- Did you describe evaluations and observations used to plan for differentiation?
  - How do the students learn best?
  - What are the interests of the identified students and how can they be incorporated into the delivery of small group session(s)?
- Did you identify evaluations and observations used in the small group setting to plan for differentiation? (Self-evaluations, interactions, student feedback, etc.)
- Did you identify a human growth and development theory appropriate to the developmental level and needs of the group?
- Did you develop goals for the small group based on student needs?
- Is the connection clearly shown?
- Did you identify specific competencies related to those needs?
- Did you match the goals to activities, materials, and curricula?
- Did you explain how the goals for this small group fit into the comprehensive school counseling program and mission of the school?
- Did you describe the planning for this small group session within the context of the set of group sessions?
- Did you clearly connect this session to your small group goals?
- Did you describe a plan that incorporates opportunities for students to do the following:
  - To practice making sound judgments?
  - To develop skills?
  - To relate the skills to their lives both in and out of school?

- ❖ Did you describe one small group session in detail and its context within the set of group sessions?
    - What group counseling skills and techniques did you use?
    - What efforts did you make to consider fairness, equity, and diversity?
- ❖ Did you describe the structured activity that prompted the student work samples?
- ❖ Did you describe how your KOS prompted the activity that required differentiation in the approaches used?
- ❖ Did you describe how you practiced ethical codes of the profession in this group? (How did you involve other members of the students' environment to preserve integrity of the counseling relationship?)

**c. Analysis of Student Work (ANA)**

- ❖ Did you describe the assignment that prompted the completion of the student work?
    - Did you describe how it connected to the small group session?
    - Did you describe how it connected to the goals?
    - Did you describe how it connected to the student competencies?
- ❖ Did you analyze the submitted work of three students AND identify patterns?
- ❖ Did you then explain how it informed your understanding of the needs of these students?
- ❖ Did you describe how the pattern(s) related to the critical student need you identified?
- ❖ Did you describe how you will use this analysis to guide future work involving:
    - Teaming with others to facilitate and manage a multidisciplinary approach to problem solving (i.e., how does this lead to tier 3 work and referrals?)
    - Promoting a positive school climate?

**d. Reflection (R)**

- ❖ Did tell how effective your efforts at gathering information for KOS was for the development, planning, implementation, and assessment of this small group?
- ❖ Did you discuss what you did well and what you could have done better or more effectively?
- ❖ Did you explain how you encouraged students to assess, reflect, and discover their own personal and social strengths?
- ❖ Did you discuss the effectiveness of your assessments in measuring personal/social development of the students in your small group?
- ❖ Did you describe how the small group sessions impacted the school in relation to this critical student need?
- ❖ Did you discuss how this small group impacted your professional learning?

- Did you discuss how this small group impacted your school counseling program?
- Did you discuss specific future plans based on your reflections?

## Component 3: Teaching Practice and Learning Environment

**a. Knowledge of Students (KOS)**

- Aside from the information asked for in the guiding questions, what else do you know about these students as learners (e.g., learning styles, interests, individual personalities, cliques/groups, etc.)?
- Did you provide some individual examples of different learning needs for some of your students?

**b. Goals/Connections (G/C)**

- What is the overarching goal for the year addressed in the assignments?
- What is the specific goal(s)/objective(s) for the unit?
- What is the objective(s) for this lesson?
- How do those objectives tie to the overarching goals?
- Are the objectives measurable?
- Why is this lesson being taught as a whole-class lesson, small-group lesson or other instructional format? (The contents of the two videos combined must represent different instructional formats **and** different teaching strategies.)

**c. Instruction (INS)**

- What was the sequence of instruction for the unit?
- What was the specific content being taught?
- How do these instructional strategies support students in developing academic, career, and/or social/emotional competencies?
- How do these instructional strategies provide opportunities for students to engage in self-assessment, planned decision making, and problem solving?

**d. Learning Environment (LE)**

- What do you do to encourage students to participate in the lesson and to make them feel comfortable in your classroom? Cite an example from the video.
- How do you foster equity among your students? Cite an example from the video.
- How have you established a safe, fair, equitable, and challenging environment that promotes engagement and interactions among the students?
- How have you created a student-centered learning environment that supports consensus building, compromise, negotiation, and acceptance of ambiguity?

**e. Engagement (ENG)**

- How does the video show that the students appreciate, or are learning to appreciate, diverse opinions?
- Cite specific examples of significant student-student interaction.
- Does the video should show both teacher-student and student-student interaction?
- Cite examples of how student discourse relates to the topic even when you are not with them (such as how one group continues working when you leave to work with another group).

**f. Assessment (ASMT)**

- How did you assess the students on this lesson?
- Why was the assessment an appropriate method for this class based on your knowledge of the students?
- In what way did your assessment provide feedback to students?
- What evidence can you cite that the feedback had an impact upon student learning?

**g. Analysis (ANA)**

- What specific examples from the video show students meeting the goal(s)? How does it show this?
- What specific examples from the video show students' needs for the future? How does it show this?
- How did your planning and actions during the lesson enhance student attainment of the goal(s)?

**h. Reflection (R)**

- Did your students achieve the goal(s)? Cite examples that show this?
- What was successful in this lesson and why? What was not successful and why not?
- What changes did you or could you make to this lesson? How would this meet student needs?
- What did you learn (good and/or bad) from this lesson that can be transferred to future lessons with these or other students?
- Did you address both the students who participated actively and those that did not?

# Component 4: Effective and Reflective Practitioner

***Do the forms and collect the evidence before beginning work on the written commentary.***

**a. Knowledge of Students (KOS)**

- Have you collected statistical, anecdotal, and empirical evidence?
- Did you talk to previous teachers, school counselors, special education staff, ESOL staff, and other professionals?
- Did you survey parents to find out about technology available at home (e.g., internet access, laptops, cell phones), study habits, social concerns, etc.?
- Did you survey students to find out about the same things as you would with parent surveys as well as learning styles, interests, participation in activities, etc.?
- Did you get all you can from permanent records and administrative sources (e.g., attendance records, previous grades, standardized test scores, pertinent medical records)?
- Did you include information that you collected at the beginning of the year as well as later in the year? (The assessor needs to know that you could adjust your teaching based on the knowledge you have about the class at any time during the year including the first week.)

**b. Use of KOS (USE)**

- Did you use the information collected to describe the entire class?
- Did you cite specific details from the attached evidence in your description in the answer to question 2 on the Group Profile and Information Sheet?
- Did you analyze and synthesize the information to discern patterns from the information you attached?
- Did you note those students who are outliers from the general pattern of the class for each trait you used in the whole class description?
- Did you analyze all the information to determine what was useful in describing the class?
- In selecting the pertinent information to use in the description, did you think outside the box? Remember: It is hard for students to do word problems if they are unable to read; spatial relations covered on standardized math tests may give information that is important concerning students' artistic abilities; patterns which are tested in science and math often show up in music; analysis in social studies relies upon the ability to read both print and non-print text and analyze data; students have difficulty analyzing literature if they do not understand society, culture, and history.

- ❖ Did you not only rank the information from most to least important but also tell how you made that determination?

**c. Goals and Connections (G/C)**

- ❖ Did you tie the assessments to the goals and to the needs of this class of students at this point in time?
- ❖ Did you use these sentence stems for the last question on the Instructional Context Form: "The formative assessment ties to the goals because…"; "The formative assessment ties to the class' strengths/needs because…"; "The summative assessment ties to the goals because…"; "The summative assessment ties to the class' strengths/needs because…"?
- ❖ Do the strengths or needs you used in the sentence stems clearly show up in your description of the class in question 2 on the Group Profile and Information Sheet?
- ❖ Does your summative assessment cover all your goals, either directly or indirectly?

**d. Assessments (ASMT)**

- ❖ Did you tell in the commentary how you used the class' description in planning for the **types** of assessment you would use; e.g., visual, hands-on, written auditory, etc.?
- ❖ Will the assessments give you measurable data that can be reported in some way, usually in a spreadsheet?
- ❖ If you used a rubric, is it tied directly to the goals and will it measure each goal separately?
- ❖ Did you tell how you guaranteed that the assessment **results** are fair, consistent, and accurate?

**e. Analysis and Use of Data (AUD)**

- ❖ Did you cite specific details from the results of the assessments when you presented your analysis in the commentary?
- ❖ Did you describe patterns of learning regarding the goals and note outliers when you discussed the results of the assessments?
- ❖ Did you tell how you altered instruction because of the formative assessment results?
- ❖ Did you tell how the summative assessment results impacted/will impact instruction of future units?
- ❖ Did you tie the alterations/future plans to the results, goals, and class description?

**f. Feedback (FB)**

- Can you describe clearly how the results of the assessments provide feedback to the students in a form they can use to improve their learning? For example, does the rubric have an individual criterion focusing on each part of the goal; does the rubric have clear descriptors so the student knows precisely what must be done to move to the next level; how does a student know why one answer is better than another on a multiple choice test?

**g. Student Self-Assessment (SSA)**

- Is the self-assessment example developmentally appropriate; i.e., kindergarteners probably just state how they think they are doing while seniors also give rationale for the decision and pinpoint perceived weaknesses/strengths?
- Did you clearly state how this helped drive your instruction and planning for the unit from that point forward?

**h. Professional Learning Need (PLN)**

- Does your professional need highlight something that was **learned** by you or your colleagues or both you and your colleagues?
- Did you answer these questions with question 1 on the Professional Learning Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- Did your answer to question 2 on the Professional Learning Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- Did you cite examples from the attached evidence when answering the previous question?

**i. Student Need (SN)**

- Does the student need highlight something that was **needed** but out of the ordinary?
- Was the need school-wide or class specific or even student specific? Did you state this in the commentary?
- Did you answer these questions with question 1 on the Student Need Form: "What was the need"; "How did you know it was a need"; and "What did you do to meet the need"?
- Did the action you took require collaboration, leadership, and/or advocacy on your part? (While the directions and the guiding questions often use just the word "collaboration," any of these is appropriate for this section.)
- Do you know what true collaboration entails?

- ❖ Did your answer to question 2 on the Student Need Form tell how the evidence you attached ties to the action you took to meet the need, thus proving that you took the action you said you did?
- ❖ Does the commentary clearly answer the question "What was the impact of my action on student learning?"
- ❖ Did you cite examples from the attached evidence when answering the previous question?

**j. Reflection (R)**

- ❖ Did you tell how effective your efforts at gathering information for knowledge of students was for this class?
- ❖ Did you discuss what you could have done better or differently or more efficiently? Did you discuss what other types of information you might have gathered?
- ❖ Did you discuss the effectiveness of your assessments in measuring your students' performance and what you learned about effective assessment during the unit?
- ❖ Did you discuss what you could have done better or differently or more efficiently in terms of the assessments (including self-assessments)?
- ❖ Did you discuss the impact on both your professional learning and work to meet student needs? (Even though the commentary has only one question in the reflection section about this, you want to discuss both aspects.)
- ❖ Did you discuss specific future plans relating to the above parts?
- ❖ Did you answer the question of why for each of the above questions in this section?