Career and College Readiness Counseling in P-12 Schools 2nd edition Curry Test Bank

SKU: 9780826136145-TEST-BANK

Instructor's Manual for

Career and College Readiness Counseling in P–12 Schools,

Second Edition

Jennifer Curry, PhD

Amy Milsom, DEd, LPC-S, NCC

SPRINGER PUBLISHING COMPANY

ISBN: 978-0-8261-3616-9

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Springer Publishing Company, LLC
11 West 42nd Street
New York, NY 10036
www.springerpub.com

ISBN: 978-0-8261-3616-9

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About the Textbook

In this book, we take an integrative approach to conceptualizing and designing career and college readiness interventions for P–12 students. Research suggests that a number of individual and societal factors influence career development and college readiness (see Hossler, Schmit, & Vesper, 1999; Patton & Creed, 2007), and we provide a foundation of developmental (e.g., Erikson, Piaget), ecosystemic (e.g., Bronfenbrenner, Young), and career (e.g., Holland, Gottfredson) theories to inform relevant P–12 interventions. First, given the range of difference in the psychosocial, cognitive, and academic development of P–12 students, we review developmental theories and assist school counselors and educators in designing sequential and developmentally appropriate career and college readiness curricula and interventions. Second, we provide information to help school counselors and educators understand ecosystemic influences (e.g., family, school, community, society) on career and college readiness and discuss *how*, as well as *why*, to involve various stakeholders in their work with students. We believe that a comprehensive, multisystemic approach appears to be the most efficacious modality to prepare future school counselors and educators to address the career and college readiness needs of P–12 students. Additionally, national initiatives focusing on career and college readiness support the need for more focused attention to career development, including an emphasis on college readiness (see the Every Student Succeeds Act, 2015).

The most unique aspect of our book is that we present a comprehensive, integrated, and practical approach to career and college readiness counseling in P–12 schools. The content is presented sequentially, broken down by different grade levels, and within each chapter we review and highlight relevant developmental, ecosystemic, and career theories. Our focus in each chapter is to help readers apply knowledge of those theories, and we provide concrete examples to clearly demonstrate the concepts we highlight for each theory. Also, we use examples to illustrate different ways that school counselors and educators can partner with both parents and teachers, as well as with the community. Finally, we provide voices from the field, a section written by practicing school counselors, that highlight individual, small group, or classroom interventions targeted at specific learning outcomes and assessment methods.

How to Use this Manual

This instructor manual is a supplement provided to support instructors in developing a graduate level course on P–12 Career and College Readiness. Included is a sample syllabus which reflects the content of the textbook and is designed based on standards set forth by the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2016). We designed this manual with a number of useful tools for each chapter including: in class activities, discussion questions, project-based activities, quizzes and essay questions, and social media that may be useful for teaching this course. These materials may also be additive to an existing course as supplemental materials.

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Sample Syllabus for a PreK–12 Career and College Readiness Course

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Course: P–12 Career and College Readiness
Instructor: Jennifer Curry
Phone: (225) 578-2197 **E-mail**: jcurry@lsu.edu
Office Location: 111K Peabody Hall **Office Hours:** Thursday 9 a.m.–12:00 p.m.

Course Description:

The current federal emphasis on career and college readiness is imperative to the work of school counselors. School counselors are uniquely positioned to promote student career development and competence as outlined by the American School Counselor Association's (ASCA) *National Model* (2012), the ASCA Mindsets and Behaviors (2015), and the Education Trust (2011). This course in P–12 Career and College Readiness will provide graduate students with a developmental overview of child and adolescent career growth from a multisystemic approach. This course is designed to link elements of career, ecosystems, and lifespan development theory to practical, applicable interventions for career and college readiness counseling through curriculum integration, direct services, and stakeholder engagement activities.

Methods of Learning and Instruction

Each class meeting will consist of didactic instruction (for example, lecture), group and collaborative in class projects, reflection, small and large group discussion, practical application, and service learning opportunities.

Materials

Curry, J., & Milsom, A. (2016). *Career and college readiness counseling in P–12 schools* (2nd ed.). New York: Springer Publication.

Course Objectives

Upon completion of this course, students will be able to:

- Identify the skills and dispositions P–12 students need to acquire for career and college readiness
- Enumerate federal policies and initiatives that highlight the importance of P–12 student career and college readiness
- Demonstrate the knowledge, skills and awareness necessary to effectively provide career counseling and interventions in P–12 settings
- Identify how career development theories relate to lifespan development theories and developmental milestones and tasks
- Develop a core counseling curriculum in P–12 schools that addresses students' career development needs
- Take a multisystemic approach to career and college readiness, including classroom core counseling curriculum, small group counseling, individual academic advisement, parent workshops, teacher in-service, grade level activities, and more
- Identify the psychometric properties of career assessment instruments and be able to choose relevant career assessments for P–12 students
- Articulate the importance of providing assessment results and use sound evaluation procedures
- Explain to teachers, administrators, and parents how to promote career development in the school environment, classroom, and at home

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- Familiarize P–12 students and stakeholders with personal- social and academic skills necessary for career development, such as financial literacy and self-regulatory behaviors
- Demonstrate knowledge of how ethical issues and concerns may arise and be dealt with when delivering career interventions in P–12 settings

Scope of the Course and Assignments

This course is a fifteen-week course in P–12 career education and counseling and is comprised of the instructor's input, group discussion, small group, and individual projects. Both attendance and active participation in the class discussion and activities are necessary to pass this course. It is strongly suggested that the textbook be read as promptly as possible as outlined in the schedule.

1. **Weekly Quizzes**

   Each week, students will complete a short, 10 question quiz at the beginning of class that accompanies the designated reading assignment. Quizzes will be used to generate classroom discussion of the material covered in the course. Quizzes are worth 20 points each (300 points total).

2. **Academic Advisement**

   Students will provide one day of academic advisement (report card conferencing) to at risk middle school students at Capitol Middle School under the direction of school counselor, Ms. Churbock, LPC, EdS, NCC. **E-mail**: achurbock.cisebr@gmail.com **Phone:** (225) 326-4499. The school's address is: 412 N. 4th Street, Baton Rouge, LA 70802. Students must attend ONE of the following days:

   February 14, 15 March 21 22 April 25, 26

   Please have Miss Churbock fill out the evaluation form provided by Dr. Curry and return to Dr. Curry to earn full credit for the experience. This assignment is worth 100 points.

3. **Diversity Challenge**

   You will be asked to perform a 1 minute elevator speech about a diverse group of your choosing. Your speech will cover how the particular group you have chosen is underrepresented in career and college readiness and how school counselors can design programs to mitigate these disparities. You will perform this in class and will be rated by three reviewers (including the instructor). You cannot go over 1 minute. Groups you may want to consider speaking about include: African American students, Hispanic, girls, LGBTQ, low SES, first generation college bound, special education, gifted and talented. This assignment is worth 50 points.

4. **Career Lesson**

   With a partner, students will develop and deliver a career lesson plan for middle school students. Rubric provided by instructor, grading by school counselor or teacher. (100 points)

5. **Career and College Readiness Field Trip Project**

   Students will choose a grade to develop a career or college field trip. Alternatively, they may choose to develop a workshop or day-long seminar series on careers or college for a specific grade level. Students cannot choose the same project (i.e., two people with field trips to a fire station). Students will develop a portfolio of school counseling career development activities for that field trip (or workshop): two student learning outcomes for the field trip, all logistical paperwork (parent permission slips, letters to parents, letters to the organization, This project is worth 300 points.

6. **Other Assignments and Activities**

   Throughout the course, the instructor will incorporate six interactive activities that are meant to help students apply the material in a meaningful way. These activities may be personal assignments, or they may be in-class

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group assignments. Some activities may require a written product to be submitted to the instructor. Students are expected to complete all of these assignments, and they will receive a grade for doing so. Each activity will be worth 5 points (total of 50 points).

7. **Class Service Project: Sea Perch Competition Regionals (Baton Rouge or Gulf Coast)**

   The course instructor and students will attend and volunteer to assist with a Sea Perch Competition. Date TBA. (100 points)

SeaPerch is an innovative underwater robotics program that equips teachers and students with the resources they need to build an underwater Remotely Operated Vehicle (ROV) in an in-school or out-of-school setting. Students build the ROV from a kit comprised of low-cost, easily accessible parts, following a curriculum that teaches basic engineering and science concepts with a marine engineering theme. The SeaPerch Program provides students with the opportunity to learn about robotics, engineering, science, and mathematics (STEM) while building an underwater ROV as part of a science and engineering technology curriculum. Throughout the project, students will learn engineering concepts, problem solving, teamwork, and technical applications. To learn more follow this link:

http://www.seaperch.org/about

March 12, Louisiana Regional, 8 a.m.–2 p.m.

Pennington YMCA

15550 Old Hammond Hwy

Baton Rouge, LA 70816

April 16, Gulf Coast Regional, 8 a.m.–2 p.m.

Students must volunteer for SeaPerch competition. Afterward, students will turn in a three page (maximum) reflection on the service learning activity to include the following:

a. What role were you asked to serve in as a volunteer?

b. What type of training did you receive? What is it sufficient? If not, what could have been better?

c. What science or math concepts did you see demonstrated during the competition?

d. What impressions did you have of the students participating and their application of science/ math skills? How might these skills help them in future college or career settings?

e. What impressions did you have about parent involvement? Are parents effectively engaged? If not, what improvements would you suggest?

f. Given what you have learned in this class, as a school counselor what rationale would you offer to a principal/science educator/community sponsor for bringing a program such as this to your school?

g. How did you change or grow as a result of participating in the Sea Perch challenge as a volunteer?

Grading

Grades will be based on assignment completion, presentation, class participation, and attendance.

All written assignments will be evaluated on the basis of content, grammar, organization, timely submission, and adherence to APA style.

Assignment	**Points Possible**	**Percent of Overall Grade**
Weekly Quizzes	300	30%

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Academic Advisement at Capitol Middle School	100	10%
Diversity Challenge	50	5%
Classroom Career Lesson	100	10%
Field Trip Project	300	30%
Class Service Project	100	10%
In Class Activities	50	5%
Total	1,000	100%

A = Outstanding performance (90%−100%)

B = Good or expected performance (80%−89%)

C = Unacceptable performance (<80%)

I = Failure to demonstrate performance

Information for Students With Disabilities

The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the Americans with Disabilities Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires universities to provide "reasonable accommodations to any individual who advises us of a physical or mental disability." Students wishing to receive some instructional accommodation because of a documented disability should meet with the instructor to discuss accommodations.

Students need to be registered with the appropriate office in order to benefit from these accommodations. Before accommodations will be granted, the instructor should receive a memo confirming the recommendations for reasonable accommodations from the appropriate office. The purpose for implementing reasonable accommodations is to allow equal opportunity for students with disabilities.

Statement on Academic Integrity

It is the responsibility of the student to maintain academic integrity with regard to class assignments, exams, and any other course requirements; thus cheating, plagiarism, and knowingly assisting another to violate academic integrity are all violations of academic integrity. Students who engage in violations of academic integrity are subject to disciplinary action, including lowered or failing grades and suspension/dismissal from class or the university.

Methods of Instruction: Each class meeting will consist of didactic instruction in the form of lecture, group and collaborative in class projects, dyadic reflection, small and large group discussion, demonstration of therapeutic techniques for use with children and adolescents, and supervised practical application.

Professionalism: Due to the experiential and practical nature of this experience, professionalism is critical. Please ensure that your language and demeanor reflect a professional attitude.

Student Conduct & Academic Integrity:
http://appl003.lsu.edu/slas/dos.nsf/$Content/Code+of+Conduct?OpenDocument

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