Please attach completed cover sheet to course syllabus.

Course Name

Acad Dev and Consult

Course Number	**SCED 501**
Term	**Fall 2015**
Department	**Educational Leadership—School Counseling**
Faculty Name	**Bijoli Biswas and Holly Thompson**

Catalogue Description *(copy from current catalogue)***:**

First of three courses addressing national standards for comprehensive school counseling programs and the role of the school counselor in consultation. Skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the academic development of a diverse population of students to eliminate achievement gaps. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty. Prerequisites: None. Corequisites: SCED 500, SCED 502. Credits: 2 semester hours.

GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:
(please fill in which class meeting or assignment addresses each principle or standard)

[TSPC OAR 584-018-0305: CACREP SCED Std. G5] HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society.
Class meeting(s) or assignment(s) addressing this standard: All class meetings

[TSPC OAR 584-018-0305 (1)] Foundations: (a) Knowledge.
Class meeting(s) or assignment(s) addressing this standard: All class meetings

[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention (a) Knowledge.
Class meeting(s) or assignment(s) addressing this standard: Assignment #4 and #6

[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention: (b) Skills and Practices.
Class meeting(s) or assignment(s) addressing this standard: Assignment #5 and #6

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[TSPC OAR 584-018-0305 (3)] Diversity and Advocacy: (b) Skills and Practices.
Class meeting(s) or assignment(s) addressing this standard: All class meetings

[TSPC OAR 584-018-0305 (4)] Assessment: (b) Skills and Practices.
Class meeting(s) or assignment(s) addressing this standard: Assignment #5

[TSPC OAR 584-018-0305 (6)] Academic Development: (a) Knowledge.
Class meeting(s) or assignment(s) addressing this standard: Assignment #1 and #7

[TSPC OAR 584-018-0305 (7)] Collaboration and Consultation: (a) Knowledge.
Class meeting(s) or assignment(s) addressing this standard: All class meetings

[TSPC OAR 584-018-0305 (7)] Collaboration and Consultation: (b) Skills and Practices.
Class meeting(s) or assignment(s) addressing this standard: All class meetings

[TSPC OAR 584-018-0305 (8)] Leadership: (a) Knowledge.
Class meeting(s) or assignment(s) addressing this standard: Assignment #5

[TSPC OAR 584-018-0305 (8)] Leadership: (b) Skills and Practices.
Class meeting(s) or assignment(s) addressing this standard: Assignment #5

[GSEC GP 1] Learning and Living Environments: Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.
Class meeting(s) or assignment(s) addressing this standard: All class meetings

[GSEC GP 2] Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.
Class meeting(s) or assignment(s) addressing this standard: Assignment #3

[GSEC GP 3] Professional Practice: Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
Class meeting(s) or assignment(s) addressing this standard: Assignment #6

[GSEC GP 6] Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.
Class meeting(s) or assignment(s) addressing this standard: Assignment #4,5,6

[GSEC GP 8] Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.
Class meeting(s) or assignment(s) addressing this standard: Assignment #5 and #6

[GSEC GP 9] Professional Life: Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession[s].
Class meeting(s) or assignment(s) addressing this standard: All class meetings

Authorization Levels (for TSPC-approved programs only):
This course addresses preparation at specific authorization levels through <u>readings and in-class discussions</u> (indicate with an "R" in the appropriate box) and/or through a <u>practicum experience</u> (indicate with a "P" in the appropriate box).

Early Childhood	Pre-Kindergarten-4th Grade in a preprimary school, a primary school, or an elementary school.	**R**
Elementary	3rd-8th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R
Middle Level	5th-9th Grades in an elementary, middle, or junior high school, or high school.	R
High School	9th-12th Grades in Subject/Dept. Assign. in a High School.	R

*R = Readings and In-class Discussions   *P = Practicum

Student Performance:
Student performance criteria appear on page(s) _____2_____ of this syllabus (student performance includes goals, evidence, and levels of performance).

SCED 501: Academic Development and Consultation
Fall 2015

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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

<u>**Assignments:**</u>
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**
   <u>**Assignment Objectives:**</u>
   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

   <u>**Assignment Guidelines:**</u>
   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 23rd- Learning Styles, September 30th-Multiple Intelligences and October 7-Behaviorism

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:**
   <u>**Assignment Objectives:**</u>
   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 30, October 14, October 28

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: November 4th (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, middles 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 that 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 11 (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 the 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 9th

7. **Journal Review/Resource Sharing:** Explore either the OSCA or ASCA websites and see what you ana find. What do they have to offer you if you were to become a member? What is helpful, what do you think could be added to make it more user friendly or make you want to join?. No written paper required, but evidence of preparation for discussion is expected.
   Due Date: December 16 (non-graded assignment)

501 Fall 2014 Schedule

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

September 9 Introductions. Internship Overview. Presentation sign ups. Review of syllabus.

September 16 Foundations of assets and academic standards
Read: Perusse Chapter 1,   National Model p 1-39.
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 23 Theory Presentation: Learning Styles
Read: Peruse Chapter 2.   Metcalf: Chapter 1

September 30 Theory Presentation: Multiple Intelligences
Read: Metcalf Chapter 2
National Standards Lesson #1 *Due*

October 7 Theory Presentation: Behaviorism (Intrinsic & Extrinsic Motivation)
Read: Metcalf: Chapters 3 and 5
Supervision Group A

October 14   Issues Related to Academic Motivation Part I.
Read: Metcalf Chapter 6
National Standards Lesson #2 *Due*
Supervision Group B

October 21   Issues Related to Academic Motivation Part II.
Read: Metcalf Chapter 7. Miller & Rollnick and Motivational Interviewing Handouts
Supervision Group A

October 28   Resources: Attendance and Academic Interventions
Notes on Application of Motivational Interviewing Tools
National Standard Lesson #3 *Due*
Supervision Group B

November 4   Resources: Attendance and Academic Interventions
Read: Review Metcalf chapters: 1, 2, 3, 5, 6 and 7. Read Chapter 10

Attendance/Academic Interventions Summaries *Due*
Supervision Group A

November 11 Transition Plan Presentations. Consultation: Intro
Read: Dinkmeyer: Chapters 1-3, Transition Plan *Due*
Supervision Group B

November 18 Teacher Consultation
Read: Dinkmeyer: chapters 4 & 5, Metcalf Chapter 4
Supervision Group A

November 25th Thanksgiving Vacation

December 2nd Family Consultation
Read Metcalf: chapter 8 & 9. Dinkmeyer Chapter 7
Supervision Group B

December 9   Presentation of Individual Student Success Plans
Individual Student Success Plan *Due*
Supervision Group A

December 16 Investigate the OSCA (Oregon School Counselor Association) website or the ASCA (American School Counseling Association) website.
Journal Review/Resource sharing *Due*
No Supervision