Collaborative Classroom Instruction, Leadership & Professional Topics
PSYCHOLOGY 6580: Spring 2019

Instructor: Kathryn S. Bitner, PhD
Office Hours: by appointment

Course Overview (Content Area): Collaborative Classroom Instruction, Leadership & Professional Topics is a graduate level course intended for students who plan to license in and enter the field of Professional School Counseling. The course is based on essential knowledge and skills as established by the Utah State University School Counseling program based on CACREP Standards (2016) and the Utah State Board of Educational School Counseling Standards. In addition, the course specifically concentrates on collaborative classroom instruction and leadership as identified in the Utah College & Career Readiness School Counseling Program Model (2016, 2nd edition).

Prerequisites: Students are expected to be admitted into the school counseling program or received department permission. NOTE: This class is scheduled to be taken at the same time as the student Practicum class. If the Practicum class is not taken at this time, students will be required to arrange observations and assignments requiring a school setting on their own.

Course Objectives (Knowledge & Skill Outcomes): This course provides instruction aimed at developing an understanding of collaborative classroom instruction, leadership and professional topics necessary for school counselors including:

1. Design and evaluation of school counseling program, core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
2. Models of school counseling programs
3. School counselor roles as data driven leaders, advocates, collaboration and systemic change agenda in P-12 schools
4. School counselor roles in relation to plan for college and career readiness
5. School counselor roles in school leadership and multidisciplinary teams
6. School counselor roles and responsibilities in relation to the school emergency management plans, crises, disasters, and trauma
7. Competencies to advocate for school counseling roles
8. Community resources and referrals sources professional organizations, preparations standards, and credentials relevant to the practice of school counseling
9. Qualities and styles of effective leadership in schools
10. Use of data driven leadership to create systemic change
11. Interventions to promote college and career readiness
12. Techniques to foster collaboration and teamwork within schools
13. Professional counseling organizations, including membership benefits, activities, services, and current issues

Required Readings:
In place of a textbook for the course, specific readings will be assigned. Most will be taken from the American School Counseling Association; others will be provided for students via Canvas. It is expected that all students will join the association as student members. The cost to join is $69. Information can be found at www.schoolcounselor.org. Details will be discussed in class, please do not join before instructions are given in class. In addition, students are encouraged to join the Utah School Counselor Association. The student cost is $25 (if joined through the state website; if added when paying for ASCA, the cost is $45). Information can be found at www.utschoolcounselor.org.

Students will also be participating in a Literature Circle and will be assigned to read one book from the list provided on Canvas. Please do not purchase ahead of time as group assignments have not been made.

In addition, all students must have access to the Utah College and Career Readiness Comprehensive School Counseling Program Model, (2nd Edition), 2016 The document can also be accessed online at: http://utahstudentsuccess.weebly.com/uploads/8/6/8/0/8680113/training_version.pdf. Although not required, students will find it beneficial to have access to The ASCA National Model (3rd Edition). Information can be found at http://www.schoolcounselor.org/school-counselors-members/asca-national-model
Required Course Materials: In addition to the required readings, all students will need access to the internet during class. This can be a phone, tablet, or computer.

Accommodations: The Americans with Disabilities Act states: “Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program.” If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (435.797.2444), preferably during the first week of the course.

Academic Honesty: Work done for class is expected to be the individual student’s own work and acknowledgment of other’s work is anticipated. USU expects students to maintain the “highest standards of academic honesty.” Information regarding academic honesty (including cheating, falsification, plagiarism and consequences for these actions) can be found in the general course catalog under “The Code of Policies and Procedures for Students at Utah State University”, Article VI, Section 1 found at: http://catalog.usu.edu/content.php?catoid=12&navoid=3140

Structure of the Course/Method of Instruction: The course may include readings, audiovisual examples, literature circles, discussion, experiential exercises, written assignments and exams.

Course Assignments: All assignments are to be turned in via canvas before class begins unless other arrangements have been made. Specific assignment sheets with additional information is on Canvas. Late work will be assessed at the instructor’s discretion.

- **Class Participation**: Participation is essential for this class. There will be multiple times where students are expected to engage in class discussions and other learning activities. Those who choose not to participate, will not receive the same instruction and education as those who do. Participation is not worth a specific point value; however, students who are not prepared to participate in class or are not in attendance may be docked up to a full letter grade. Students in danger of a lower grade will be notified prior to point deduction. Please let the instructor know if you are unable to attend class.

- **Reading Assignments**: Reading assignments provide background knowledge to the topic being discussed in class. All reading assignments need to be done by the due date to be beneficial for class discussion. There is no specific point value to the reading assignments; however, they will be used for class quizzes, activities, and discussion. Questions related to the reading will make up a major part of the final.

- **Foundation Assignment (10 points)**: The purpose of this assignment is to provide the student an opportunity to reflect on their own experiences with a school counselor in the classroom. It also serves as an introduction of the student to the instructor. Answers may be shared in class unless noted. Credit will be given for completion.

- **Lesson Plan (50 points)**: The purpose of this assignment is to apply principles learned regarding core curriculum design and lesson planning.

- **Teacher Interviews (25 points x 2)**: The purpose of this assignment is to find out from current classroom teachers different techniques used for ACADEMIC and BEHAVIOR student success. Students will summarize their interviews in APA paper or handout form.

- **Observations (25 points x 2)**: The purpose of this assignment is to see from current classroom teachers different techniques used for ACADEMIC and BEHAVIOR student success. Students will summarize their interviews in APA paper or handout form.

- **Leadership Style Survey (10 points)**: Students will take an online leadership style survey and report on their findings.

- **Leadership Podcast Summary (10 points x 2)**: Students will listen to various podcasts and share what they learn.

- **Leadership Summary Paper (20 points)**: The purpose of this assignment is to allow students to summarize their leadership findings from the class.

- **Literature Circle Weekly Tracker (10 points x 5)**: The purpose of this weekly record is to track student progress and participation on the readings/group project.

- **Leadership Book Summary and final questions (20 points)**: All groups will submit a book summary for other class members to read before their presentation. Students will also submit five final questions about their book prior to their presentation.

- **Leadership Literary Circle Presentation (30 points)**: Groups will work together to present information learned during their literature circle.

- **Final Exam (140 points)**: The final will be based off of readings, lecture and class discussions (including Literary Circle Presentations). It will be a closed book exam. There will be multiple choice and short answer questions. It is anticipated that the exam will take no longer than three hours.

Grading: There are 450 points possible. The following percentages will be used to determine grades:

A = 94-100%, A- = 90-93%, B+ = 87-89%, B = 84-86%, B- = 80-83%, C+ = 77-79%, C = 74-76% and so forth
Class Schedule: A current class schedule can be found below. Please note that the class schedule is not a binding contract and is subject to revisions, as needed, during the course of the term. *Students should not work ahead as assignments may change.* Students will be notified in advance of any changes.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading (read before class)</th>
<th>Assignments (due before class)</th>
<th>In Class assignment</th>
<th>Objectives</th>
</tr>
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<tbody>
<tr>
<td>1/8</td>
<td>Introduction to Class: School Counseling History, Roles, Resources. Promoting College &amp; Career Readiness</td>
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<td>2, 4, 7, 8, 11, 13</td>
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<td>1/15</td>
<td>Core Curriculum design and lesson plan development, Mindsets for learning/teaching</td>
<td>Collaborative Classroom Instruction/ Curriculum Readings</td>
<td>Foundation assignment due</td>
<td>Literature Circle: book selection</td>
<td>1, 11, 12</td>
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<td>1/22</td>
<td>Evidence-Based Instructional Priorities ACADEMIC: teacher clarity, explicit instruction, instructional hierarchy, and systematic vocabulary development</td>
<td>Academic Instructional Priorities Reading week 1</td>
<td>Lesson plan due LC Roles</td>
<td>Literature Circle 1 organization/assignments</td>
<td>1, 11, 12.1</td>
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<td>1/29</td>
<td>Evidence-Based Instructional Priorities ACADEMIC continued: structured classroom discussion</td>
<td>Academic Instructional Priorities Reading week 2</td>
<td>Teacher Interview 1 LC Roles</td>
<td>O’dell to discuss internships Literature Circle discussion 2</td>
<td>1, 11, 12</td>
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<td>2/5</td>
<td>Evidence-Based Instructional Priorities ACADEMIC continued: feedback, maximizing opportunities to respond, scaffolding instruction and grouping structures, and instructional agility</td>
<td>Academic Instructional Priorities Reading week 3</td>
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<td>Literature Circle discussion 3</td>
<td>1, 11, 12</td>
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<td>2/12</td>
<td>Evidence-Based Instructional Priorities BEHAVIOR: Classroom Positive Behavioral Interventions and Supports (PBIS), Positive Teacher-Student Relationships, and Active Supervision,</td>
<td>Behavior Instructional Priorities Reading week 1</td>
<td>Observation 1 LC Roles</td>
<td>Literature Circle discussion 4</td>
<td>1, 11, 12</td>
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<td>2/19</td>
<td>Evidence-Based Instructional Priorities BEHAVIOR continued: Pre-correction, High ratio of positive to corrective feedback, precision requests, differential reinforcement, self-monitoring, group contingency, token economy, de-escalation strategy (help, wait, prompt)</td>
<td>Behavior Instructional Priorities Reading week 2</td>
<td>Teacher interview 2 LC Roles</td>
<td>Literature Circle discussion 5</td>
<td>1, 11, 12</td>
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<td>2/26</td>
<td>Styles of Leadership, leadership in schools, leadership vs administration; school counselor relationship with administrators</td>
<td>Leadership Reading week 1</td>
<td>Observation 2 LC Roles</td>
<td>Literature Circle presentation planning: summary due at end of class</td>
<td>3, 5, 7, 9, 10, 11</td>
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<td>3/5</td>
<td>Leadership: Demonstration/Evaluation of Instructional Priorities and lesson planning via Leadership Literacy Circle Presentations</td>
<td>Leadership Readings week 2 Book Summaries 1-4</td>
<td>Leadership Style Survey due</td>
<td>Leadership Presentation (Broadcast Groups 1, 2, 3, 4)</td>
<td>3, 5, 7, 9, 10, 11</td>
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<td>3/12</td>
<td>Spring Recess</td>
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<td>3/19</td>
<td>Leadership: Demonstration/Evaluation of Instructional Priorities and lesson planning via Leadership Literacy Circle Presentations</td>
<td>Leadership Readings week 3</td>
<td>Leadership Podcast 1 summary due</td>
<td>Leadership Presentations (Broadcast Groups 5, 6, 7, 8)</td>
<td>3, 5, 7, 9, 10, 11</td>
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<td>Topic</td>
<td>Readings</td>
<td>Podcast/Assignments</td>
<td>Broadcast Groups</td>
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<td>3/26</td>
<td>Leadership: Demonstration/Evaluation of Instructional Priorities and lesson planning via Leadership Literacy Circle Presentations</td>
<td>Leadership Readings week 4 Book Summaries 9-12</td>
<td>Leadership Podcast 2 summary due</td>
<td>Leadership Presentations (Broadcast Groups 9, 10, 11, 12)</td>
<td>3, 5, 7, 9, 10, 11</td>
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<td>4/2</td>
<td>Leadership: Demonstration/Evaluation of Instructional Priorities and lesson planning via Leadership Literacy Circle Presentations</td>
<td>Book Summaries 13-16</td>
<td>Leadership questions due</td>
<td>Leadership Presentations (Broadcast Groups 13, 14, 15)</td>
<td>3, 5, 7, 9, 10, 11</td>
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<td>4/9</td>
<td>Professional Topics: Trauma-informed practices</td>
<td>Trauma Readings</td>
<td>Leadership paper due</td>
<td>6, 13</td>
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<td>4/16</td>
<td>Professional Topics: Crisis Plans/Open Discussion</td>
<td>Crisis Plan Readings</td>
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<td>4/23</td>
<td><strong>FINAL</strong></td>
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**Class Format:**
8:00-8:45 Lecture A, 8:45-9:30 Lecture B, 9:35-10:30 Literature Circles (online)