Collaborative Classroom Instruction, Leadership & Professional Topics
PSYCHOLOGY 6580: Spring 2021

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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 (2020, 3rd 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, preparation 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

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. 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, (3rd Edition)*, 2020. The document can also be accessed online at: [https://www.schools.utah.gov/file/058ab549-0d27-437e-be6e-4ce7c6421b7d](https://www.schools.utah.gov/file/058ab549-0d27-437e-be6e-4ce7c6421b7d) Although not required, students will find it beneficial to have access to *The ASCA National Model (4th Edition).* Information can be found at [http://www.schoolcounselor.org/school-counselors-members/asca-national-model](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](http://catalog.usu.edu/content.php?catoid=12&navoid=3140)

**Structure of the Course/Method of Instruction:** This is a blended learning course and will include in-class assignments as well as learning activities that need to be done outside of class. The course may include readings, class discussions, audiovisual examples, literature circles, experiential exercises, written assignments and exams.

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

- **Class Participation/In-class Assignments (200 points: 10 points each week = 140, 10 points for each literature circle = 80, the lowest two scores will be dropped):** Participation is essential for this class. There will be multiple times where students are expected to engage in class discussions and other learning activities during class. Instructions for in class assignments will be provided in class and cannot be made up. If there is a concern about this, please visit with the instructor and we can work on an individual basis. Examples of in-class assignments may include (but are not limited to):
  - Foundation Reflection: 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. Answers may be shared in class unless noted.
  - Lesson Plan: Working in groups and building on previous lesson planning instruction, students will create a lesson plan applying the core curriculum design and lesson planning information discussed in class.
  - Reading quizzes/discussion groups: Reading quizzes allow students to reflect on the assigned reading and ask questions to further their knowledge. Reading quiz questions will be similar to questions on the final.
  - Small Group Discussions: Small group discussions allow students to further investigate the topic being presented in class to further their knowledge.
  - ACES & Leadership Style Survey: The assignment provides students an opportunity to self-reflect on their personal experiences related to the weekly topic. ACES scores will not be turned in, but a reflection of the experience is expected.
  - Peer Evaluations: Students will provide peer feedback for the Literature Circle Presentations
  - Leadership Circle Weekly Tracker: The purpose of this record is to track student progress and participation on the readings/group project.
  - Leadership Book Summary and Final Questions: 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.

- **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.

- **Teacher Interview (100 points):** 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 an APA paper after interviewing a currently employed teacher (practicum site is best).
Observation Case Study (100 points): The purpose of this assignment is to observe different techniques used for ACADEMIC and BEHAVIOR student success. Students will be given a case study in class. After observing a teacher’s classroom, students will write an email noting what they saw in the classroom and providing suggestions based on evidence based practices discussed in class. Emails will NOT be sent to the teacher but will be turned into Canvas.

Literature Circle Presentation (100 points -- 50 points for written/50 for oral): All students will be presenting a lesson to their peers based on what they learned in their Literature Circle. Information will be detailed in class.

Mid-term/Final (250 points): The mid-term term exam will cover leadership and academic evidence based instructional priorities. The final will cover leadership, academic & behavioral evidence based instructional priorities, and professional issues. The assessments will include questions from readings and class. The combined total for the mid-term and final will be 250 points (this score will be explained in class).

Grading: There are 750 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 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 of any changes.