

COURSE SYLLABUS COVER SHEET

Lewis & Clark College
Graduate School of Education

Please attach completed cover sheet to course syllabus.

Course Name	Academic Development and Consultation
Course Number	SCED 501
Term	Fall 2008
Department	School Counseling
Faculty Name	Bill Layton & Dian Poujade

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, microskills, cognitive-behavioral, client-centered, and reality/choice counseling as applied to the academic development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.

Fundamental Competencies Addressed in Course:

(please check box to indicate which fundamental competencies from the Conceptual Framework are addressed in this course)

Fundamental Competencies

<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4 th Grade	R
Elementary 3 rd -8 th Grades in an Elementary School	R
Middle Level 5 th -10 th Grades in a Middle or Junior High School	R
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R

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

Student Performance:

Student performance criteria appear on page(s) 2-4 of this syllabus (student performance includes goals, evidence, and levels of performance).

SCED 501: Academic Development and Consultation
Fall, 2008

Instructors: William Layton, MS

Email: (h) w.layton@comcast.net (w) layton@lclark.edu

Phone: (h) 503.393.2385 (w) 503.768.6147

Dian Poujade, MS

Email: (h) fredp@hevanet.com (w) Poujade@lclark.edu

Phone: (cell) 503-516-2063
(home) 360-597-3474 (w) 503.768.6148

Required Texts:

Metcalf, L., (2008). Counseling Toward Solutions, West Nyack, NY: Pearson Educational Publishing.

Dinkmeyer, D., Jr., (2001). Consultation: Creating School-Based Interventions 2nd ed., Ann Arbor, MI: Sheridan Books.

Perusse, Rachel (2002). Leadership, Advocacy and Direct Service Strategies for Professional School Counselors. Australia. Thomson, Brooks/Cole.

American School Counseling Association. (2003). ASCA National Model: A Framework for School Counseling Programs. Alexandria, VA.

American School Counseling Association. (2004). ASCA National Model Workbook. Alexandria, VA.

Recommended:

Bleuer, Jeanne (1998). Counseling Underachievers, NC: CAPS Publications/PRO-ED (Currently out of Print, but a good resource if you can locate it)

Brown, Duane, (1999). Proven Strategies for Improving Learning and Achievement, NC: CAPS Publications. (currently out of print, but a great resource if you can locate it)

Rathvon, N. (1999). Effective School Interventions, NY: Guilford Press.

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 skill in solution-focused, cognitive behavioral, client centered, and reality/choice counseling relative to the academic development of children and adolescents.
2. Utilize the National Standard Academic Competencies to guide the development of a variety of relevant activities and resources to enhance academic success of students.
3. Demonstrate an understanding of learning theory as it applies to brain compatible best practices, Multiple Intelligences, and learning styles.
4. Demonstrate knowledge and application of the eight categories (40 Developmental Assets) as identified by the Search Institute to enhance academic achievement.
5. Demonstrate an understanding of consultation theories as applied to the academic success of students.
6. Demonstrate consultation skills in conferencing with students, parents, and faculty.

Grading:

Grading is based upon the following:

1. Class Participation
2. Readiness to discuss assigned readings
3. 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 of the Writing Class for Graduate students through the Northwest Writing Institute here at L&C.

NOTE: A student may have no more than one *excused* absence during the semester. If more than one class period is missed, a grade of “**F**” may be given!!! Absences must be prearranged before class.

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. With a group of classmates, present a **learning theory**. This group will develop a power point presentation for the class. Presentations would include relevant applications for school counselors, key proponent or developers of the theory, an activity for the group to demonstrate or deepen the understanding of the theory and a brief quiz for the class to check for understanding. Presentations must include a summary handout for each class member and a copy of the power point for the instructor. (sign-up sheet). **Due Date: September 17-October 1**

2. Warm up activity or Ice Breaker to be presented to your classmates. Provide one copy of the activity directions for each class member, and two copies for the instructor.
Due Date: over the entire term. Each student will present one ice breaker activity. (sign up sheet)

3. Using the National Standards, **develop three activities that address Academic Standards A, B, &/or C**. Research and develop a group activity that addresses the academic issues for one or more levels of **Elementary, Middle, and High School**. (*One activity for each level and one activity for each standard.*) **Identify which Developmental Assets the activity promotes and include resources to support academic success**. A National Standards template will be provided

The activity should be written in a manner that allows a counselor to present this to the appropriate grade level readily (with appropriate guidelines) and put into activity packets with enough copies for your classmates and course instructor.

You will present one activity/role play to the class. Reference your sources. *Resources should be valid, research-based, and well-documented in order to be utilized.

Due Date: Presentation sign-up sheet for dates throughout the semester

One Activity Due: September 24, October 8, October 29.

4. **Observe a classroom and assess** the following areas of learning by a student you will shadow: teacher’s use of good instructional techniques, engagement/interest of the student you are “shadowing,” and student’s preferred learning style and multiple intelligence area that is strongest. If possible, interview the student and teacher to determine information about the student’s learning in that classroom and what could be more helpful to increase achievement. Comment on assets you see present, and assets that may be missing. This interview and observation will be shared in small groups.

Due Date: October 15th

5. **Resources for Attendance/Academic Intervention:** With a partner, 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 prepare a 2 page summary of your findings. These will be shared in class. The goal is to identify current resources/strategies/or practices that are effective practices to deal with lack of academic success.

Due Date: October 22

6. Develop a transition plan for a selected grade level. You may choose elementary to middle school, middle school to high school, or high school to college. The plan is to include the following:

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.***

Description of a transition plan. (3-4 pages) You may build your plan using model programs you see at your 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.

Due Date: November 5th

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

Due Date: November 19

8. Develop a Success plan for an Individual Student. 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:

-- Background: Describe the behavior, the student's academic history, and reason selected (1 page)

--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)

-- Current Research on the Problem Behavior. **Site sources.** (2-3 pages)

-- Design an intervention plan to help the student become more successful academically. Use ideas from any of the required or recommended texts as well as other sources. Describe what you would do to assist the student. Include copies of forms or tools. (3-4 pages)

This will be shared with classmates in a small group presentation.

Due Date: December 3

501 Fall 2008 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: Peruse Chapter 1, National Model p 81-2.

Review website: www.edtrust.org. Click on Transforming School Counseling. Read: Home Page, founding principles, mission and history. Also, Click on Publications/Manuals/Charts and read college graduation guide, scope of work and challenges to the myths. **Write** a 1-2 page reflection: What struck you, what surprised you, what challenges or affirms your assumptions or beliefs about the role of school counselors. What does this information mean to you as a future school counselor.

September 17 Theory Presentation: Learning Styles

Read: Peruse Chapter 2.

September 24 Theory Presentation: Multiple Intelligences

Read: Metcalf Chapter 1

National Standards Activity #1 Due

October 1 2 Theory Presentations: Constructivism & Behaviorism (Intrinsic & Extrinsic Motivation)

Read: Metcalf Chapters 2 and Handout (Brown, Chapter 4)

October 8 Issues Related to Academic Motivation Part I. Consultation Theories

Read: Motivation readings TBA, Metcalf Chapter 3, Dinkmeyer Chapter 1

National Standards Activity #2 due

October 15 Issues Related to Academic Motivation Part II.
Classroom and Group Consultation

Read: Dinkmeyer Chapters 2-3, Metcalf Chapter 4, Motivation readings TBA
Classroom Observations Due

October 22 Resources: Attendance and Academic Interventions

Read: Metcalf Chapter 5-6 Dinkmeyer Chapter 4. Motivation Readings TBA
Academic/Attendance Interventions Summary Due

October 29 Teacher Consultation

Read: Dinkmeyer Chapter 5-6, Metcalf chapter 8

National Standards Activity #3 due

November 5 Transition Projects presentation

Read: Metcalf chapter 7

Transition Plan Due

November 12 Parent Consultation

Read: Dinkmeyer chapter 7

November 19 Administrator Consultation and Community Change
Read Metcalf chapter 9. Dinkmeyer Chapter 8
ASCA article due

November 26 Thanksgiving Vacation

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

December 10 Course Evaluation and Wrap up