



**CG 631**  
**Group Counseling**  
**Semester & Year**

VALUES • EDUCATION • SERVICE

**Course Delivery Method:** Seated Classroom Seminar  
**Course Section:**  
**Meeting Time and Place:**  
**Course Credit Hours:** 3 Credit Hours

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**FACULTY CONTACT INFORMATION:**

Instructor:

Cell Phone:

Email:

Office Hours: As posted, before and after class, and by appointment

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**I. COURSE DESCRIPTION**

This course emphasizes didactic and experiential learning related to group counseling and guidance, and involves experience both as a group participant and as a group leader. Course participants will learn the theoretical foundations of group counseling and group work, examine dynamics associated with group process and development, explore therapeutic factors and how they contribute to group effectiveness, and analyze the characteristics and functions of effective group leaders.

**II. COURSE OBJECTIVES (CACREP)/COUNSELING PROGRAM STANDARDS/INSTITUTIONAL STANDARDS:**

**Course Objectives**

As a result of taking this course, the degree candidate:

- A. Will comprehend the principles of group dynamics, including group process components, therapeutic factors, the roles and behaviors of group members, the stages of group development, and the impact of cultural differences on group process.
- B. Will compare major theoretical approaches of group work, and demonstrate knowledge of pertinent research and literature.
- C. Will comprehend ethical issues involved in conducting a group.
- D. Will develop the skills of a good group member, including self-assessment of personal and professional growth.
- E. Will compare various group leadership styles and approaches and will develop effective group leadership skills, including group counselor orientation, appropriate selection criteria, and the assessment evaluation of leader effectiveness.
- F. Will differentiate between approaches used for various types of group work.
- G. Will participate in a direct small group experience for a minimum of 10 clock hours over the course of one academic semester.

### **Carter and Moyers School of Education, Institutional Standards**

#2. Candidates at the initial and advanced programs throughout and upon completion of their plan of study will demonstrate an appreciation for the value of EDUCATION as a means to improve the quality of life for an individual and articulates an understanding of the importance of lifelong learning for themselves and others.

#12. Candidates at the initial and advanced programs throughout and upon completion of their plan of study will demonstrate and implement effective verbal and nonverbal communication skills and use technology to foster constructivist learning, active inquiry, collaboration, and supportive interaction with and among all students.

### **State of Tennessee PreK – 12 Professional Counseling Standards**

TN-LMUCG.ID: The candidate will demonstrate the ability to lead large and small group counseling and guidance activities related to personal and interpersonal growth, self-help, problem solving, and career development as measured by rubrics (80%+).

TN-LMUCG.I.L: The prospective counselor has the ability to work with parents and conduct parent education activities.

### **CACREP 2016 Standards**

#### **Section 2.F.6 GROUP COUNSELING AND GROUP WORK**

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development,
- c. therapeutic factors and how they contribute to group effectiveness,
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

### **III. TEXTS/MATERIALS FOR THE COURSE**

Smead, R. (1995). Skills and techniques for group work with children and adolescents.

Champaign, Illinois: Research Press.

Jacobs, E., Schimmel, C., Masson, R. & Harvill, R. (2016). Group counseling strategies and skills – 8<sup>th</sup> edition w/ MindTap instant access 1 term. Cengage.

#### **Additional Readings/Knowledge Base**

Briesch DuBois, J. M., Briesch, A. M., Hoffman, J. A., Struzziero, J., & Toback, R. (2017). Implementing self-management within a group counseling context: Effects on academic enabling behaviors. *Psychology in the Schools*, 54(8), 852–867. <https://doi.org/10.1002/pits.22029>

Brinson, J. A., & Lee, C. C. (2005). Culturally responsive group leadership: An integrative model for

- experienced practitioners. *Counseling and Human Development*, 38(3), 1-8.
- Konopka, A., Neimeyer, R. A., & Jacobs-Lentz, J. (2018). Composing the Self: Toward the Dialogical Reconstruction of Self-Identity. *Journal of Constructivist Psychology*, 31(3), 308–320.  
<https://doi.org/10.1080/10720537.2017.1350609>
- Maree, J. G. (2019). Group Career Construction Counseling: A Mixed-Methods Intervention Study With High School Students. *Career Development Quarterly*, 67(1), 47–61.  
<https://doi.org/10.1002/cdq.12162>
- Matinzadeh, M., Bahrami, F., & Tizdast, T. (2020). The effect of cognitive-metaphor group counseling based on Rumi's Masnavi on cognitive flexibility, rumination and self-efficacy in depressed housewives. *Indian Journal of Positive Psychology*, 11(1), 12–15.
- Post, B. C., Wade, N. G., & Cornish, M. A. (2014). Religion and Spirituality in Group Counseling: Beliefs and Preferences of University Counseling Center Clients. *Group Dynamics*, 18(1), 53–68.  
<https://doi.org/10.1037/a0034759>
- Rowell, P. C., Mobley, A. K., Kemer, G., & Giordano, A. (2014). Examination of a Group Counseling Model of Career Decision Making With College Students. *Journal of College Counseling*, 17(2), 163–174. <https://doi.org/10.1002/j.2161-1882.2014.00055.x>
- Schuman, D. L., Slone, N. C., Reese, R. J., & Duncan, B. (2015). Efficacy of client feedback in group psychotherapy with soldiers referred for substance abuse treatment. *Psychotherapy Research*, 25(4), 396–407. <https://doi.org/10.1080/10503307.2014.900875>
- Spek, N., Uden, K. C. F., Vos, J., Breitbart, W., Tollenaar, R. A. E. M., Asperen, C. J., Cuijpers, P., & Verdonck, de L. I. M. (2014). Meaning-centered group psychotherapy in cancer survivors: a feasibility study. *Psycho-Oncology*, 23(7), 827–831.  
<https://doi.org/10.1002/pon.3497>
- Tannous Haddad, L., & Shechtman, Z. (2019). Movies as a Therapeutic Technique in School-Based Counseling Groups to Reduce Parent–Adolescent Conflict. *Journal of Counseling & Development*, 97(3), 306–316. <https://doi.org/10.1002/jcad.12270>
- Young, J. F., Jones, J. D., Sbrilli, M. D., Benas, J. S., Spiro, C. N., Haimm, C. A., Gallop, R., Mufson, L., & Gillham, J. E. (2019). Long-Term Effects from a School-Based Trial Comparing Interpersonal Psychotherapy-Adolescent Skills Training to Group Counseling. *Journal of*

*Clinical Child & Adolescent Psychology, 48, S362–S370.*

<https://doi.org/10.1080/15374416.2018.1479965>

#### IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES), AND EVALUATION METHODS

##### Assignment A

Lead Group (2 groups at 25 points each)

You will lead two group counseling sessions with members of the class as participants (about 20-30 minutes). One group will be a developmental group that focuses on an issue that applies to everyone. The second group will be on a special topic/concern that is specific to a subgroup such as divorce.

##### Assignment B

Design and Outline a Parent Education Group Session (50 points)

Students will design and outline a parent education group session you might lead/conduct. *This assignment to be submitted to Livetext as Key Assignment 1: Research Paper* For the outline, assume you have met at least once before. The group session outline should include:

1. Icebreaker/get acquainted activity (describe)
2. Method/approach to reviewing content/learning from previous session
3. Method(s) for prompting/guiding discussion of week's assignment, if applicable
4. Discussion of individual goals or new learning
5. Detailed description of activity/process in which new topic(s) are to be introduced and processed in this session
6. Ethical and Cultural Considerations
7. Overall Summary
8. Homework assignment given at end of session

*CACREP Standards Assessed in this assignment are as follows:*

*CACREP.2016.2.F.6.a. theoretical foundations of group counseling and group work,*

*CACREP.2016.2.F.6.e. approaches to group formation, including recruiting, screening, and selecting members,*

*CACREP.2016.2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups*

##### Assignment C

Final Exam (50 points)

A final examination will be given during the last class covering key content and concepts from lectures, text, and group activities. A combination of objective multiple choice and subjective short answer/essay questions will focus on mastery and application of content from course.

##### Assignment D

Group Leadership Experience Reflection (25 points)

This reflection will be on the group you lead about Special Concerns/Topics. The paper should be 3 - 4 pages in length and include a rationale for the topic you selected, your self assessment of your performance in conducting the group (strengths and room for improvement), and what you learned in preparing and conducting the group. Also include information about the group members and how they contributed to the process. Additional instructions available at end of this syllabus in the Group Leadership Reflection Assignment Completion Guide. *This assignment is to be submitted to Livetext as Key Assignment 2: Case Study*

*CACREP Standards Assessed in this assignment are as follows:*

*CACREP.2016.2.F.6.b. dynamics associated with group process and development,*

*CACREP.2016.2.F.6.d. characteristics and functions of effective group leaders,*

##### Assignment E

Group Membership Reflection (25 points)

Counseling student is to participate in direct small group experience for a minimum of 10 clock hours over the course of one academic semester, and upon completion of this experience to write a reflection on their experience with attention paid to intrapersonal learning, interpersonal learning, and group process. Further details to guide this assignment will be handed out in class and made available online. *Assignment to be submitted to Livetext as Group Membership Reflection.*

*CACREP Standards Assessed in this assignment are as follows:*

*CACREP.2016.2.F.6.c. therapeutic factors and how they contribute to group effectiveness,  
CACREP.2016.2.F.6.h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term  
CACREP.2016.2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings*

#### Assignment F

##### Dispositions (No points)

As course contains in-depth interpersonal group work, course professors will fill out professional dispositions form on all students based on large classroom and small group interactions in both group leadership and membership.

#### **Course Evaluation/Assessment**

Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

<b>Percentage</b>	<b>Grade</b>
100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-75	C
74-70	C-

#### **V. METHODS OF INSTRUCTION**

Methods of Instruction Methods of instruction will include didactic lectures, collaboration, demonstration, evaluation, analyses of research articles, and student presentations. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning.

#### **VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES**

##### Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

##### Turn-it-in

Portions of Coursework will be required to be submitted to *Turn-It-In*, the computer program designed for checking literature duplication. Submitting additional course work to *Turn-It-In* is at the instructor's discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

##### LiveText

**Each student will be required to establish an account with the LiveText program by the second class session.** LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the

individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at <https://c1.livetext.com> or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

Library Resources

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website ([library.lmunet.edu](http://library.lmunet.edu)) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

**VII. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:**

[Include all major assignments, exams, quizzes, and a reading schedule for the semester. If changes are made, the professor must communicate in writing to the students (see Section XIV).]

**Schedule of Classes and Assignments**

<p>Saturday #1 – May 4, A.M.</p>	<p>Opening Activity            Course Overview-discuss syllabus and class assignments            Nature of group work            Types of groups            Setting up groups (choosing focus, screening, scheduling, etc.)            Role play first group session            Film on Group Counseling – Part I  <b>CACREP.2016.2.F.6.a. theoretical foundations of group counseling and group work,</b>  <b>CACREP.2016.2.F.6.e. approaches to group formation, including recruiting, screening, and selecting members,</b>  <b>CACREP.2016.2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings</b></p>
<p>Saturday #1 – May 4 - P.M.</p>	<p>Ice Breaker Activity            Group-building (handling first sessions)            Film on Group Counseling Part II            Ethical guidelines, professional issues            Organizing the group experience            Role play group experience – Developmental Group  <b>(Parent Education Group write-up to be submitted to Livetext as “Research Paper” by Midnight of following Wednesday, May 15th).</b></p>
<p>Saturday #2 – May 11 - A.M.</p>	<p><b>Group role plays - Students conduct a developmental group</b>            Leadership skills            Understanding the group process            Using problem situations as learning experiences            Discuss Parent education groups  <b>CACREP.2016.2.F.6.b. dynamics associated with group process and development,</b></p>

	<b><i>CACREP.2016.2.F.6.d. characteristics and functions of effective group leaders,</i></b>
Saturday # 2 – May 11 - P.M.	Therapeutic interaction techniques <b>Students demonstrate ability to conduct a developmental group</b> (cont.) Critique of leadership skills in conducting a developmental group Conducting special concerns groups Role play group experience – Special Concerns Group <b><i>CACREP.2016.2.F.6.c. therapeutic factors and how they contribute to group effectiveness,</i></b>
Saturday #3 – May 18 - A.M.	<b>Students demonstrate ability to conduct a special concerns group</b> Critique of leadership skills in conducting a special concerns group
Saturday #3 – May 18 - P.M.	<b>Completion of special concerns groups</b> Ethical and Legal Considerations in Group Counseling <b>(Special Concerns Group LEADERSHIP Reflection submitted to Livetext as “Case Study” by midnight of following Thursday, May 23rd).</b> <b><i>CACREP.2016.2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups</i></b>
Saturday #4 – May 25 - A.M./P.M.	Discussion on Group Leadership in various settings Discussion of similarities and difference between small group work and conducting classroom groups Final Exam Closing group activity <b>(Small Group MEMBERSHIP Reflection to be submitted to Livetext as “Group Member Reflection” by midnight of following Wednesday, May 29th.)</b> <b><i>CACREP.2016.2.F.6.h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term</i></b>

**VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE): N/A**

**IX. TRANSPARENT INSTRUCTION:**

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

**X. [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: [OPTIONAL SECTION(s).]**

**XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:**

<b>Event</b>	<b>Date(s)</b>
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without “WD”	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without “F”	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

**LMU INFORMATION FOR ALL COURSES and PROGRAMS**

**XII. UNIVERSITY SERVICES:**

**ACADEMIC SUPPORT SERVICES:** LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagged Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program



**COUNSELING:** LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at [jason.kishpaugh@lmunet.edu](mailto:jason.kishpaugh@lmunet.edu) and/or 423.869.6277 (800-325-0900 ext. 6277).

### **XIII. UNIVERSITY POLICIES:**

**UNDERGRADUATE ATTENDANCE:** To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an "excused absence" the opportunity to make up work missed without any reduction in the student's final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University's academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete's responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences

must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

*Approved at Academic Council October 18, 2018*

**UNOFFICIAL WITHDRAWALS:** Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade “F” for such course(s), so noted on the student’s academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F’s is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

**ADMINISTRATIVE WITHDRAWALS:** Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar’s Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See “Unofficial Withdrawal.”)

**FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:**

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

**STUDENTS WITH DISABILITIES POLICY:** LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students

with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at [dan.graves@lmunet.edu](mailto:dan.graves@lmunet.edu) and/or 423.869.6531 (800-325-0900 ext. 6531).

**DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES** can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

### **HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT:**

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at [titleix@lmunet.edu](mailto:titleix@lmunet.edu), or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer's office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

**HAZING:** Hazing is any reckless or intentional act, occurring on or off campus, that

produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

**COURSE EVALUATIONS:** In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**OUTCOMES ASSESSMENT TESTING:** Degree requirements include participating in all outcome's assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

**IN THE EVENT OF INCLEMENT WEATHER**, STUDENTS should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

**INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY:** Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

#### XIV. MISSION STATEMENT:

**LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT** can be found at the following link to LMU's website: <HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP>.

##### **University Mission and Purpose Statement**

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

*Approved by the Board of Trustees*

*May 5, 2006*

##### **School of Education – Unit Mission Statement**

The School of Education is dedicated to preparing professional educators of distinction who embody the three core ideas of Lincoln Memorial University. We accomplish our mission through instilling the core ideals of **Values, Education** and **Service** in candidates who:

- demonstrate the disposition of the education profession – **Values**
- articulate and live by the knowledge base and understands of moral, social, and political dimensions which will impact individual students, schools, districts, and communities for the enrichment of

society – **Values**

- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and internship placements in partner P-12 schools – **Education**
- promote lifelong learning through continued professional development and scholarship – **Education**
- assist in meeting the educational needs of an ever-increasing global society, especially the underserved – **Service**
- articulate an understanding that all students can learn as well as demonstrate the disposition to serve and teach diverse student populations – **Service**

### **Counseling Program Mission Statement**

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

- XV. STUDENT COMMUNITY ENGAGEMENT:** A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Hannah Wilson, at [hannah.wilson@lmunet.edu](mailto:hannah.wilson@lmunet.edu).
- XVI. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.
- XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS. [OPTIONAL SECTION/LANGUAGE.]**



## Group Leadership Effectiveness Rubric

Group Leader: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ Group Type:  Developmental  Special Concern

Points	Leader Expectation	Score	Comments
2	Topic/focus and age group clearly described in introducing activity		
3	Confidentiality clearly explained/discussed and stressed		
3	Appropriate opening activity used and time-proportionate		
3	Appropriate "working" activity used and time-proportionate		
3	Processing activity used and time-proportionate		
3	Activities developmentally appropriate		
8	Core of leadership skills shown (listed below)-- check off at least 8 of 13 below for full points		
25	<b>TOTAL POINTS</b>		
	<i>(check in column to right if shown)</i>	Shown	
	Go-arounds, etc. for full participation		
	Goal-setting discussed or taught		
	Use of linking or connecting statements		
	Made empathy statements		
	Used open-ended questions to invite elaboration		
	Supported positive & negative range of emotions		
	Problem situations processed as learning opportunities		
	Cutting-off skills used		
	Drawing-out skills demonstrated		
	Strong emotions/problems handled		
	Members reminded of option to pass		
	Intent to avoid favoritism shown		

3 POSITIVES about Group Leadership:

- 1.
- 2.
- 3.

ONE AREA FOR GROWTH in Group Leadership:



## CG 631 – Group Counseling Key Assignment #1: Parent Education Group

Design and Outline a Parent Education Group Session (50 points)

Whether you are training to be a school counselor or a mental health counselor, one needed skill is working with parents of the children and adolescents. In this assignment, you will design and outline a parent education group session you might lead/conduct. Though you will NOT actually lead this group in class, it is a chance to use knowledge of group selection, methods, and theories to outline how you would plan for and run the first group session of a Parent Education Group. **This assignment is to be submitted to Livetext as Key Assignment #1: Parent Education Group/Research Paper.**

This should be a 3 – 4 page paper, clearly addressing the following six (6) areas:

1. Explanation of Group topic and purpose. Write an introductory paragraph with at least 3 research citations highlighting the importance of your selected choice parent education group topic. Include a reference section in the paper, clearly listing these 3 references in APA style.
2. Explanation of process for potential member recruitment and screening. How would you recruit members for this group? What screening methods would you use? What (if anything) would rule out a potential group member for participation in this group?
3. What important orientation and start-up information would be given? Would this be given before or at the start of the first group? What important information would you discuss at the outset of the group. Be specific.
4. Describe in detail an Icebreaker/get acquainted activity that would begin the group. What would be the purpose of this activity?
5. Select a purpose or learning outcome for the first group. What goals or new learning would you want to stress for this first session? Give a detailed description of an activity or method in which new topic are to be introduced and processed in this session.
6. What ethical or culturally relevant considerations do you think are important in preparing for and running this group. Imagine your population... what cultural factors (poverty status, disability status, racial-ethnicity, age, gender, etc.) do you see possibly impacting your group and how do you plan to implement ethical and culturally relevant strategies for designing the group—both in the recruitment and facilitation phase.
7. How would you close the group session, to ensure consolidation of learning and wrapping up active group time? Would a homework assignment be given at the end of the session? If so, what would it be? If not, why not? What would your closing statement be at the end of the first group?

Parent Education Group Assignment will be assessed with *CACREP Standards Assessed as follows:*  
*CACREP.2016.2.F.6.a. theoretical foundations of group counseling and group work,*  
*CACREP.2016.2.F.6.e. approaches to group formation, including recruiting, screening, and selecting members, CACREP.2016.2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups.*

### Assessment rubric

	Above Sufficient 3	Sufficient 2	Below Sufficient 1
<i>CACREP.2016.2.F.6.a</i> <b>Understands theoretical foundations of group counseling</b>	Degree candidate clearly connects parent education group with <b>THREE OR MORE</b> references from peer reviewed journals, and concisely explains how	Topic of Parenting Education Group is clearly connected with theoretical foundations of group counseling and group work, and Parent Education	Theoretical foundations of group counseling and group work are not, or are only vaguely connected with topic of Parent Education group

	the group format of parent education would be more beneficial to this population in terms showing a deep understanding of theory of group work and group counseling.	Group Topic is supported by THREE references from peer reviewed journals.	
<i>CACREP.2016.2.F.6.e</i> <b>Group Screening, recruitment and Selection</b> TN-LMUCG.I.L	Degree candidate demonstrates comprehensive and contextualized approach to group formation, including procedures for recruiting, screening, and selecting members which are specific to the setting of the group and would result in a high-quality real-world group experience.	Degree candidate demonstrates clear understanding of approaches to group formation, and includes procedures for recruiting, screening, and selecting members	Degree candidate evidences little or vague understanding of a real world approach to group formation, including recruiting, screening, and selecting members
<i>CACREP.2016.2.F.6.g</i> <b>Ethically and Culturally Relevant Factors included</b>	Degree candidate demonstrates comprehensive and nuanced ethical and culturally relevant strategies for designing and facilitating groups, which is specifically tailored to, and demonstrates understanding of the real world challenges of, the population of parents in this Parent Education Group.	Degree candidate demonstrates clear knowledge of ethical and culturally relevant strategies for designing and facilitating groups, but it is not specific to the population being served.	Degree candidate demonstrates vague or little knowledge about ethical and culturally relevant strategies for designing and facilitating groups

## CG 631 Group Counseling –Key Assignment #2: Group Leadership Reflection

For this assignment, you will reflect upon your leadership of the Special Concerns group from the last day of class. Note: Items 1 and 2 are to be printed out and handed to instructor prior to the beginning of leading your special concerns group. **This assignment is to be submitted to Livetext as Key Assignment #2: Group Leadership Reflection/Case Study.**

1. Explanation of Group topic and purpose. Write an introductory paragraph with at least 2 research citations highlighting the importance of your selected choice special concerns group topic. Include a reference section in the paper, clearly listing these 2 references in APA style.
2. Briefly describe the plan you had for your group, including a icebreaker, activity/active processing, and consolidation of learning at end of group. What activities, methods, or theories did you plan to make use of before the group?
3. What aspects of the group went according to your plan? What aspects of the group did not go as you had expected? Describe in detail some of the interactions from the group that you thought were helpful to group members.
4. How did you feel about your group leadership? Specifically, elaborate on three things you think you did well. How did your group leadership interventions impact the group process or dynamics? What is one thing you could have done to make group even better?
5. What did you learn about your emerging style as a group leader?

Group Leadership Experience Reflection Assignment will be assessed with a rubric based on CACREP Standard *CACREP.2016.2.F.6.b. dynamics associated with group process and development*, and *CACREP.2016.2.F.6.d. characteristics and functions of effective group leaders*,

	<b>Above Sufficient 3</b>	<b>Sufficient 2</b>	<b>Below Sufficient 1</b>
<i>CACREP.2016.2.F.6.b</i> <b>Understanding of Group Dynamics</b> TN-LMUCG.I.D	Degree candidate demonstrates comprehensive knowledge of dynamics associated with group process and development, and connects group leadership interventions with resultant shift in group dynamics or processes.	Degree candidate demonstrates clear knowledge of dynamics associated with group process and development, and clearly relates this to her or his own group leadership.	Degree candidate evidences little or vague understanding of dynamics associated with group process and development
<i>CACREP.2016.2.F.6.d</i> <b>Characteristics of Effective Group Leaders</b>	Degree candidate demonstrates comprehensive knowledge of characteristics and functions of effective group leaders and relates this to her or his own leadership in comprehensive and nuanced manner, highlighting clearly both strengths and areas for growth in personal style of group leadership.	Degree candidate demonstrates clear knowledge of general characteristics and functions of effective group leaders, and clearly relates this to her or his own group leadership	Degree candidate evidences little or vague understanding of characteristics and functions of effective group leaders

## CG 631–Group Counseling Key Assignment 3: Group *Membership* Reflection

The entire semester, you participated in a small group projects in this class. Through role play in small groups and larger group processes, this course is designed to be an intensive interpersonal learning environment, and this final assignment is designed to help process and consolidate the interpersonal learning from Groups course. **This assignment is to be submitted to Livetext as: Group Membership Reflection.**

Please answer the following questions about your learning from this course.

1. What did you learn about yourself from being a group member in small group? Comment on how you perceive the size of the group (small vs. large vs. whole classroom) as impacting group dynamics and process, as well as your comfort level and willingness to disclose personal information. How do the different size of groups impact needed leadership skills?
2. Did you find that you have a group membership style? Were there certain group member roles that were easier or more difficult for you to play?
3. What did you learn about yourself in terms of the process of engaging with and forming relationships with others in group?
4. There is a statement that the group as a whole is more than the sum of the parts. Group practitioners often talk about the power of the group. How much would you say you experienced this experiential component of groups? What, if any, examples can you give for the power of the group?
5. What are 3 things that you hope to take with you from this course? Please be specific and detailed.

Assignment will be assessed with the following Standards: *CACREP.2016.2.F.6.c. therapeutic factors and how they contribute to group effectiveness, CACREP.2016.2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings, and CACREP.2016.2.F.6.h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term*

	<b>Above Sufficient 3</b>	<b>Sufficient 2</b>	<b>Below Sufficient 1</b>
<i>CACREP.2016.2.F.6.f</i> <b>Types of Groups in Varied settings</b>	Degree candidate demonstrates comprehensive knowledge of types of groups and other considerations that affect conducting groups in varied settings, and is able to draw a clear connection between the size of group and leadership as well as membership skills necessitated based on personal experience.	Degree candidate demonstrates clear knowledge of types of groups and other considerations that affect conducting groups in varied settings.	Degree candidate evidences little or vague understanding of types of groups and other considerations that affect conducting groups in varied settings
<i>CACREP.2016.2.F.6.c</i> <b>Therapeutic factors and Group Effectiveness</b>	Degree candidate demonstrates comprehensive knowledge of therapeutic factors and how they	Degree candidate demonstrates clear knowledge of therapeutic factors and how they	Degree candidate evidences little or vague understanding of therapeutic factors and

	contribute to group effectiveness, and is able to share examples in a deep and rich way from experience as a member of small groups in this class.	contribute to group effectiveness	how they contribute to group effectiveness
<b><i>CACREP.2016.2.F.6.h</i></b> <b>10 clock hours in a small Group Activity</b>	Reflection provides evidence that degree candidate has direct experiences in which students participate as group members in a small group activity, approved by the program, for more than 10 clock hours over the course of one academic term.	Reflection provides evidence that degree candidate has direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	Reflection does not provide evidence that degree candidate has direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

# Educator & Counselor Disposition Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells.

*0-Needs Improvement: minimal evidence of understanding and commitment to the disposition*

*1-Developing: some evidence of understanding and commitment to the disposition*

*2-Meets Expectations: considerable evidence of understanding and commitment to the disposition*

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice  <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation  <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors  <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation  <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment  <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors  <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses  <input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses  <input type="checkbox"/> Demonstrates <i>common</i> errors in spelling and grammar	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses  <input type="checkbox"/> Demonstrates precise spelling and grammar

Disposition	Associated Indicators		
<b>3. Demonstrates professionalism</b> Danielson: 4f; InTASC: 9(o)	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments  <input type="checkbox"/> Fails to exhibit punctuality and/or attendance  <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice  <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others  <input type="checkbox"/> Functions as a group member with no participation	<input type="checkbox"/> Delayed response to <i>communications</i> and late submission of assignments  <input type="checkbox"/> Not consistently punctual and/or has absences  <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice  <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum  <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	<input type="checkbox"/> Responds promptly to <i>communications</i> and submits all assignments  <input type="checkbox"/> Consistently exhibits punctuality and attendance  <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice  <input type="checkbox"/> Keeps <i>inappropriate</i> personal life issues out of classroom/workplace  <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition	Associated Indicators		
<b>4. Demonstrates a positive and enthusiastic attitude</b> Marzano: 29	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions  <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities  <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	<input type="checkbox"/> Seeks solutions to problems with prompting  <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed  <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining  <input type="checkbox"/> Tries new ideas/activities that are suggested  <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
<b>5. Demonstrates preparedness in teaching and learning</b> Danielson: 1e, 3e, 4a; InTASC: 3(p)	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback  <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve  <input type="checkbox"/> Comes to class unplanned and without needed materials  <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	<input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions  <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement  <input type="checkbox"/> Comes to class with some plans and most needed materials  <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust	<input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed  <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance  <input type="checkbox"/> Comes to class planned and with all needed materials  <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
<b>6. Exhibits an appreciation of and value for cultural and academic diversity</b> Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(a)	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i>  <input type="checkbox"/> Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students	<input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i>  <input type="checkbox"/> Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task	<input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i>  <input type="checkbox"/> Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors



Disposition	Associated Indicators		
<b>7. Collaborates effectively with stakeholders</b> Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus  <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others  <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted	<input type="checkbox"/> Demonstrates some flexibility  <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent  <input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration	<input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus  <input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others  <input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
<b>8. Demonstrates self-regulated learner behaviors/takes initiative</b> Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support  <input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	<input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth  <input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	<input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support  <input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition Associated Indicators

<b>9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability</b> Marzano: 37, 38	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues</li> <li><input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily</li> <li><input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues</li> <li><input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time</li> <li><input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues</li> <li><input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations</li> <li><input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness</li> </ul>

