

**Portland State University
Graduate School of Education
Counselor Education
Fall, Winter, Spring, 2011-2012**

“Meeting our diverse communities’ lifelong educational needs”

Diversity & Inclusiveness

- to work in diverse settings
- to promote inclusive and therapeutic environments

Research-Based Practices & Professional Standards

- to critically analyze and implement research-based practices
- to demonstrate appropriate professional values, knowledge, and skills

Impact on Learning and Development / Personal and Professional Growth

- to ensure students and clients succeed
- to influence policy and provide leadership for organizations

Evidence-Informed Decision Making

- to use evidence to solve problems of practice and enhance therapeutic decisions

Fall, Winter, Spring 2010 - 2011

2 Credits per term

Fall: Wednesday 6:40 – 8:30

Winter: Thursday 6:40 – 8:30 January 5, February 2, March 1, 2011

Spring: Work Sample Presentations: Thursday, May 17 & May 24, 5-9pm

Effective Teaching: Field

COUN 526

Textbooks:

Fall, 2010: *Classroom Strategies That Work* by Robert Marzano (2001 or 2004)

Winter, 2011: *Classroom Management That Works: Research Based Strategies for EveryTeacher* by Robert Marzano (2003).

Prerequisite: Admission to the Track II School Counseling Program or Permission of Instructor.

Faculty: Jan West, MS, Education: Counseling
Licensed School Counselor
Licensed Elementary Teacher
westjan@pdx.edu, or jani1103@gmail.com

Office Phone: 503-449-5288

Office Hours: Email or call anytime between 9am and 9pm for assistance.

Individual meetings can be arranged throughout the year.

Students needing an accommodation should immediately inform the course instructor. Students are referred to Disability Services (725-4155) to document their disability and to secure support services when appropriate.

Program Policy Statement: The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, leave laptops and other electronic devices at home during student teaching. Be mindful of what might detract from the learning experience of students and faculty alike.

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/resources/ethics.htm>

Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies that are not corrected will be cause for disciplinary action that may include termination from the program.

Course Description

This Counselor Education course is designed to meet the education and student teaching requirements for Track II School Counseling students. Topics covered include effective teaching strategies designed to help school counselors-in-training meet the Teachers Standards and Practices Commission (TSPC) prescribed teaching competencies: planning for instruction, establishing a classroom climate conducive to learning, implementing instructional plans, evaluating pupil achievement, fostering professional relationships, and addressing organizational expectations. Students are required to complete a 200 hour teaching practicum in the field (125 hours of observation and 75 hours as classroom teacher). This program is restricted to students

admitted to the Track II School Counselor Specialization. Course must be taken in sequence, Fall, Winter, Spring.

Guiding Principles for Graduate School of Education at PSU

- X Diversity and Inclusiveness: We create and sustain educational environments that serve all students and address diverse needs.
- X Quality: We encourage and model exemplary programs and practices across the life span.
- X Urban Community: We build our programs on the human and cultural richness of the University's urban setting.
- X Collaboration: We develop collaborate efforts that support our mission.
- X Moral Convictions: We challenge assumptions about our practice and accept the risks inherent in following our convictions.
- X Democracy and Social Justice: We develop our programs to promote social justice, especially for groups that have been historically disenfranchised.
- X Sustainability: We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability.
- X Inquiry: We model thoughtful inquiry as a basis for sound decision-making.

TSPC practices and competencies addressed in this course

School counselors are expected to:

- X Fulfill key requirements defined by OAR 584-017-0460:
- X 1. Complete a supervised practicum consists of a minimum of 200 clock hours in a regular classroom in a public school, to include 75 hours of full responsibility for directing learning.
- X 2. Assemble and analyze one work sample to illustrate his/her ability to foster student learning.
- X Develop skills related to school counselor TSPC objectives defined in OAR 584-017-0440:
- X 1. Demonstrate interpersonal skills, working with others and communicating with community members
- X 2. Practice and promote group process, crisis resolution, anger management and violence prevention
- X 3. Assist with curriculum coordination as it relates to guidance activities
- X 4. Support and develop plans which respect difference and promote communication among diverse groups
- X 5. Collaborate with school staff, families, and community members to meet individual student needs
- X 6. Assist staff to understand the needs of **all** students
- X 7. Collaborate with colleagues, staff, parents, and the public to enhance the student's performance

National Standards for School Counseling Programs/School counselors are expected to foster:

X Academic Development: The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning.

X Career Development: Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the work of work.

X Personal/Social Development: Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth which contributes to academic and career success.

CACREP Program standards addressed in this course.

School counselors are expected to know:

X Relationship of the school counseling program to the academic and student services program in the school

X Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school

X the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling

X An understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development

X Application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices

X How to integrate the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development

X How to promote the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate

X How to create individual, group, and classroom guidance approaches systematically designed to assist all student with academic, career, and personal/social development

X How issues may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)

X Developmental approaches to assist students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education, and career options)

X Facilitate constructive partnerships with parents, guardians, families, and community systems, family systems, and school systems, and how they interact to influence the students and affect each system

X Approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

Objectives of Course, Fall Term

Students will:

1. Attend all Fall semester meeting nights, including mastering the Madeline Hunter Lesson Plan model and preparing a lesson for demonstration to the class. Apply for and receive fingerprint screening approval from a local agency, as described in the course handbook. Complete all assignments, as listed on the last page of this syllabus.
2. Begin organizational tasks for your Effective Teaching work sample, including purchasing a 2" notebook with dividers and plastic sleeves. Bring notebook to each class.
3. Begin progress toward practicum requirements related to fulfilling the 200 clock hour TSPC student teaching requirement for Track II School Counseling students if you have received your placement from Jana Patterson. Actively leading learning in a public school setting with an appropriate supervisor is a 75-hour requirement. Although there is flexibility in scheduling (to be negotiated with cooperating teacher and site principal), two weeks full time in a school is an important goal.
4. Assist Professor West in achieving a three-way meeting with your supervising teacher or teachers at your school site if you were placed early in the semester. It is not necessary for you to be teaching or performing duties during this meeting. We will be reviewing the student teaching requirements, including evaluations, and clarifying any questions. This is also your opportunity to voice any needs and my opportunity to ensure that your placement is proceeding successfully.
5. Ensure supervising teacher completes Quarterly Student Teaching Evaluation for Fall term if you were present in the assigned school at least three weeks.
6. Coursework will be centered around the Fall, 2010 textbook, *Classroom Strategies That Work* by Robert Marzano (2001 or 2004). Margin notes will be required. See course outline at the end of this syllabus.
7. Maintain ethical and professional practice at all times. Seek consultation with cooperating teacher or university faculty if necessary.

Objectives of Course, Winter Term

Students will:

8. Continue progress toward practicum requirements related to fulfilling the 200 clock hour TSPC student teaching requirement for Track II School Counseling students. Actively leading learning in a public school setting with an appropriate supervisor is a 75-hour requirement. Although there is flexibility in scheduling (to be negotiated with cooperating teacher and site principal), two-week full time in a school is an important goal.
9. Assist Professor West in achieving a three-way meeting with your supervising teacher or teachers at your school site. It is not necessary for you to be teaching or performing duties during this meeting. We will be reviewing the student teaching requirements, including evaluations, and clarifying any questions. This is also your opportunity to voice any needs and my opportunity to ensure that your placement is proceeding successfully.
10. Ensure supervising teacher completes Quarterly Student Teaching Evaluations (for each quarter of your internship) as well as Effective Teaching Experience Summary Report prior to May 25, 2011, if possible.

11. Continue progress on a work sample documenting the effectiveness of a unit of study, as outlined in the course handbook.
12. Attend class meetings January 5, February 2 and March 1, 2011. Coursework will be centered around the Winter, 2011 textbook, *Classroom Management That Works: Research Based Strategies for Every Teacher* by Robert Marzano (2003).
13. Maintain ethical and professional practice at all times. Seek consultation with cooperating teacher or university faculty if necessary.

Objectives of Course, Spring Term

Students will:

Complete practicum requirements related to fulfilling the 200 clock hour TSPC student teaching requirement for Track II School Counseling students. Actively leading learning in a public school setting with an appropriate supervisor is a 75-hour requirement. Although there is flexibility in scheduling (to be negotiated with cooperating teacher and site principal), two-week full time in a school is an important experience.

14. Ensure supervising teacher completes Quarterly Student Teaching Evaluations (for each quarter of your internship) as well as Effective Teaching Experience Summary Report prior to May 25, 2010 if possible.
15. Complete work sample documenting the effectiveness of a unit of study (see course manual for full description of work sample).
16. Attend May 17 and May 24, 5-9 pm class meetings, including a 30 minute presentation of your experience. Presentation to include details on your work sample findings and general experience as a student teacher. Professor West will assist in guiding your presentation, if needed.
17. Maintain ethical and professional practice at all times. Seek consultation with cooperating teacher or university faculty if necessary.

Course Grade

Credit is earned only for work meriting a grade of B or better. The grade is based on 1) completion of your student teaching experience, including demonstrated ability to plan and implement instruction, evaluate pupil progress, maintain a positive learning environment, and meet expectations of professional behavior; 2) completion of your work sample; 3) presentation of your work sample; 4) completion and receipt of all course evaluations; 4) completion of all in-class work assignments. The indicators of competence in the first four categories are based on the performance standards set for licensure by the Teacher Standards and Practices Commission. Students receiving a C will be recommended for a plan of assistance. Students receiving a D or lower will be recommended for removal from program.

Oregon's framework for comprehensive guidance and counseling programs, pre-kindergarten through twelfth grade at: <http://www.ode.state.or.us/cimcam/>
National Center for Education Statistics

Overall Field Placement Guidelines. Your field placement is the most critical component of your Track II course work. You must complete 200 clock hours in one or more

school settings. You are required to have 125 hours of observation where you will learn about schools and assist teachers in teaching students. You are required to lead classroom instruction for 75 hours. You may observe, teach, attend staff meetings, etc. Keep a log that shows the time you spend at school; note the day, duration, and what you did as an observer or as a leader of instruction.

1. Keep an accurate time log regarding observation and teaching hours.
2. Demonstrate poise as professional when leading classroom instruction and working with administrators, teachers, staff, and other members of the school community.
3. Confirm University faculty/Supervising Teacher appointment during first month of term. Include school name, address, and phone number. Indicate name of school principal and cooperating teacher.
4. Participate in 3-way meeting with the cooperating teacher/counselor and the university supervisor.
5. Seek consultation with university faculty when needed. It is your responsibility to report any difficulties regarding field placement. Problems arising from Track II student professional behavior that are reported by site supervisor or site administrator create serious concern.
6. Have supervising teacher complete a Track II: Teaching Experience Evaluation Reports for each term. Have supervising teacher complete a Track II: Teaching Experience Summary Report at the end of your field placement.

Effective Teaching Skills. From the assigned readings, class conversations, and field experience, you will be exposed to the fundamentals of effective teaching practice and the four TSPC teaching competencies. You will be required to demonstrate teaching competencies in **planning for instruction** (developmentally appropriate practice, learning styles, etc.), **establishing a classroom climate conducive to learning** (fundamentals of classroom management), **implementing instructional plans**, and **evaluating pupil achievement**. Students are required to meet the teaching performance competencies mandated by TSPC. It is the student's obligation to arrange a three-way meeting with the university supervisor.

Your teaching skills will be assessed by cooperating teacher and university faculty using the quarterly evaluation tool.

Work Sample. You are required to complete a work sample of a series of related lessons, of two to five weeks' duration, which is a part of the school's regular curriculum. In addition, you are required to understand your school culture and organization. As part of your work sample, interview administrators, teachers, support staff, and students about the philosophy and hierarchy of the school organization. Your essential question is: *What makes this school an effective organization for enhancing student learning?* Explore traditional education, alternative education, and special programs. Ask about the role of counselors, special education specialists, and other special programs. Interview and summarize the experience of at least one teacher. Find out how they notify parents regarding student conduct or achievement, lead parent-teacher conferences, and design assignments and assessments for improving student performance. The interviews should be integrated into your reflective.

Specific details regarding the work sample will be provided throughout Fall semester. Model work samples from prior Effective Teaching courses are available for review during class time or office hours. Refer to the Portland State University Effective Teaching Work Sample Assessment rubric.

Evaluation.

This is a graded course. The standards required in Track II are similar to those in the Graduate Teacher Education Program.

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|------------------------------------|----|----|--------|
| Participation and Professionalism | 25 | A | 95-100 |
| In-class Presentations/Assignments | 25 | A- | 90-94 |
| Work Sample Progress | 25 | B | 85-89 |
| Student Teaching | 25 | B- | 80-84 |

- **Complete all work sample and course requirements by May 26, 2011, if possible. For those students who receive their student teaching assignment in Winter term, an extension may be granted.**
- **Track II students must complete all the Effective Teaching requirements before proceeding to the School Counseling Internship.**

Coun 526 Effective Teaching Class Assignments Fall, 2010 Assignments

If you are already working in a school environment, plan to share your experiences and expertise throughout the term. Remember that schools and school districts vary greatly, including the role of a school counselor. Professional teachers and counselors remain open to new learning at all times. *Always present your reality as one of many possible realities!*

September 28: Greetings and Overview of Course
Instructional Demonstration:
Madeline Hunter Lesson Plan (Acronyms are Everywhere! Bingo). Creating Classroom Environments: Anchors, Room Arrangement, Rituals, School Culture
HOMEWORK: *Getting Acquainted with the Essential Nine* article, Textbook Readings: Chapter 1

Note: You will need to bring a 2" notebook with at least 7 dividers to this class. You will also need blank paper to write notes on the contents of the work sample. Bring these materials to every class through November 3.

October 5: NO CLASS

October 12: Marzano Textbook: Chapters 1, completed with Margin Notes
Small Group Communication Models: Simple Sharing, Coop Learning and Jigsaw (+Assessing Collaborative Skills Checklist)
Organization of Work Sample Notebook Section 1: Learning Context
How are schools organized?
What is a SIP plan? What are SMART goals?
Sample Goal: Raising achievement of underachieving sub-groups
Preview Completed Work Sample Notebook
HOMEWORK: *The ABCs of AYP* article, Textbook Readings: Chapters 2-4

October 19: Marzano Textbook: Chapter 2-4, with Margin Notes
Organization of Work Sample Notebook Section 2: Unit Goals/Rationale
State Standards and Curriculum Mapping
Positive Behavior Support (PBS)
HOMEWORK: Locate State Standards on the Oregon Department Of Education website, Textbook Readings: Chapters 5-7

October 26: Marzano Textbook: Chapter 5-7, with Margin Notes
Organization of Work Sample Notebook Section 3:
Instructional Plans
Variations on Anticipatory Set, Guided and Independent Practice
The Retention Triangle: What Works
The Conditions of Learning Exercise (How do you learn?)
Brain Compatible Learning Overview
What Kind of Teacher Are You?
HOMEWORK: *Summary of Key Principles for Brain-based Learning*, Textbook Readings: Chapters 8-10

November 2: Marzano Textbook: Chapters 8-10, with Margin Notes
Organization of Work Sample Notebook Section 4/5/6: Data and Learning Gains, Interpretation of Learning Gains & Use of Student Learning Data
What is summative vs. formative assessment?
Create rubric for class demonstration lessons.
Learning to Love Assessment article, Jigsaw and Debrief
HOMEWORK: Marzano Text: Chapters 11-13

November 9 Madeline Hunter Lesson Plan Development in Class

November 16 TBA

November 23 Madeline Hunter Lesson Plan Demonstrations w/rubric

November 30 Madeline Hunter Lesson Plan Demonstrations w/rubric

December 7 Madeline Hunter Lesson Plan Demonstrations w/rubric

Winter, 2010 Assignments

January 4 Checking In: How are Student Teaching Assignments going?
Marzano Textbook: Chapters 1-3
Homework: Classroom Management Checklist (confidential)

February 1 Checking In: Problem Solving
Marzano Textbook: Chapters 4-6
Homework: Differentiated Instruction Classroom Observation Form (confidential)

March 7 Checking In: Work Sample Notebook Check

Marzano Textbook: Chapters 7-8
Homework: Behavior Management Assessment Inventory
(confidential)

Spring, 2010 Assignments

May 17 & 24 5 – 9pm

Each student will have a 30 minute period in which to present their work sample notebook for the course. This is a casual conversation designed to demonstrate the wide variety of teaching assignments and school cultures. Professor West will interview you regarding your findings. Celebrate!