

James Madison University
Issues and Trends in K-12 Education
PSYC 642, Summer 2018

Instructor:

Office hours by appointment and immediately following class time
First Four Weeks Summer Session M/T/W/Thurs 12:30-3:00 (mixed delivery)
Miller 31

Course Description: This course covers the challenging issues, current trends, and policies involved in meeting the academic, behavioral, and emotional needs of diverse learners in school communities. Specifically, the course content includes: understanding strategies of effective classroom management and instruction delivery for all students, serving students with exceptional needs including those with recognized disabilities, and adhering to legal policies in schools through ethical practices. This content will be presented through the lens of the school counseling discipline.

The expanding role of school counselors requires additional expertise in areas such as classroom management, special education and legal and ethical issues surrounding education and student academic achievement. This course content includes best practices for the profession that are now critical to counselor effectiveness in schools.

Course Objectives and CACREP Standards Addressed in this Course:

Students who successfully complete this course will demonstrate knowledge in the following CACREP 2016 Standards:

Section 2: Professional Counseling Identity F. Counseling Curriculum, Common Core

2. Social and Cultural Diversity

c. multicultural counseling competencies

Section 5: G: School Counseling

1. Foundations

d. Models of School based collaboration and consultation

e. assessments specific to P-12 education

2. Contextual Dimensions

a. School counselor roles as leaders, advocates, and system change agents in P-12 schools

b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

d. School counselor roles in school leadership and multidisciplinary teams

e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters and trauma

j. Qualities and styles of effective leadership in schools

m. Legislation and government policy relevant to school counseling

n. legal and ethical considerations specific to school counseling

3. Practice

c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

d. Interventions to promote academic development

h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

k. Strategies to promote equity in student achievement and college access

l. Techniques to foster collaboration and teamwork within schools

n. Use of accountability data to inform decision making

o. Use of data to advocate for programs and students

Expected Learning Outcomes:

1. Students will recognize the importance of expanding roles for school counselors and the scope and boundaries of professional identity.
2. Students will understand theoretical frameworks and models for classroom management, special education, and legal and ethical issues in schools.
3. Students will understand the roles and relationships between school counselors, teachers, parents and students including the school counselors' role in student support and school leadership teams.
4. Students will understand legal, ethical, and multicultural issues associated with classroom management and special education.
5. Students will understand the school counselors' roles and responsibilities in relation to the school emergency management plans, and crises, disasters and other trauma-causing events.
6. Students will develop a working knowledge of professional resources and demonstrate skill in utilizing resources in effective school counseling practice.

Counseling Programs Academic Policies for Syllabi

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Attendance

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Class Participation Rubric

Excellent	Acceptable	Unacceptable
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.

Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml>

Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

Class Conduct: With regard to electronic devices: cell phones are to be turned to silent and texting is not allowed during class time. If you are on call or expecting an emergency phone call that you must respond to, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only.

Written Assignments: All written assignments must be typed, and formatted according to the following: 12-point font, Times New Roman, double spacing, 1" margins, and your name clearly included on the front page.

Professional Membership: Students are strongly encouraged to become a member of the American School Counselors Association as a component of this course and their own career development process. Resources exclusively available through this membership will enhance learning in this course and in your career as a school counselor. Joining is easy at www.schoolcounselor.org

Course Texts: In lieu of a required text for this course, students are strongly encouraged to become members of the American School Counselor's Association. This membership carries with it access to a vast collection of resources that will be invaluable professional tools.

Student Performance Evaluation Procedures and Criteria:

Students can earn up to 100 points for the semester. The points are divided among the assignments listed below. Final grades will be based on the following scale:

Grade	Points	Percentage
A	153-170	90 – 100 %
B	136-152	80 – 89.9%
C	119-135	70 – 79.9%
Fail		Less than 70%

Grades are based on the following:

1. Class Readings and participation 20 points
2. Differentiated Classroom guidance lesson demonstration 50 points

- 3. School crisis plan review and reflection 40 points
- 4. Gaining Perspective on Disabilities Project 30 points
- 5. Classroom Management Dialogue 30 points

TOTAL 170 points

Course Requirements and supporting rubrics:

The following assignments and activities are required of all students.

1. **Class Readings and participation.** The majority of readings for this class are easily accessed in electronic format online on CANVAS. Readings for each class should be completed ahead of time as a preparation for class discussions and activities. Students should write two main ideas or “takeaways” from the week’s readings and/or review and exploration of websites and bring these ideas to class each week (brief bullet points are acceptable). At the end of the term, all of the main ideas will be handed in to the instructor and will formulate the points for class readings and participation. *(While this will not be scored using a rubric, the various class readings and exploratory activities were chosen due to the link back to the CACREP standards.) 20 points*

2. **School Crisis Plan Review and Reflection.** Students will obtain a copy of a school’s current crisis plan. This may be from a practicum site school, or other school. If a student has difficulty obtaining a crisis plan, the Instructor will help with this. Pay particular attention to the role of the school counselor in crisis situations. The student will write a personal reflection paper on the role of the school counselor in crisis situations. The reflection paper will address the following questions:
 - a. In the school crisis plan you read, how does the school counselor function, assist, coordinate or respond in school crisis situations? Give several examples.
 - b. In the school crisis plan you read, do you feel that the school counselor’s role is appropriate?
 - c. What changes would you make in this crisis plan, in regards to the school counselor’s role?
 - d. What thoughts and feelings arise as you envision yourself performing this role as a school crisis responder?
 - e. What further preparation, training, education or practice do you need in order to be better prepared for your role as a school crisis responder?
 - f. Include a reference page, citing the crisis plan plus **one additional resource** you used to complete the paper. The reference page should be in APA format.

Crisis Plan Review Rubric (40 points)

Standard	Excellent	Acceptable	Unacceptable
2.a., 2.d.	Identifies and clearly views self as leader and advocate	Identifies a potential contribution as leader and	No identifiable contributions in this

	in this role	advocate in this roles	role specified
2.b.	Articulates linkage of consultative role in developing crisis plans	Minimizes consultative role of counselor in developing crisis plans	No discussion of potential consultative role
2.e	Reviews plan thoroughly and identifies potential responsibilities in school crises, disasters and traumas	Brief review of plan and minimal discussion of potential responsibilities in school crises and trauman	No evidence of a review of a crisis plan and weak identification of potential responsibilities
2.n	Identifies additional training and experiences necessary in clear, organized manner	Minimal identification of additional training and experiences needed.	No discussion or recognition of additional training and experiences necessary

3. **Classroom Guidance Lesson Demonstration.** Student, in pairs or triads as determined by the Instructor, will research and create a *differentiated* classroom guidance lesson that would be useful in the school counseling setting. Specific settings that are indicative of diverse classrooms and k-12 students will be assigned by the instructor. Each pair of students will conduct their 30-45 minute lesson during our class with their classmates. The lesson should also be written out in the format provided by the Instructor (GRIP template found on CANVAS). One paper copy should be turned in to the Instructor. All classmates should receive a copy of the lesson, either on paper or electronically. Students are encouraged to be creative, interactive and use their own strengths and style to present the content and activities included in the lesson. Students may use pre-written lesson ideas (from Pinterest or school counselor blogs, for example) as a starting point, but the final lesson plan must be originally written by the student. The critical element in this plan should be evidence of differentiation for the diverse learner/k-12 student.

Guidance Lesson Demonstration Review Rubric (50 points)

Standard	Excellent	Acceptable	Unacceptable
3.c.	Lesson plan and demonstration includes strong evidence of: clear objectives, developmentally appropriate activities, differentiated curriculum and accountability data	Lesson plan and demonstration includes some evidence of: clear objectives, developmentally appropriate activities, differentiated curriculum and accountability data	Lesson plan and demonstration includes weak evidence of: clear objectives, developmentally appropriate activities, differentiated curriculum and accountability data
3.d.	Lesson plan and demonstration includes strong evidence of support of students' academic skills	Lesson plan and demonstration includes some evidence of support of students' academic skills	Lesson plan and demonstration includes weak evidence of support of students' academic skills
3.f.	Demonstration of excellent counseling and support skills	Demonstration of emerging counseling and support skills	Very weak demonstration of counseling and support skills
3.k	Demonstrates understanding of importance of differentiated curriculum to provide	Demonstrates some understanding of importance of differentiated	Demonstrates minimal understanding of importance of differentiated

	equitable access to all students	curriculum to provide equitable access to all students	curriculum to provide equitable access to all students
3.n.	Lesson plan included appropriate data collection to inform practice and decision making	Lesson plan included data collection with weak link to practice and decision making evident	Lesson plan did not include appropriate data collection to inform practice and decision making

4. **Classroom Management Dialogue with Teacher.** Students will engage in a semi-structured interview/dialogue with one classroom teacher about the teacher’s particular classroom management approach and techniques. Students should familiarize themselves with various classroom management theories (sample listing found on course CANVAS). Finally, the student will integrate this information to formulate their own personal style and structure of classroom management and instruction. The paper will address the following:

- a. Brief overview of chosen theory/theorist from listing
- b. What appeals to you about this theory/theorist?
- c. Who is the teacher that you chose to interview? What is their work setting?
- d. Describe the teacher’s personal approach to classroom behavior management.
- e. Describe the tools, techniques, and structure the teacher implements into their classroom practice to manage behavior.
- f. Compare and contrast your chosen theory with the teacher you interviewed. How are they alike/different?
- g. Based on all you’ve learned from class, readings, experiences and interviews, what is your personal philosophy of classroom behavior management?
- h. What tools, techniques and structures will you most likely use when you are in a classroom setting with students? Give a few practical examples.
- i. Include a reference page, citing all resources used, including the teacher interview. The reference page should include at least 2 resources and be in APA format.

Classroom Management Review Rubric (30 points)

Standard	Excellent	Acceptable	Unacceptable
2.b.	Strong evidence of effective collaboration potential with teachers	Some evidence of effective collaboration potential with teachers	Minimal evidence of effective collaboration potential with teachers
3.h.	Paper includes strong connection between classroom management strategies and school achievement	Paper includes some connection between classroom management strategies and school achievement	Paper includes minimal connection between classroom management strategies and school achievement
3.i.	Strong evidence of understanding of teamwork and effective collaboration to promote effective classroom environments	Adequate evidence of understanding of teamwork and effective collaboration to promote effective classroom environments	Minimal evidence of understanding of teamwork and effective collaboration to promote effective classroom environments

5. THIS ASSIGNMENT IS A KEY PERFORMANCE INDICATOR FOR THE SCHOOL COUNSELING PROGRAM, SOCIAL AND CULTURAL DIVERSITY, PRACTICE LEVEL: Students will choose one of the recognized educational disabilities and provide a written review of this disability. The questions below should be addressed in this typed document (bullet format is expected). One copy should be given to the Instructor. The document should be provided for classmates electronically and/or on paper to serve as a future resource. Students will offer a 5-10 minutes overview of important components of the disability during the designated class time covering this topic.

- Define this disability. What percentage of students qualify for this disability? Is disproportionality present in this disability?
- What assessments are needed to determine eligibility for this disability?
- What challenges (academic, behavioral, and/or social) might the student with this disability face in school? How might schools respond to these challenges?
- What accommodations and/or modifications might be needed for students with this disability? Within the larger school environment? Within the classroom setting?
- How can school counselors differentiate lessons and interventions to meet the needs of students with this disability?

Disability Review Rubric (30 points)

Standard	Excellent	Acceptable	Unacceptable
2.a.	Strong evidence of counselor advocacy for this population of students	Adequate evidence of counselor advocacy for this population of students	No evidence of counselor advocacy for this population of students
2.m.	Understanding of federal disability policy and legislation is evident	Minimal understanding of federal disability policy and legislation is evident	Inaccurate understanding of federal disability policy and legislation is evident
3.c.	Several appropriate accommodations evident with clear connection to school counselors delivery of lessons and interventions stated	One appropriate accommodation evident with a weak connection to school counselors delivery of lessons and interventions stated	No appropriate accommodations evident with minimal connection to school counselors delivery of lessons and interventions stated
2.C	Multiple considerations for counseling competencies with this population were highlighted	One relevant competency was highlighted for consideration when working with this population	No differentiation of counseling competencies were evident

<p><u>Week 1</u></p> <p>Monday May 7th</p>	<p>Welcome and Introduction</p> <p>The Expanding Role of the School Counselor</p> <p>Understanding Schools as Systems</p> <p>Multi-tiered Systems of Support</p>	<p><u>Preparation Tasks</u></p> <p><i>Review ASCA National Model on-line</i></p> <p><i>Review VDOE Standards for School Counseling Programs on-line</i></p> <p><i>Read School Culture section of chapter</i></p>
<p>Tuesday May 8th</p>	<p>Consultation and Collaboration Models</p> <p>Understanding Federal and State Educational Standards</p>	<p><i>Read Chapters 1, 2, 3 from Motivational Interviewing for Effective Classroom Management</i></p> <p><i>Review Common Core on-line</i> http://www.corestandards.org/about-the-standards/frequently-asked-questions/</p> <p><i>Review VA SOLS on-line</i> http://www.doe.virginia.gov/testing/index.shtml</p> <p><i>Review ESSA on-line https://www.ed.gov/ESSA</i> <i>And at</i> https://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/policy-priorities/the-every-student-succeeds-act/details-of-essa</p> <p>http://www.doe.virginia.gov/federal_programs/esea/essa/index.shtml</p>
<p>Wednesday May 9th</p>	<p>Classroom Management Theory and Practice</p>	<p><i>Review 3 videos of your choice from EDUTOPIA website http://www.edutopia.org/ on some aspect of classroom management and respond in a brief reflection. Bring your viewing reflection to class on Wednesday May 9th (include</i></p>

		<i>brief description of what you viewed highlighting classroom management strategies used – you do not need to turn this in but rather use it as a guide for your sharing)</i>
Thursday May 10th (No GROUP MEETING)	Perspectives on Classroom Management/Supporting Teachers and Classrooms in Action	<ul style="list-style-type: none"> • <i>Review handout on Theories of Classroom Management</i> • <i>Hold Dialogue/Interview teacher about classroom management style</i> • <i>Respond to prompts and bring written paper to next class on Monday May 14th</i>
<u>Week 2</u> Monday May 14th	<p>Supporting Academic Systems within Diverse School Communities</p> <p>Guest: Susan Macgowan Black, EdS., school psychologists visits</p> <p>The Counselor's Role in Tiered Systems of Support: A Focus on Primary Prevention Programming</p>	<p><i>Share highlights from teacher dialogue/turn in response paper</i></p> <p><i>Read Chapters 1 & 2 from Resilient Classroom: Creating Healthy Environments for Learning</i></p> <p><i>Review</i> http://www.doe.virginia.gov/instruction/virginia_tiered_system_supports/resources/vtss_guide.pdf (also found on CANVAS)</p>
Tuesday May 15th	<p>Tiered Systems of Supports</p> <p>A Focus on Secondary and Tertiary Interventions</p>	<p><i>1. Review: PBIS (Choose one video demonstrating PBIS and view prior to class – briefly share with the class what you viewed)</i> https://www.pbis.org/media/videos</p> <p><i>2. Choose one website from the following to explore and briefly share with the class:</i></p> <p><i>Character Counts/Josephine Institute</i> http://www.josephsoninstitute.org/</p>

		<p style="text-align: center;">or</p> <p>CASEL http://www.casel.org/ Explore Bullying.gov http://www.stopbullying.gov/</p> <p>Review document on threat assessments https://www.dcjs.virginia.gov/vcscs/documents/ThreatAssessmentPoliciesProceduresGuidelines-Final.pdf</p>
Wednesday May 16th	Effective Practice with Diverse Schools and Students	<p>Explore these TTAC websites for potential future collaboration https://www.ttacjmu.org/</p> <p>https://ttaconline.org/</p> <p>View Video "Tale of Two Schools" (in class)</p>
Thursday May 17 (NO GROUP MEETING)	Responding to Crises in Schools	<p>Review a school's crisis intervention plan and respond to prompts. Bring written response to class Thursday May 17th.</p> <p>Read Safe School (on CANVAS)</p>
<u>Week 3</u> Monday May 21	Special Education Law Understanding IEPs, 504 Plans, and Continuum of Services	<p>Share crisis plan discoveries</p> <p>Read ASCA Position Statement: Students with Disabilities (on-line and on CANVAS)</p> <p>Read Chapter 7 Legal and Ethical Issues in Special Education from <i>The School Counselor's Guide to Education</i></p>
Tuesday May 22	Understanding disabilities	Use class time to explore assigned disability. Engage in

(No GROUP MEETING)		<i>experiential aspect through a dialogue with a person who has been impacted by disability, observing a classroom for diverse learners, or other personal interaction.</i>
Wednesday May 23	Educational Disabilities	<i>Gaining Perspectives on Disabilities: Research assigned educational disability and respond to prompts. Bring written response to class. Share disability with class in 10-15 minutes organized presentation</i>
Thursday May 24	The School Counselor's Role in School Based Teams Legal and Best Practices in Schools (FBAs, BIPs and Manifestations Determinations)	<i>Read Chapter 43 Best Practices in Problem-Solving Team Structure and Process</i> <i>Participate in simulation of Child Study Team Meeting during class</i> <i>Review</i> http://www.doe.virginia.gov/support/student_conduct/fba_guidelines.pdf -on line and on CANVAS
<u>Week 4</u> Monday May 28 Memorial Day – JMU closed		
Tuesday May 29 (No GROUP MEETING)	Differentiation Lesson Preparation	<i>Utilize this time to collaborate and prepare your differentiated guidance lessons</i>
Wednesday May 30	Differentiation of Service Delivery	<i>Present Differentiated Guidance Lesson Demonstrations/Bring at least one copy for instructor (send classmates electronic copy or bring copies to share)</i>
Thursday May 31	Putting it all Together: Appreciative Inquiry Process	<i>Bring a picture of yourself as a k-12 student</i>

APPENDIX : SPECIFIC CACREP STANDARDS AND KPI CHART WITH ALL ASSIGNMENTS MAPPED TO STANDARDS

CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS: SCHOOL COUNSELING SPECIALTY Foundations = <i>F</i> Contextual= <i>C</i> Practice = <i>P</i>	1	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	CACREP CORE: SOC/CUL	2
	d <i>F</i>	a <i>C</i>	b <i>C</i>	d <i>C</i>	e <i>C</i>	j <i>C</i>	m <i>C</i>	n <i>C</i>	c <i>P</i>	d <i>P</i>	f <i>P</i>	h <i>P</i>	k <i>P</i>	l <i>P</i>	n <i>P</i>	o <i>P</i>		c
2. Social and Cultural Diversity	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
KPI 2 (Introductory): Ability Status, Review of Disability, Assignment 5		X					X		X									X
School Crisis Plan Review and Reflection		X	X	X	X			X										
Classroom Guidance Lesson Demonstration.									X	X	X		X		X			X
Classroom Management Dialogue with Teacher			X									X		X				X

KPI RUBRIC	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
	1	2	3	4
<p>KPI 2: Social and Cultural Diversity:</p> <p>Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in schools and other professional settings.</p>	<p>Does not meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not demonstrate self-awareness regarding issues of diversity. Does not seek supervision regarding issues of diversity. Does not demonstrate an attitude of openness regarding potential issues of diversity.</p>	<p>Does not consistently meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not consistently demonstrate self-awareness regarding issues of diversity. Does not consistently seek supervision regarding issues of diversity. Does not consistently demonstrate an attitude of openness regarding potential issues of diversity.</p>	<p>Meets expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.</p>	<p>Surpasses expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Consistently demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.</p>

