

<p>Title – Individual and group counseling</p> <p>Content Area – Other</p> <p>Grade Level – 6-8</p> <p>Students – My caseload of 30 students</p> <p>Interval of Service – 2014-2015 school year</p>		
Main Criteria	Element	Description
<p>Essential Question: What is the most important outcome that will enable students to have better access to education through your services?</p>		
Priority of Content	Objective Statement	Students will be understand, manage, and express the social and emotional skills that enable them to be successful.
	Rationale	<p>Whether in the classroom, on a team, or hanging out with friends students need the skills to communicate, work collaboratively, and have strategies to let go of personal and family issues that get in the way of learning, working , and being happy. Emotionally intelligent students have the ability to persevere, communicate clearly, empathize, and control impulses.</p> <p>Survey data from teachers and students indicate that some students need extra social and emotional support. The data comes from a survey that I have conducted for the past four years around the 3 R's (resilience, responsibility, and reasoning). These students, along with others who were referred, are part of a group that I will provide support to this school year.</p>
<p>Essential Question: Where are my students now with respect to the objective?</p>		
	Baseline Data / Information	<p>Understand: I gave students a pretest that assessed their understanding of the 3Rs (reasoning, resilience, and responsibility). It assessed whether or not they knew how these skills can impact their academic achievement. The results are as follows:</p> <ul style="list-style-type: none"> ▪ 25 students received a score between a 40% and 59% ▪ 5 students received a score between 60% and 70%. <p>Manage and express: I administered a survey to all students and teachers of students that were referred to me last year that asked how students responded in a variety of situations. The data surfaced that students need help in each of the areas reasoning, resilience, and responsibility. The survey includes five questions in all three areas. Each question is scored on a scale of 1-4.</p> <p>4 = always exhibits the behavior 3 = almost always exhibits the behavior 2 = sometimes exhibits the behavior 1 = never exhibits the behavior</p> <p>From my experience with working with students for the past five years on social and emotional skills, if a student scores a 4 in all five questions that deal with resilience, that student is most likely very resilient. Using this survey, I placed students in three groups.</p> <p>Group 1: 5 students need significant help in all three areas as evidenced by a score of a 1 or 2 on 3 or more questions in all 3 areas. Group 2: 10 students need significant help with responsibility as evidenced by a score of a 1 or 2 on 3 or more questions in this area. Group 3: 15 students need significant help with reasoning as evidenced by a score of a 1 or 2 on 3 or more questions in this area.</p>

Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?

Rigor of Target	Target(s)	<p>Understand: Tier 1: The 5 students who scored between 60-70% will score between 80-90% on the final assessment.</p> <p>Tier 2: The 25 students who scored between 40-59% will score between 75-80% on the final assessment.</p> <p>Manage and express: Group 1: All 5 students will show improvement in all three areas as evidenced by a score between 3 and 5 on all questions in all 3 areas.</p> <p>Group 2: All 10 students will maintain the score between a 3 and 5 on resilience and reasoning and will show improvement in responsibility as evidenced by a score between 3 and 5 on three questions in this area.</p> <p>Group 3: All 15 students will maintain the score between a 3 and 5 on resilience and responsibility and will show improvement in reasoning as evidenced by a score between 3 and 5 on three questions in this area.</p>
	Rationale for Target(s)	<p>Understand: Getting a score of 75% or above on the final assessment of the 3R's indicate that students have a good understand of reasoning, resilience, and responsibility, and how these skills are vital to academic success. I expect that all students will at least reach 75%. The students in tier one that scored between 60-70% will surpass the 75% scoring between 80-90% because they scored higher on the benchmark assessment.</p> <p>Manage and express: All students in all groups will show improvement so that they exhibit all three vital skills regularly. The target was determined by looking at the baseline survey. They were placed in groups based on what skill they needed to improve.</p>
Quality of Evidence	Evidence Source(s)	<p>Understand: I will administer and score the 3R's final assessment in May during our scheduled time together. This is an assessment that I have used for five years. It consists of multiple choice and short answer questions. The students not only have to demonstrate they know the meaning of the 3R's, but also must be able to show they understand how they are applied to different scenarios.</p> <p>Manage and express: The 3R's survey is administered to teachers and students in May, and analyzed by me. I created this survey five years ago and have been using a version of it for four years. Last year, I created a focus group of teachers and another social worker to refine the questions and the way in which I analyze it.</p>
	Strategies	<p>I will work with students individually and in small groups once per week. I will provide instruction at the start of the sessions so that students all have a common understanding of the 3R's and how they are vital to academic success. I will look at student and teacher survey responses at the beginning of the school year. Students will reflect on the results. With my assistance, they will create a plan for the year to work toward improving these skills. I will survey teachers and students again in January to measure progress and areas where students still need intensive support. I will involve parents in this process and they will also fill out surveys. I will use this as one more piece of data to assess needs and make decisions about support.</p>