

**SCED 501: Academic Development and Consultation
Fall 2014**

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Required Texts:

Metcalf, L., O'Hanlon, Bill (Foreword) (2008). Counseling Toward Solutions, 2nd Ed. West Nyack, NY: 2nd Ed. Jossey-Bass Publ.

Dinkmeyer, D., Jr., (2005). Consultation: Creating School-Based Interventions 3rd Ed., Routledge Publ.

Perusse, R. and Goodnough, G. (2004). Leadership, Advocacy and Direct Service Strategies for Professional School Counselors. 1st Ed. Cengage Learning Inc.

American School Counseling Association. (2012). ASCA National Model: A Framework for School Counseling Programs. 3rd Ed. Alexandria, VA.

Course Description:

This is one of the three courses specifically addressing the National Standards for Comprehensive School counseling programs and the role of the school counselor in consultation. This course will provide school counseling candidates continued skill development in the following areas: Resiliency/asset building utilizing Solution-Focused, Micro-skills, Cognitive Behavioral, Client Centered, and Reality/Choice counseling as applied to the academic development of all students. Skill development will focus on the knowledge of and effective counseling strategies for resiliency/asset building (as defined by the Search Institute employed throughout the course) in developing academic success for all students. These will include: academic planning, time management, goal setting, organizational skills, decision making/problem-solving, and cooperative learning. Understanding of best practices in curriculum and learning will also be presented. Consultation skills with students and faculty will be emphasized and practiced. The accompanying Academic Internship will be integrated into this class through on-site classroom guidance activities and consultation for academic success.

Goals & Objectives:

Upon course completion the student will be able to:

1. Demonstrate understanding of the nature and needs of persons at all developmental levels in multicultural contexts in reference to the following: learning styles, multiple intelligences, academic motivation, Behaviorism and transitions

2. Demonstrate understanding of the counseling process in a multicultural society in developing a success plan to enhance academic success of an individual student
3. Demonstrate understanding of research methods, statistical analysis, needs assessments, developmental assets, (Search Institute), and program evaluation in preparing National Standard activities that can be taught in classrooms to support the academic success of students
4. Demonstrate understanding of the developmental needs of students in designing, implementing and managing programs that will support the successful transitioning of students from one academic level to the next
5. Demonstrate understanding of the concepts, strategies, programs and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school
6. Demonstrate understanding of strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children
7. Demonstrate effective consultation skills and cross-cultural understanding when conferencing with students, parents, and faculty

Grading:

Grading is based upon the following:

1. Class Participation
2. Assignments

Criteria for an “A” grade:

Work that is clearly and professionally written; creative with reflective analysis; original with few errors in grammar or syntax. The writing demonstrates above average mastery of the content of the course.

Class Participation is demonstrated by attendance at all classes; actively supporting and encouraging others in their learning, and making significant and important contributions to small and large class discussions and role plays.

Criteria for a “B” grade:

Work that is professionally written and demonstrates an understanding of the basic principles and strategies relative to the content of the course. The writing shows a creative application, is reflective and evaluative, and is fluent with few errors. There is a clear indication that you can implement the material in your professional work.

Class Participation is demonstrated by attendance at every class and preparation to be an active participant in the small and large group discussions and role-plays.

☐ All assignments may be re-written until you have reached a level that you feel represents your level of understanding of the material.

Additional help may be sought from either of the instructors.

NOTE: A student may have no more than one *excused* absence during the semester. Absences must be prearranged before class.

NOTE: Course syllabus is subject to change as needed

Assignments:

These assignments should reflect research-based best practices that will add important information to the portfolio you will take with you to your job as a certified School Counselor. We encourage you to work “out of the box” for solutions and to collaborate with your peers and utilize diverse resources for excellence.

1. Learning Theory Presentation: 40 points

Assignment Objectives:

1. Candidates will demonstrate understanding of the key components of a chosen learning theory: learning styles, multiple intelligences, Behaviorism
2. Candidates will demonstrate understanding of relevant applications of the chosen theory for school counselors in the field to support academic success of all students
3. Candidate will define relevant applications of the chosen learning theory and the expected outcomes when applying the theory in supporting the success of students
4. Candidates will utilize appropriate APA styles, formatting, and references

Assignment Guidelines:

You will choose a group of classmates and present a learning theory. Presentation will include a brief power point presentation to the class to include the following:

- A. Explanation of the tenants of the theory
- B. Key proponents or developers of the theory
- C. Relevant applications for school counselors
- D. Design and facilitate an activity for the class to demonstrate or deepen their understanding of the theory. Include a means to check for class understanding

Presentations must include a summary hand-out for each class member and a copy of the power point slides. Maximum time for the presentation: 30 – 40 minutes.

Due Dates: September 17- October 1

2. Warm up activity or Ice Breaker to be presented to your classmates.

Due Date: over the entire term. Each student will present one ice breaker activity. (sign up sheet)

10 points

3. Guidance Lesson Write-up and Presentation:

Assignment Objectives:

1. Candidate will demonstrate the use of guidance strategies that meets National Standards for student competencies in academic development
2. Candidates will demonstrate knowledge and application of the eight categories of Developmental Assets as identified by the Search Institute
3. Candidate will develop knowledge and application of the ASCA National Model
4. Candidate will deliver an academic guidance lesson in a professional manner

Assignment Guidelines:

Develop (3) and teach (1) guidance lessons that integrate 21st century skills, ASCA Academic competencies, developmental assets, and multiple intelligences. The lesson plan for the lesson to be taught and the three other lessons must include the following: intended audience, essential understanding and questions, approach, time and materials, and assessment. Conduct a 15 – 20

minute walk-through with the class for the lesson taught. Provide handouts and references to other students and facilitate a debrief on the lesson.

Due Dates: Presentation sign-up for dates throughout the semester

Lesson Write-up due dates: September 24, October 8, October 22

10 points for each guidance lesson write up

20 points for teaching the guidance lesson

4. **Resources for Attendance/Academic Intervention:** For a selected grade level (elementary, MS, HS) and for either Academic or Attendance problems, research current interventions using professional journals, ASCA website, school or district information sources, and be ready to report your findings in outline form. These will be shared in class. The goal is to identify current effective resources/strategies/or practices to deal with lack of academic success.

Due Date: October 29th (non-graded assignment)

5. **Develop a transition plan for a selected grade level: 50 points**

Assignment Objectives:

1. Candidate will demonstrate understanding of research presented that supports student successful transition from one academic level to the next
2. Candidate will understand statistical analysis, needs assessments, and program evaluations of proven successful transition plans that support students' academic success and support for their social emotional needs
3. Candidates will design a transition program that will provide ways for a school to manage, implement, and enhance the success of all transitioning students
4. Candidate will utilize appropriate APA styles, formatting and references

Assignment Guidelines:

You may choose the student transition from elementary to middle school, middle school to high school, or high school to college. The written transition plan will include the following:

- A. A summary discussion of the social/emotional and other concerns for the students making this transition (1-2 pages). This identifies the needs and issues a transition plan must address.

Include references

- B. Description of the transition plan (3-4 pages). You may build your own plan using model programs from your internship building site or models of exemplary programs you find in other buildings or from other sources. Transition plans should be more than a 1 time event (e.g. a 6th grade orientation day), but should include activities throughout the school year. Plan may address the activities from both the sending and receiving schools.

Due Date: November 5 (Key Assessment # 3)

6. **Develop a Success plan for an Individual Student: 50 points**

Assignment Objectives:

1. Candidate will demonstrate understanding of the research presented that outlines effective ways to support a learner with a diagnosed learning/mental health issue
2. Candidate will demonstrate competence in creating a formal comprehensive academic success plan that is data driven that specifically serves the needs of a chosen student
3. Candidate will professionally present their comprehensive success plan to their learning community

4. Candidate will utilize APA styles, formatting and references. Select a behavior that you have observed during your internship that is limiting the academic success of a given student. Your success plan is to include the following components:
- A. Background: describe the behavior, the student's academic history, and reason selected (1 page)
 - B. School Context: Provide a brief summary of the state and NCLB report card for the student's school. Comment on any implications for this student. (1 page)
 - C. Current research on the problem behavior, **Site Sources** (2-3 pages)
 - D. Design an intervention plan to help the student become more successful academically. Use ideas from any of the required texts as well as other sources. Describe what you would do as a counselor or what you would recommend that the school would do to assist the student. Include copies of forms or tools. (3-4 pages)
 - E. This plan will be shared with classmates in a small group presentation in your learning community

Due Date: December 3rd

7. **Journal Review/Resource Sharing:** Read 1 article from the ASCA website. Take notes on key learning and application to academic counseling. No written paper required, but evidence of preparation for discussion is expected.

Due Date: December 10 (non-graded assignment)

501 Fall 2014 Schedule

(Readings and assignments listed for each date are to be completed in preparation for that class)

September 3 Introductions. Internship Overview. Presentation sign ups. Review of syllabus.

September 10 Foundations of assets and academic standards

Read: Perusse Chapter 1, National Model p 81-2.

Review website: www.edtrust.org. go under Pre k-12 Click on Transforming School Counseling.

Read: Home Page, founding principles, mission and history. Return to Ed Trust Home Page. Go under resources, select recent presentations, and review the power point "Raising achievement and closing gaps" By Kati Haycock

September 17 Theory Presentation: Learning Styles

Read: Peruse Chapter 2. Metcalf: Chapter 1

September 24 Theory Presentation: Multiple Intelligences

Read: Metcalf Chapter 2

National Standards Lesson #1 Due

October 1 Theory Presentation: Behaviorism (Intrinsic & Extrinsic Motivation)

Read: Metcalf: Chapters 3 and 5

October 8 Issues Related to Academic Motivation Part I.

Read: Metcalf Chapter 6

National Standards Lesson #2 due

October 15 Issues Related to Academic Motivation Part II.

Read: Metcalf Chapter 7. Miller & Rollnick and Motivational Interviewing Handouts

October 22 Resources: Attendance and Academic Interventions

Notes on Application of Motivational Interviewing Tools

National Standard Lesson #3 Due

October 29 Resources: Attendance and Academic Interventions

Read: Review Metcalf chapters: 1, 2, 3, 5, 6 and 7. Read Chapter 10

Attendance/Academic Interventions Summaries Due

November 5 Transition Plan Presentations. Consultation: Intro

Read: Dinkmeyer: Chapters 1-3, Transition Plan Due

November 12 Teacher Consultation

Read: Dinkmeyer: chapters 4 & 5, Metcalf Chapter 4

November 19 Family Consultation

Read Metcalf: chapter 8 & 9. Dinkmeyer Chapter 7

November 26 Thanksgiving Vacation

December 3 Presentation of Individual Student Success Plans
Individual Student Success Plan Due

December 10 Course Evaluation and Wrap up
Journal Review/Resource sharing Due