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

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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.

Required Readings:
In place of a specific textbook for the course, readings will be taken from the American School Counseling Association website. It is expected that all students will join the association as student members. The cost to join is $69. Details will be discussed in class. Information can be found at www.schoolcounselor.org. 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 of leadership books listed below. Please do not purchase ahead of time as group assignments have not been made.

- Change Leader: Learning to do what matters most, Michael Fullan
- Difficult Conversations: How to discuss what matters most, Douglas Stone
- GRIT, Angela Duckworth
- Hacking Leadership: 10 Ways Great Leaders Inspire Learning that Teachers, Students, and Parents Love (Hack Learning Series, vol 5), Joe Sanfelippo and Tony Sinanis
- Leadership: Key Competencies for Whole-system Change (How Education leaders can develop creative, productive school cultures), Lyle Kirtman and Michael Fullan
- Lead Fearlessly, Love Hard, Linda Cliatt-Wayman
- Leverage Leadership: A practical Guide to Building Exceptional Schools, Paul Bambrick-Santoyo
- Mindset: The New Psychology of Success, Carol S. Dweck
- Rising Strong: How the Ability to reset transforms the way we live, love, parent and lead, Brene Brown
- School Leadership that Works: From Research to Results, Robert J. Marzano & Timothy Waters
- Start with the Why, Simon Sinek
- The Mindful School Leader: Practices to Transform your Leadership and School, Valerie Brown and Kristen Olson
- The Moral Imperative of School Leadership, Michael Fullan
- The Power of Habit, Charles Duhigg
- The Power of Positive Leadership: How and Why Positive Leaders Transform Teams and Organizations and change the world, Jon Gordon
- Thinking Fast and Slow, Daniel Kahneman
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.

**Student Expectations:** Students are expected to actively participate in the class and present their own viewpoints regarding the course content while respecting and appreciating any differing points of view offered by classmates or the instructor. Late assignments will be marked down according to instructor discretion.

**Structure of the Course/Method of Instruction:** The course meets from 5:15 to 7:45 PM on Tuesdays unless otherwise discussed. The course may include lecture, class discussions, audiovisual examples, experiential exercises, readings, role-playing, modeling, student presentations, written assignments and exams.

**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 (CAN THIS SAY “Design and evaluation of school counseling collaborative classroom instruction including 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 to members, and current issues

**Course Assignments:** All assignments are to be turned in via canvas before class begins unless other arrangements have been made. Late work will be docked at the instructor’s discretion. The papers (vs. assignments) must be in APA style format. See http://owl.english.purdue.edu/owl/resource/560/01/ for help with APA formatting.

**Class Participation:** Participation is essential for this class. Whereas it is not worth a specific point value, students who are not prepared to participate in class may be docked up to a full letter grade. Attendance may be taken; if you need to miss a class, you need to let the instructor know.

**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 (20 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. Additional requirements on the assignment sheet. Answers may be shared in class unless noted. Credit will be given for completion.

- **Teacher Interviews (10 points x2):** The purpose of this assignment is to find out from current classroom teachers different techniques used for ACADEMIC and BEHAVIOR student success.

- **Observations (10 points x2):** The purpose of this assignment is to see from current classroom teachers different techniques used for ACADEMIC and BEHAVIOR student success.

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

- **Lesson Plan (35 points):** The purpose of this assignment is to apply principles learned regarding core curriculum design and lesson planning.

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

- **Final Exam (50 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:** Total points possible for the course is 500. 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%

**Class Schedule:** A current class schedule can be found on Canvas. 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 regarding any changes.
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Class&lt;br&gt;History of public schools, charter schools, private schools&lt;br&gt;Educational vs Counseling Philosophies</td>
<td>Foundation assignment due&lt;br&gt;Collaborative Classroom Instruction Readings due</td>
<td>1.a, 1.b</td>
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<td>2</td>
<td>Standards for Instruction (Multi-tiered system of supports)&lt;br&gt;School Counselor Role as EDUCATOR&lt;br&gt;Comprehensive Guidance Programs&lt;br&gt;Introduction of evidence-based instruction&lt;br&gt;Introduction of Literacy Circles</td>
<td>Teacher interview due (week 3)&lt;br&gt;Literacy Circle Outline (in-class week 3)&lt;br&gt;Observation due (week 4)&lt;br&gt;Literacy Circle Tracker (in-class week 4)</td>
<td>1.e, 2.a, 2.c, 2.d, 3.c, 3.l</td>
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<td>3-4</td>
<td>Evidence-Based Instructional Priorities ACADEMIC:&lt;br&gt;teacher clarity, explicit instruction, instructional hierarchy, feedback cycle, systemic vocabulary, structured classroom discussion, maximizing opportunities to respond, scaffolding instruction, grouping</td>
<td>Teacher interview due (week 5)&lt;br&gt;Literacy Circle Tracker (in-class week 5)&lt;br&gt;Observation due (week 6)&lt;br&gt;Literacy Circle Tracker (in-class week 6)</td>
<td>1.e, 3.c</td>
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<td>5-6</td>
<td>Evidence-Based Instructional Priorities BEHAVIOR:&lt;br&gt;Positive behavior, positive teacher relationship, active supervision, pre-correction, precision requests</td>
<td>Teacher interview due (week 5)&lt;br&gt;Literacy Circle Tracker (in-class week 5)&lt;br&gt;Observation due (week 6)&lt;br&gt;Literacy Circle Tracker (in-class week 6)</td>
<td>1.e, 3.c</td>
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<td>7</td>
<td>Core Curriculum design and lesson plan development</td>
<td>Literacy Circle Tracker (in-class week 7)&lt;br&gt;Curriculum Readings due</td>
<td>1.e, 3.c, 3.j</td>
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<td>8</td>
<td>Styles of Leadership, leadership in schools, leadership vs administration</td>
<td>Leadership Readings due&lt;br&gt;Lesson Plan due</td>
<td>1.e, 3.c</td>
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<td>9</td>
<td>Demonstration/Evaluation of Instructional Priorities and lesson planning via Leadership Literacy Circle Presentations</td>
<td>Leadership survey due&lt;br&gt;Leadership Presentation (Broadcast Groups 1, 2, 3, 4)</td>
<td>2.j, 3.l</td>
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<td>10</td>
<td>Leadership Literacy Circle Presentations</td>
<td>Leadership Presentations (Broadcast Groups 5, 6, 7, 8)</td>
<td>2.j, 3.a, 3.l</td>
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<td>11</td>
<td>Leadership Literacy Circle Presentations</td>
<td>Leadership Presentations (Broadcast Groups 9, 10, 11, 12)</td>
<td>2.j, 3.l</td>
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<tr>
<td>12</td>
<td>Leadership Literacy Circle Presentations</td>
<td>Leadership Presentations (Broadcast Groups 13, 14, 15, 16)</td>
<td>2.e, 3.l</td>
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<tr>
<td>13</td>
<td>Professional Topics: Trauma-informed practices, crisis plans</td>
<td>Professional Topics Readings as assigned due</td>
<td>3.l, 2.j, 3.j</td>
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<td>14</td>
<td>Professional Topics: Counselor Toolbox/Open Discussion</td>
<td>Professional Topics Readings as assigned due</td>
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<td>15</td>
<td><strong>FINAL</strong></td>
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<td><strong>all</strong></td>
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| 1    | Introduction to Class  
History of public schools, charter schools, private schools  
Educational vs Counseling Philosophies  
What are our objectives as School Counselors? (What do we want students to become?) | Read ASCA Mindset/Behaviors  
Select three areas that you would like to create a collaborative classroom instruction lesson on. What class does it relate to? | 1.a, 1.b   |
| 2    | Standards for Instruction (Multi-tiered system of supports)  
School Counselor Role as EDUCATOR  
Comprehensive Guidance Programs  
Introduction of evidence-based instruction  
Introduction of Literacy Circles | Foundation assignment due  
Collaborative Classroom Instruction Readings due  
Observe teacher #1: what do you think they did well, what do you think they could improve on? | 1.e, 2.a, 2.c, 2.d, 3.c, 3.l |
| 3    | Core Curriculum design and lesson plan development | Literacy Circle Tracker (in-class week)  
Curriculum Readings due | 1.e, 3.c, 3.j|
| 4-5  | Evidence-Based Instructional Priorities ACADEMIC:  
teacher clarity, explicit instruction, instructional hierarchy, feedback cycle, systemic vocabulary, structured classroom discussion, maximizing opportunities to respond, scaffolding instruction, grouping | Teacher interview due (week 3)  
Literacy Circle Outline (in-class week 3)  
Observation due (week 4)  
Literacy Circle Tracker (in-class week 4) | 1.e, 3.c, 3.l|
| 6-7  | Evidence-Based Instructional Priorities BEHAVIOR:  
Positive behavior, positive teacher relationship, active supervision, pre-correction, precision requests | Teacher interview due (week 5)  
Literacy Circle Tracker (in-class week 5)  
Observation due (week 6)  
Literacy Circle Tracker (in-class week 6) | 1.e, 3.c|
| 8    | Styles of Leadership, leadership in schools, leadership vs administration | Leadership Readings due  
Lesson Plan due | 1.e, 3.c|
| 9    | Demonstration/Evaluation of Instructional Priorities and lesson planning via Leadership Literacy Circle Presentations | Leadership survey due  
Leadership Presentation (Broadcast Groups 1, 2, 3, 4) | 2.j, 3.l|
| 10   | Leadership Literacy Circle Presentations | Leadership Presentations (Broadcast Groups 5, 6, 7, 8) | 2.j, 3.a, 3.l|
| 11   | Leadership Literacy Circle Presentations | Leadership Presentations (Broadcast Groups 9, 10, 11, 12) | 2.j, 3.l|
| 12   | Leadership Literacy Circle Presentations | Leadership Presentations (Broadcast Groups 13, 14, 15, 16) | 2.e, 3.l|
| 13   | Professional Topics: Trauma-informed practices, crisis plans | Professional Topics Readings as assigned due | 3.l, 2.j, 3.j|
| 14   | Professional Topics: Counselor Toolbox/Open Discussion | Professional Topics Readings as assigned due | 3.l, 2.j, 3.j|
| 15   | FINAL | all |