

**Portland State University
Graduate School of Education
Counselor Education**

“Preparing professionals to meet our diverse community’s life-long educational needs”

**Winter 2007
2 Credits**

**Effective Teaching: Field
COUN 526**

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

Faculty: Jan West, MS, Licensed School Counselor
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Office Hours: By appointment. Call 725-4619 for appointments

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 as a graduate student in Counselor Education.

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 for the opinion of others.

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, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

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 which are not corrected will be cause for disciplinary action which 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). Restricted to students admitted to the Track II School Counselor Specialization. Two credits per term for six total credits; course must be taken in sequence, Fall, Winter, Spring.

Guiding Principles for Graduate School of Education at PSU

Diversity and Inclusiveness: We create and sustain educational environments that serve all students and address diverse needs.

Quality: We encourage and model exemplary programs and practices across the life span.

Urban Community: We build our programs on the human and cultural richness of the University's urban setting.

Collaboration: We develop collaborate efforts that support our mission.

Moral Convictions: We challenge assumptions about our practice and accept the risks inherent in following our convictions.

Democracy and Social Justice: We develop our programs to promote social justice, especially for groups that have been historically disenfranchised.

Sustainability: We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability.

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:

Fulfill key requirements defined by OAR 584-017-0460:

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.

2. Assemble and analyze one work sample to illustrate his/her ability to foster student learning.

Develop skills related to school counselor TSPC objectives defined in OAR 584-017-0440:

1. Demonstrate interpersonal skills, working with others and communicating with community members
2. Practice and promote group process, crisis resolution, anger management and violence prevention
3. Assist with curriculum coordination as it relates to guidance activities
4. Support and develop plans which respect difference and promote communication among diverse groups
5. Collaborate with school staff, families, and community members to meet individual student needs
6. Assist staff to understand the needs of **all** students
7. Collaborate with colleagues, staff, parents, and the public to enhance the student's performance

National Standards for School Counseling Programs addressed in this course

School counselors are expected to foster:

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.

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.

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:

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

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

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

And 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

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

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

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

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

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

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)

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

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

Students will:

1. 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.
2. Arrange a 3-way appointment that includes the student, a cooperating teacher/counselor, and a university faculty supervisor. Make sure to schedule time when the university supervisor is able to observe you teach. The date for 3-way meeting should be confirmed within the first two weeks of the term.
3. Maintain ethical professional practice and demonstrate the ability to effectively listen, and seek consultation with cooperating teacher or university faculty if necessary.
4. Continue to develop a work sample documenting the effectiveness of a unit of study.

Texts and Useful Web Sites

Claxton, G. (1997). **Hare brain, tortoise mind: Why intelligence increases when you think less.** Hopewell, NJ: Ecco Press.

Gibbs, J. (1994). **Tribes: A new way of learning together.** Santa Rosa, CA: Center Source Publications.

Henderson, N. Milstein, M. M. (1996). **Resiliency in Schools: Making it happen for students and educators.** Thousand Oaks, CA: Corwin Press.

Nelsen, J., Lott, L., & Glenn, H. S. (1993). **Positive discipline in the classroom: How to effectively use class meetings and other positive discipline strategies.** Rocklin, CA: Prima Publishing.

Wong, H. K., & Wong, R. T. (1991). **The first days of school.** Sunnyvale, CA: Harry K. Wong Publications.

Oregon Department of Education CIM and CAM web pages at:

<http://www.ode.state.or.us/asmt/results/background.htm>

<http://www.ode.state.or.us/cimcam/pdfs/camataglance-feb02.pdf>

<http://www.ode.state.or.us/cimcam/pdfs/CamGuideNov2002.pdf>

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 <http://nces.ed.gov/ccd/search.asp>

Required Assignments

Participation and professionalism: Class participation and dialogue are vital in creating a learning community. My goal is to create a positive and open conversation about school counseling as a profession and as a calling. Professional differences are inevitable but students are required to demonstrate professionalism and show mutual respect when in conflict with others; talking while others are making presentations and cell phones ringing in class disrupt the development of a learning community. In the event that you will be absent, please leave a message by calling my office. Missed classes or not being present at a scheduled field visit will cause your grade to drop. Two important points:

1. Attend Effective Teaching classes. You are encouraged to maintain a dialogue with the professor about your progress
2. Professionalism. Demonstrate effective listening skills and sensitivity within the school culture and students where you are placed. See ET Handbook for details. Talk to Jan West or Lisa Aasheim if you are confused or having challenges in the field; getting coached and help is part of your job as a professional in training. Make appointments with Jan or Lisa on a regular basis if necessary.
3. Communication. Send a winter term e-mail jani1103@comcast.net. In your fall e-mail, you were asked to provide the name of your school, school principal, site supervisor, and school phone number. During the first week of class, send an e-mail confirmation to Jan West with the name of supervisor, school, school address, school phone number, and explicit directions to the school. Your e-mail should have the following "Subject: Effective Teaching Winter Visit Confirmation." If you do not have a date confirmed with both your supervisor and Ms. West, you must define one by the second week of the term
4. Keep your Effective Teaching file current; files not kept current will result in a lower grade.

Field Placement. 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 appointment during first week of term. Provide a map to the school site a grandparent could follow. Include school name, address, and phone number.

- Indicate name of school principal and cooperating teacher/counselor.
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 the 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, multicultural appreciation, etc.), **implementing instructional plans**, and **evaluating pupil achievement**. Using a Student-Teaching Observation Checklist, students' teaching competencies will be evaluated in the context of site observations. 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/school counselor and university faculty using a Student-Teaching Observation Checklist.

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 counseling department's or school's regular curriculum. For instance, you are required to understand your school culture and organization. As part of your work sample, interview administrators, teachers (this information may be part you're a teacher interview), 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 roles of counselors, special education, and other special programs. Interview and summarize two teachers about their professional experiences. 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 reflectivelog.

Specific details regarding the work sample will be provided during the first week of Winter term and are available upon e-mail request. 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 to determine how you are going to be assessed.

Completed Work Sample is presented in Spring during Effective Teaching class time.

1. Complete a Work Sample Assessment in cooperation with your supervising teacher.
2. Students will be required to present their work samples during class in spring. Students not completing requirements will receive lower grades. 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.

Evaluation.

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

Participation and professionalism	30	A	90-100
Field Placement	30	B	80- 89
Effective Teaching Skills	<u>40</u>	C	70- 79
	100		

Note:

- **All students are required to complete an anti-discrimination training and to pass an exam prior to being licensed in Oregon as school counselors.**
- **Track II students must complete all the Effective Teaching requirements before proceeding to the School Counseling Internship.**

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.

**Tentative Seminar Schedule for
Effective Teaching in Winter**

Dates	Topics	Expectations/ Assignments Due
January 11	Seminar Orientation, Syllabus, Visitations *Confirm field visit dates.	Confirmed placement three possible visitation dates Send E-mail to Jan West
March 18	File Review Completion of hours Visitations for Spring term Work Sample Discussion	File Review: 1. Time Log 2. Student-Teaching Observation Checklist 3. Track II: Teaching Experience Evaluation Report 4. Learning Log Summary-- Winter term 6. Confirm visitation date for Spring term. 7. Spring term: Work Sample Presentations, TBD