

University System of New Hampshire

Plymouth State University

CO 5080 Counselor in the Classroom
FALL 2021
Saturdays 8:30am-5pm (9/4; 9/25; 10/23; 11/13)
Samuel Read Hall – Room 103
3 Credits

Instructor Information**Instructor:** Dr. Robin Hausheer**E-mail:** rhausheer@plymouth.edu**Phone:** 535-2129 (O)**Office:** Samuel Read Hall, 301**Office Hours:**

Tuesdays 11am-12pm:

<https://plymouthstate.zoom.us/j/85748810650>

Thursdays 3pm-4pm:

<https://plymouthstate.zoom.us/j/81507876500>

Or by appointment

Course Description

This course is focused on providing school counseling students in the elementary or middle school setting with the prerequisite skills necessary for successful teaching. Students will demonstrate competence in: knowledge of curriculum, lesson and interdisciplinary unit planning; organizing and delivering instruction; adjusting instruction for diverse learning styles; individual needs and cultures; evaluating outcomes of instruction; and use of a variety of classroom management strategies. Seminars will address issues related to teaching and emphasize student reflection and evaluation of their teaching. **All students will be required to complete direct observation, participation and teaching at a school site.** Discussions of ethical practice and professionalism will permeate the course.

Prerequisite: School site needed for delivery of classroom counseling curriculum lessons and observations. You will complete 15 hours of pre-practicum.

REQUIRED READINGS**TEXTBOOKS:**

American School Counseling Association (2019). *The ASCA national model: A framework for school counseling programs (4th ed.)*. Alexandria, VA: Author.

Katz, J. (2012). *Teaching to diversity: The three-block model of universal design for learning*. Portage and Main Press. (e-book available on Lamson Library website: <https://search-ebSCOhost-com.libproxy.plymouth.edu/login.aspx?direct=true&db=e000xna&AN=1500928&site=ehost-live&authtype=sso&custid=plymouth>)

WEBINARS & VIDEOS:

Davidson, R. (2008). The heart-brain connection: The neuroscience of social, emotional, and academic learning. Edutopia: George Lucas Educational Foundation. Retrieved from <https://www.edutopia.org/video/heart-brain-connection-neuroscience-social-emotional-and-academic-learning>

ARTICLES (some articles are available on course Canvas page. ASCA School Counselor articles are only available to members and require students to use their member login info):

Epstein, J. L., & Van Voorhis, F. L. (2010). School counselors' roles in developing partnerships

with families and communities for student success. *Professional School Counselor*, 14(1), 1-14.

Gay, J. (2019). Classroom lessons that work. *ASCA School Counselor*, 56(6), 52-57. (July/August 2019)

Geltner, J. (2016). Classroom management the middle school way. *ASCA School Counselor*, 53(6), 28-31. (July/August 2016)

Jamison, R. B. (2016). Classroom management the high school way. *ASCA School Counselor*, 53(6), 24-27. (July/August 2016)

Runyan, H. (2016). Classroom management the school counseling way. *ASCA School Counselor*, 53(6), 36-41. (July/August 2016)

Shillingford-Butler, M. A., & Theodore, L. (2013). Students diagnosed with attention deficit hyperactivity disorder: Collaborative strategies for school counselors. *Professional School Counselor*, 16(4), 235-244.

Slemaker, J. (2016). Classroom management the elementary school way. *ASCA School Counselor*, 53(6), 32-35. (July/August 2016)

Waalkes, P. L., Gray, C., & Stickl, J. (2016). Engagement via evidence. *ASCA School Counselor*, 53(6), 14-20. (July/August 2016)

Young, A., & Kaffenberger, C. (2018). Data as easy as 1-2-3. *ASCA School Counselor*, 55(5), 22-27. (May/June 2018)

* Additional readings may be assigned by instructor throughout course.

RECOMMENDED TEXTS/ADDITIONAL READINGS

Axelrod, M. I., & Zank, A. J. (2012). Increasing classroom compliance: Using a high-probability command sequence with noncompliant students. *Journal of Behavioral Education*, 21, 119-133.

Beaty-O'Ferrall, M. E., Green, A., & Hanna, F. (2010). Classroom management strategies for difficult students: Promoting change through relationships. *Middle School Journal*, 41(4), 4-11.

Bechtel, P. A., Stevens, L. A., & Brett, C. E. W. (2012). Tips for dealing with behavior management issues. *Strategies: A Journal of Physical and Sports Educators*, 25(4), 30-33.

Burden, P. R., & Byrd, D. M. (2016). *Methods for effective teaching: Meeting the needs of all students*. Boston, MA: Pearson. ISBN-13: 9780133989502

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching (2nd ed)*. Alexandria, VA: Association for Supervision and Curriculum Development.

DuPaul, G. J. Weyandt, L. L., & Janusis, G. M. (2011). ADHD in the classroom: Effective intervention strategies. *Theory into Practice*, 50, 35-42.

Madaus, J. W., & Shaw, S. F. (2008). The role of school professionals in implementing Section 504 for students with disabilities. *Educational Policy*, 22(3), 363-378.

National Center for Learning Disabilities (2009). Understanding the Americans with Disabilities Act, Amendments Act, and Section 504 of the Rehabilitation Act. The impact on students with LD and AD/HD. *Parent Advocacy Brief*. Retrieved from <https://www.nclld.org/wp-content/uploads/2014/11/Understanding-the-ADAAA-and-Section-504.pdf>

Nicoll, W. G. (2015). A resilience-focused conceptual framework for working with school-related problems. *International Journal for School-Based Family Counseling*, 6, 1-18.

Willis, J. (2006). *Research-based strategies to ignite student learning*. Alexandria, VA: ASCD

Additional Resources

US Department of Education (2016). *Parent and educator resource guide to section 504 in public and secondary schools*. Office of Civil Rights. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>

COURSE MATERIALS

All students must own/have access to a digital recording device, sufficient storage (at least 32GB) and a stand or tripod. Please see the Recording and Technology Policy in the *School Counseling Student Handbook*. All recordings must be deleted after they are shown in class. All information shared is to remain confidential, as students are expected to follow the ACA and ASCA ethical codes and standards.

MAJOR TOPICS COVERED BY THE COURSE

Comprehensive School Counseling Programs and Delivery Systems

School Counselors as Classroom Teachers/Reflective Practitioners

Developing Lesson Plans

Instructional Strategies/Managing Parts of a Lesson

Classroom Management

Assessing Student Performance with Data

Working with Colleagues and Parents

Diverse Learners

Motivating Students

The Teaching Profession

COURSE OBJECTIVES

Students will know or be able to demonstrate the following:

1. Research and explain the current professional literature regarding classroom instruction, planning, and curriculum design.
2. Gain experience in delivering classroom counseling curriculum to K-12 students.
3. Observation of master teachers and/or school counselors delivering instruction and developing assessment of instruction.
4. Analyze planning and instruction.
5. Design and implement several comprehensive classroom counseling lessons in the school setting.
6. Work in collaboration with a school counselor to deliver lessons and assess instructional strategies.
7. Analyze assessment data for further instruction.
8. Be knowledgeable about the ASCA national standards for inclusion in lesson planning.
9. Refine communication skills with colleagues and students.

**2016 CACREP Standards Addressed by this Course
Key Performance Indicators and Specialty Standards**

Standard	Delivery Method	Assessment
<i>CAREP 2016 Core Standards</i>		
5.i. development of measurable outcomes for clients	Course discussion; Videos; Group activities; Prepracticum experience	Lesson Plans; Teacher Observations; Prepracticum Teaching Presentation
5.j. evidence-based counseling strategies and techniques for prevention and intervention	Course Discussion; Videos; Group activities; Prepracticum experience	Prepracticum Teaching Presentation
<i>CACREP 2016 School Counseling Standards</i>		
SC 5.G.3.c: core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Small group activities; Course discussions and activities; Videos; Prepracticum experience	Lesson Plans; Teacher Observations; Prepracticum Teaching Presentation;
SC 5.G.3.d: interventions to promote academic development	Small group activities; Course discussions and activities; Videos; Prepracticum experience	Lesson Plans; Teacher Observations; Prepracticum Teaching Presentation

COURSE FORMAT/METHODS OF INSTRUCTION

Students will meet for the equivalent of 15 class sessions during the semester. Students will also work at a designated school site for approximately 15 hours observing school counselors and other school professionals, and teaching counseling core curriculum to K-12 students in the classroom to complete the course assignments.

Methods of instruction include small group discussions, student presentations, field-based experiences, and videotaped classroom counseling lesson presentations.

STUDENT RESPONSIBILITIES

1. This is an interactive course **requiring full attendance** during class and at school sites.
2. Successful completion of a minimum of **15 on-site hours**, all direct observation and teaching hours. Direct hours include hours spent in the Comprehensive School Counseling Classroom observing other school counselors and faculty; teaching counseling core curriculum; and collaborating with site school counselor (pre-practicum supervisor).
3. **Come prepared to class and actively participate.** Preparation for class includes: arriving on time, actively participating in class discussion, showing evidence of reflective practice (evidence of reviewing own work, openness to feedback, increasing ability to self-critique appropriately), submitting video recordings on time, and completing assignments on time.

STUDENT ASSIGNMENTS

Due throughout the term:

1. **Observations:** You will observe whole-class instruction/teaching of three “seasoned” school counselors/teachers (**at least one observation must be of a school counselor**) and complete the Danielson Teaching Observation Form rubric, one per observation, which will be discussed in class and can be found on the course Canvas page. You will provide a 2-3 page, double-spaced write-up of each observation, using the four areas of Danielson Framework--Planning and Preparation, The Classroom Environment, Instruction, and Professional Development as level headings. APA format is expected. You will submit your reflection paper along with the completed Teaching Observation Form rubric. Be sure to allow yourself time to interview the person you are observing to learn about how they prepared and planned for the lesson, their insight into the lesson delivery, and their professional development (CACREP SC 5.G.3.c; SC 5.G.3.d) **24 Points Possible (8 points per observation).**

DUE via Canvas on the following dates:

Observation 1 – September 25 before beginning of class

Observation 2 – October 6 by 3pm

Observation 3 – October 23 before beginning of class

2. **Needs Assessment Data Analysis:** You will conduct a thorough investigation about the needs of the student population at you site. You will come to class prepared to discuss your findings and determine a focus for your lesson plans. You will need to consider gaps and/or concerns in achievement, academic performance, and discipline [see ASCA National Model, 4th edition text (2019), pp.39-40 for more information about these three areas]. The analysis will be turned into the course instructor and copies must be available for peers to view. **Due September 25 before beginning of class.**
3. **Lesson Plans:** You will develop three lesson plans (each one must address at least one of the ASCA domains – Academic, Career, Social/Emotional) using the ASCA temple (found on the course Canvas page—adapted from the 2019 ASCA National Model, 4th edition text, p. 56). Plans will include proper headings, lesson overview, lesson objectives, and ASCA Standards, order of activities, closure and assessment (please include any surveys or instruments you plan to use for assessment and any other materials, such as worksheets). Be sure to consider your entire classroom population to

ensure you are differentiating your lesson to capture all students' abilities and learning styles. You will include a reference page (following APA format) that includes all resources and materials you have included in your lesson plan and/or used to prepare, plan, and design your lesson (CACREP SC 5.G.3.c; SC 5.G.3.d). **108 Total Points Possible (36 points per lesson plan).**

DUE via Canvas on the following dates:

Lesson Plan 1 – October 4 by 3pm

Lesson Plan 2 – October 23 before beginning of class

Lesson Plan 3 – November 13 before beginning of class

4. **In-Class Activity:** You (and a partner) will lead an activity during one class meeting on a topic of your choosing related to teaching in the classroom. You will use Universal Design for Learning and any other models, theories, topics from class readings and discussions to guide you in your development and delivery of the activity. You will use any teaching approaches, methods, and strategies of your choice (*except* PowerPoint) to deliver the content and engage your peers. You are encouraged to find additional resources that will support you in delivering your activity. You will have 10-15 minutes to deliver your activity during class time plus 5 minutes for feedback and questions. You will submit via Canvas a reference page of the resources that helped you prepare and deliver your activity. The reference page is **due the day before** your presentation. Follow APA style for your reference page. *Please see grading rubric available on Canvas.*
Please note: Time at the end of each presentation will allow for peers to provide feedback and for you to ask questions and to reflect on your experience.
20 Total Points. *Sign-Up Schedule for dates found at end of syllabus.***
5. **Prepracticum Teaching Presentation & Paper:** You will present a video recording of you teaching a classroom school counseling lesson (preferably one of your curriculum lesson plans you have designed for this course) and you will present the video recording in class. Your class presentation will include:
- 1) an overview of your lesson,
 - 2) at least 10-15 minutes of video demonstrating your teaching;
 - 3) a discussion about what you believe went well, challenges you encountered, and what you would do differently in the future. Peers and the instructor will provide feedback based upon criteria in readings.
 - 4) Based on your lesson objectives, discuss the Mindsets and Behavior data you collected during your lesson that supports student outcomes (i.e., pre-/post-tests). How will you use this data to support, alter your lesson in the future?

On the **day before your presentation**, you will **submit a 5-6 page double-spaced** paper (not including title and reference pages) reflecting upon your experience and areas you hope to improve upon in the future. You will use the Danielson Framework rubric as a guide to writing your paper to ensure the four areas of Planning and Preparation, The Classroom Environment, Instruction, and Professional Development are addressed. Discuss what evidence-based research and strategies you used to inform your lesson planning, preparation, instruction, and/or classroom management. Discuss the results of the Mindsets and Behavior data collected from your lesson. Indicate how you will use this data to support and/or alter your lesson in the future. Discuss any areas of further personal growth. Papers will follow APA style and include any citations and references (CACREP Core 5.i; 5.j; SC 5.G.3.c; SC 5.G.3.d)
28 Points Possible.

Due: Presentations will take place on November 13; Paper is due via Canvas on November 12 by 3pm.

6. **Class Participation:** Attendance, class preparation, and active participation are expected. Arrival to class on time having read prior to class those topics assigned is also expected. Students who miss one class meeting are asked to drop the course. Submit all papers on due dates in APA format (this includes completing and turning in Needs Assessment Data Analysis assignment). **20 Points Possible.**

Course Evaluation

200 – 190 = A (95% or greater)

189 – 180 = A- (94% - 90%)

179 – 174 = B+ (89 – 87%)

173 – 168 = B (86 - 84%)

167 – 160 = B- (83 – 80%)

159 – 154 = C+ (79 – 77%)

153 – 148 = C (76 – 74%)

147 – 140 = C- (73 – 70%)

139 or Below = F (69% or less)

Course Assignments and Assessment:

Three Classroom Observations (8 pts each) 24 Pts. Possible

Three Lesson Plans (36 pts each) 108 Pts. Possible

In-Class Activity 20 Pts. Possible

Prepracticum Teaching Presentation & Paper 28 Pts. Possible

Class Participation 20 Pts. Possible

Total Possible Points: 200

****Assignment Rubrics are available on Canvas for review.**

Plymouth State University Policies

Academic Integrity

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.

Members of the academic community are expected to report all instances of those violations which come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the following policy by identifying, investigating, and bringing to a resolution all cases of violation of academic integrity. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it that is dishonorable.

Visit [Academic Integrity Policy](#); for more information on University policies and procedures regarding academic integrity. Additionally, see APA Style Guide guidelines and CESP PowerPoint on what constitutes plagiarism.

Accommodations of Student Needs

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Speare 210 (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have authorized CAS to electronically deliver a Letter of Accommodations for this course, please communicate with your instructor to review your accommodations.

Fair Grading Policy

Fair and equitable grading reflects values to which all members of the Plymouth State University community commit themselves. Grades are used to assess the relative extent to which students achieve course objectives in all for-credit courses at PSU. Academic freedom allows instructors (1) to determine course objectives, within the bounds of established curricula, and the means by which a student's mastery of those objectives will be evaluated, and (2) to evaluate the quality of work on individual exams or assignments. Students have the right to challenge evaluations of their work, and hence instructors are accountable with regard to providing and explaining all relevant grades and grading criteria. Grading challenges are of two kinds. Those that question the accuracy of grades are resolved by means described under Grade Appeals. Questions related to the policy or process of making assignments and determining the final grade are addressed by Standards for Fair Grading. Visit [Fair Grading Policy](#); for more information on University policies and procedures regarding the Fair Grading Policy.

Excused Absence Policy & Class Attendance

Plymouth State University students are held accountable for meeting all course requirements, which may include both in-class and out-of-class experiences, as well as both individual and group-based activities. Students must therefore realize that they are expected to attend all regularly scheduled meetings of courses in which they are enrolled. Instructors outline attendance policies and explain the effect multiple absences have on final grades—whether or not unexcused absences will be used in computing grades—in the course syllabus. Course syllabi are distributed during the first class meeting, posted online, or can be requested from the instructor in advance. In classes that use online classroom management software (such as Canvas), online student activity is recorded and may be used to determine participation. Instructors maintain records to show the attendance policy is being followed. Students are urged to recognize the importance of participation in class activities and to be aware that grades may be affected by absences or lack of participation during online coursework. Instructors shall determine the class attendance policies and to decide whether to allow students to make up missed work for unexcused absences. Unless the course instructor states otherwise, students should assume that there will be academic consequences for every absence deemed unexcused by the instructor. Visit [Excused Absence Policy](#); for more information on University policies and procedures regarding absences and class attendance.

Class Cancellation/Inclement Weather

Notifications of University-wide cancellations due to inclement weather are advertised on WMUR-TV Channel 9, and the PSU website at plymouth.edu. Call the PSU Storm Line (603) 535-3535 for the latest updates on weather-related issues or register for PSU Alerts

through myPlymouth. Individual class cancellations are determined by faculty. In the event of an individual class cancellation, students will be notified through their PSU e-mail address. It is important for students to check their PSU e-mail for these and other important University announcements.

Class members regularly commute from a wide area of the state where weather conditions may vary significantly from those in Plymouth. Travelling in inclement weather is always at your discretion. It is your responsibility to initiate making up missed material if you miss a class due to weather. Communicate with your professor. *Classes may be held on a secure, HIPAA-compliant teleconferencing platform (Zoom) even if classes are canceled.*

Sensitive Material

Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with your concerns can also be discussed.

Counselor Education and School Psychology Policies

Plymouth State University's Counselor Education and School Psychology (CESP) Department is charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The PSU CESP Department attempts to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

Student Monitoring: A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

Student Responsibilities in Monitoring Peer Professional Competency: As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the policy in the CESP student handbook to guide you in ethically dealing with these situations.

Communications: Prompt and professional communication between students and professors is important and valued in the CESP department. To that end, it is your responsibility to regularly check your PSU email account. As stated in the CESP handbook, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

Computers and Cell Phones Use in the Classroom: Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. If using Zoom, please keep your microphone on mute unless you are speaking. Also, please turn your camera on during class, as it can be difficult to engage with a class where half the students don't seem to be actually "there." During speaker presentations, videos, student presentations, and any in-class role play activities please make sure you're focused on the person speaking to be respectful of your classmates. Finally, cell phones play an important role in emergency situations, but they should be kept on vibrate or silent mode and text messaging should be kept to a minimum.

Assignments: All papers should be in APA format, using the Publication Manual of the American Psychological Association, 7th ed. (2020) formatting rules. Proper citations and references are a must for any papers using outside research. All papers must be submitted electronically via Canvas, and formatted in Word unless otherwise specified in the assignment description.

Late Assignments: Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension.

If an assignment for which no extension is granted is handed in past the due date, the final grade for that assignment will have 10% of the grade deducted for each day it is late.

Canvas Assistance: For students who need help navigating Canvas, please call the Help Desk at (603) 535-2929, or get in-person help at the Help Desk in Lamson Library.

TENATIVE COURSE SCHEDULE

Week	Topic	Assignments
<u><i>Class 1</i></u> <i>September 4</i>	<ul style="list-style-type: none"> • Welcome and Introductions • Review Syllabus & Expectations <p><u>Topics</u></p> Preparation & Planning Universal Design for Learning (UDL) Neuroscience & Learning Multiple Intelligences Mindsets and Behavior Standards Classroom Environment	<p><u>Readings Due:</u></p> <ul style="list-style-type: none"> •Katz text - Ch. 1-3 •Waalkes, Gray, & Stickl (2016) article •ASCA National Model text, Preface, Introduction, Executive Summary, pp.1-76. <p><u>Assignments Due:</u></p> Prior to class, complete and bring to class the Multiple Intelligences Adolescent and Adult Survey (located in the appendix of the Katz text) <p>Prior to class, watch the video: Davidson, R. (2008). <i>The heart-brain connection: The neuroscience of social, emotional, and academic learning</i>. Edutopia: George Lucas Educational Foundation. Retrieved from https://www.edutopia.org/video/heart-brain-connection-neuroscience-social-emotional-and-academic-learning</p>
<i>September 17</i>	No Class	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • Prepracticum School Site Agreement - Final day to turn in signed contract (submit via Canvas)
<i>September 18</i>	<p>Fall Kickoff Event Training runs from 9am to 12pm via Zoom. Please log in a few minutes early to ensure we do not interrupt the training.</p>	<p>Mandatory Event for all Counselor Education and School Psychology students</p>

<p><u>Class 2</u> <i>September 25</i></p>	<p><u>Topics</u> UDL Mindsets and Behavior Standards Instruction Objectives and Assessments</p>	<p><u>Readings Due:</u> •Katz text - Ch. 4-5 •ASCA National Model text, pp.77-114. •Gay (2019) article •Young & Kaffenberger (2018) article •Visit www.corestandards.org and review info</p> <p><u>Assignments Due:</u> • In-Class Activities (Student led) • Needs Assessment Data Analysis • Observation #1 before class begins</p>
<p><i>October 4</i></p>	<p>No Class</p>	<p><u>Assignments Due:</u> • Lesson Plan 1, by 3pm</p>
<p><i>October 6</i></p>	<p>No Class</p>	<p><u>Assignments Due:</u> Observation #2 by 3 p.m.</p>
<p><u>Class 3</u> <i>October 23</i></p>	<p><u>Topics</u> UDL Mindsets and Behavior Standards Managing lesson delivery Student Engagement Classroom Management Classroom Discipline</p>	<p><u>Readings Due:</u> Katz text - Ch. 6-7 Geltner (2016) article Jamison (2016) article Runyan (2016) article Shillingford-Butler & Theodore (2013) article Slemaker (2016) article</p> <p><u>Assignments Due:</u> • In-Class Activities (Student led) • Lesson Plan 2, before class begins • Observation #3 before class begins</p>
<p><u>Class 4</u> <i>November 13</i></p>	<p><u>Topics</u> Professional Development School-Family-Community Partnership</p>	<p><u>Readings Due:</u> Epstein & Van Voorhis (2010) article</p> <p><u>Assignments Due:</u> • Lesson Plan 3, before class begins • Prepracticum Teaching Presentation & Paper</p>

In-Class Activity – Sign-Up Schedule

September 25

1. _____ and _____
2. _____ and _____
3. _____ and _____

4. _____ and _____

5. _____ and _____

October 23

1. _____ and _____

2. _____ and _____

3. _____ and _____

4. _____ and _____

5. _____ and _____