



## Collaborative Classroom Instruction, Leadership & Professional Topics PSYCHOLOGY 6580: Spring 2023

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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. Develop an understanding of the four components of the delivery system of the Utah Model, as well as the recommended distribution of time for each component.
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. Competencies to advocate for school counseling roles
7. Community resources and referrals sources professional organizations, preparation standards, and credentials relevant to the practice of school counseling
8. Qualities and styles of effective leadership in schools
9. Use of data driven leadership to create systemic change
10. Practice and apply skills for effective collaboration within school teams (e.g., administration, building leadership teams, etc.) and align program goals with school improvement goals.
11. Techniques to foster collaboration and teamwork within schools
12. Professional counseling organizations, including membership benefits, activities, services to members, and current issues

**Course Meeting Time and Place:**

Psychology 6580 will be held on **Tuesdays from 8:00-10:30 pm** and will be taught via the broadcast system. Lectures will be from 8:00-9:30 pm and group activities will be from 9:30-10:30 pm. Students wishing to move the group activities to another time will need to get group members' consent and let the instructor know. Group activities may be in person or via zoom (more details provided in class).

Classes will originate from the Salt Lake campus. There may be a zoom option for students who are at their site alone.

**Required Readings:**

Students will be reading **Engagement By Design** by Fisher & Frey, 2018 (ISBN-10 1506375731, Corwin Literacy). In addition, specific readings will be provided and assigned. Some will be taken from the American School Counseling Association; others will be provided for students via Canvas. 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 the Literature Circle book ahead of time as group assignments will be discussed in class.

It is expected that all students will join the association as student members. Information can be found at [www.schoolcounselor.org](http://www.schoolcounselor.org). In addition, students are encouraged to join the Utah School Counselor Association. Information can be found at [www.utschoolcounselor.org](http://www.utschoolcounselor.org).

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>

Although not required, students will find it beneficial to have access to *The ASCA National Model (4th Edition)*. Information can be found at <https://schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs>

**Required Course Materials:** 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: <https://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. In-class assignments and Literature Circle/Book Review Participation cannot be made up. The two lowest in-class assignments/Literature Circle/Book Review Participation scores will be dropped.

- **In-class Assignments (140 points: 10 points each week for in-class assignments)** 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. In-class assignments 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:** Students will reflect on their own experiences with a school counselor *in the classroom*. Answers may be shared in class unless noted.
  - **Literature Circle Sign-up:** Students will select a leadership book to read during the semester in a small group.
  - **Curriculum match and lesson plan evaluation:** Working in small groups, students will see how collaborative classroom instruction curriculum is determined and lesson plans are designed.
  - **Teacher Interview Questions:** Students will create a list of questions to be used during their teacher interview.
  - **Exit Survey:** Students will reflect on what was learned during class and provide teacher feedback.
  - **Teacher Observations Checklist:** Students will work in small groups to create a checklist to be used during their teacher observation.
  - **Leadership Style Survey:** Students will take the 16 personalities assessment and reflect on their leadership style in a small group.
- **Literature Circle/Book Review Participation (130 points possible: 10 points each week for Literature Circle participation)**
- **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. Questions related to the reading will make up a major part of the final.
- **Teacher Interview (50 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 use the guided worksheet to summarize their interviews.
- **Observation Case Study (50 points):** The purpose of this assignment is to observe different techniques used for ACADEMIC and BEHAVIOR student success. Students will select a case study. 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.
- **Lesson Plan KPI (100 points):** Working with their Literature Circle groups, students will create a series of lesson plans related to the book read in the Literature Circle. Lesson plans will follow the ASCA lesson plan template.
- **Literature Circle Book Review (50 points)** All students will lead a book review summary/discussion to their peers based on what they learned in their Literature Circle. Google Slides/PowerPoint presentation due to Canvas.

- **Mid-term/Final (200 points):** The mid-term term exam will cover academic and behavioral 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. Both mid-term and final are open book and open note. The combined total for the mid-term and final will be 200 points. (This score will be explained in class).

**Grading:** 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

**Key Performance Indicator:**

Key Performance Indicators are measured throughout a student's time within the school counseling program and assessed by instructors, program faculty and staff to ensure competencies and skills are met by students. KPI assignments are uploaded by the student to their Box Portfolio throughout the program of study where the program staff ensures students have a comprehensive portfolio of KPI documentation completed by their internship semester.

The KPI for Psychology 6580 is to "complete a lesson plan and lead a classroom psychoeducational lesson during the semester while in practicum placement". During class, students will work in small groups to create a sequence of lesson plans so that they will leave class prepared to teach a series of small groups or multiple classroom lessons. The topics will be group selected based on the leadership book read during the Literature Circle. **Students must upload the KPI prior to taking the final.**

**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.