

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

[Program Name]

EDCD 797 01: Developing School Counseling Curriculum
1 Credits, Summer 2013
9:00 am – 4:30 pm; 6/29 & 7/13 Krug Hall 107

PROFESSOR(S):

Name: Erin Kestler

Office hours: By Appointment

Office location: Krug 202

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Admission to CNDV program, ED CD 603.

B. University Catalog Course Description

Advanced Topics in Education

C. Expanded Course Description

[Description of Course beyond Catalog Description or "Not Applicable"]

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. Students will gain knowledge of and utilize a model of curriculum development aligned with the American School Counselor Association (ASCA) National Model.
2. Students will articulate key current issues and trends in school counseling and education.
3. Students will identify ways to assess needs of students, teachers, and other stakeholders.
4. Students will create and/or locate assessment tools for student learning.
5. Students will access resources to aid in the planning, design, implementation, and evaluation of a school counseling curriculum.

6. Students will establish a curriculum program focus and goals aligned with mock ASCA Model program beliefs and missions.
7. Students will unpack ASCA standards, then develop and sequence learning objectives for lesson plans using Bloom's Taxonomy.
8. Students will create lesson plans using the LEARN model contributing to a K-12 curriculum for the class.
9. Students will be introduced to current best practices for teaching and learning, as well as, strategies for classroom and behavior management.

PROFESSIONAL STANDARDS (CACREP, 2009):

1. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
4. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
5. Knows models of program evaluation for school counseling programs.
6. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
7. Understands the relationship of the school counseling program to the academic mission of the school.
8. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent

students from dropping out of school.

9. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

10. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

REQUIRED TEXTS:

Materials for reading and reference will be provided by the instructor.

COURSE ASSIGNMENTS AND EXAMINATIONS:

Method of Evaluation:

- | | |
|-------------------------------------|------------|
| 1. Class Attendance & Participation | 50 points |
| 2. Unpacking Standards Classwork | 50 points |
| 3. Lesson Plans (3, 100 pts each) | 300 points |
| 4. Presentations of Lesson | 100 points |

TOTAL	500 points
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Due to the combination of didactic and experiential work in this course and its condensed time frame, regular attendance is required. Participation in class discussions and activities is essential. Please send an email or leave a voice mail 24 hours prior to an absence from class, except in the event of an emergency.

TASKSTREAM REQUIREMENTS

Every student registered for any [Name of Program] course with a required performance-based assessment is required to submit this assessment, [Name of Assessment] to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in

TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

Day 1:

Introductions & Grouping Activity

Class Objectives

Curriculum Overview – What & How We Teach and Learn

Curriculum Development Process

- The ASCA Model and Curriculum Development**
- Mock Curriculum Development Committee Activity**
- Assessing Needs of Students, Teachers, and Other Stakeholders**

Exploring Key Issues and Trends in School Counseling and Education

Unpacking the ASCA Standards & Identifying Learning Objectives

LEARN Model Approach to Lesson Planning

***Class time to work in groups unpacking assigned standards**

Day 2:

Implementing the Curriculum

- ASCA Curriculum Action Plan**
- Best Practices for Teaching and Learning**
- Checking for Student Understanding**
- Classroom and Behavior Management Strategies**

Evaluating Curriculum and Program Evaluation

- ASCA Curriculum Results Report**
- Process, Perception, and Outcome Data Measures**

***Student Lesson Presentations**

ASSESSMENT RUBRIC(S):

GRADE LEVEL: __6-8__

Lesson Title: Who are you?

Time Required for Lesson: 45 minutes

American School Counselor Association (ASCA) Standard:

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

Related Virginia Comprehensive School Counseling Standard:

Grade Level Expectation(s) (GLE):

Student Objective(s):

Students will understand what culture is; internal and external.

Students will recognize and appreciate differences.

Students will develop and respect ethnic and cultural diversity.

Lesson Materials (Activity Sheets and/or suggested supporting resources—full citation/source for all materials used and/or modified MUST be provided)

Photo Voice materials (3 photos)

Photo worksheet (1 per student)

<http://www.archives.gov/education/lessons/worksheets/photo.html>

Cultural iceberg diagram

List of cultural questions

Photo Voice descriptions

Essential Life Skill(s): (Check one or more that all apply)

	Perseverance (2.3; 2.5)		Integrity (2.1)		Problem Solving (2.4; 2.7)
	Courage (2.6; 2.7)	X	Compassion (2.2)	x	Tolerance (2.2)
x	Respect (2.2)		Goal Setting (2.6)		

Link

Lesson/Formative Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Examples of Lesson/Formative Assessment: question answer, checklists, performance activity.

Group discussion

Racial/Ethnic pairing

Assessment: Students will acknowledge cultural and ethnic differences.

Engage and Educate (Focus Lesson)

Lesson Preparation

Essential Questions:

- What is culture? Internal and external culture?
- What is ethnicity?
- What does it mean to be diverse?
- What makes us all different? The same?

Engagement (Hook):

Students will examine 3 photos, then choose one to analyze. Students will independently complete the photo worksheet regarding the selected photo. Regroup as a class to discuss findings. We will then discuss the cultural iceberg and internal and external culture.

Assessment: Students will identify external culture from the photos.

Active Learning (Small Group Time)

Procedures

School Counselor/Teacher Procedures: 1. Counselor will advise students to pair up with another student unlike themselves by ethnicity/race/gender (if necessary) (external culture) 2. Counselor will provide questions for the students to then ask and share with one another about their internal cultures. 3. Counselors will then ask the pairings to share any similarities found in the pairings.		Student Involvement:	1. Students will break off into unlike pairings by differing ethnicity/race/gender (if necessary) 2. Students will go through the list of questions provided and see if they have any similarities (internal culture) 3. Students will then share with the class any similarities that they learned from the exchange with their partner
		Assessment:	

Reflect (Sharing)

Provide reflection opportunities for student to process the lesson. For example: How does this new learning fit with everything you know? What would you do or say to teach this lesson to a friend? How do you apply what you learn to day to your everyday life? How will you remember what you learn?

Students will then return to seats and counselor will read a short personal profile about each of the photos shown regarding the photo subjects internal culture.

Assessment: Students will write 2-3 paragraphs reflecting on either one of the photos shown or their experience with their partner and what they learned from it.

Now and Then

Classroom Teacher Follow-Up Activities (Suggestions classroom teacher may use to reinforce student learning of Comprehensive Guidance Lesson concepts)

Assessment:

School Counselor reflection notes (to be completed after the lesson)

STUDENT LEARNING: How will students' lives be better as a result of this lesson? E.g.

- *In what ways has their feeling, thinking, acting changed?*
- *How will these changes help them to be successful in school/life?*

SELF ASSESSMENT: How did I do?? E.g.,

- *What did I "like" about what I did to facilitate student learning?*
- *What would I change about what I did if I could do this lesson over with the same class? When I "do" the lesson with another group?*

IMPLEMENTATION PROCEDURES: How did the process work? E.g.,

- *Which of the procedures were effective? Which were ineffective?*
- *What changes will I make in the procedures the next time I "do" the lesson? (e.g. involvement of students, time, materials, instructions, grouping of students)*
- *Did the assessment provide adequate information about ALL students' performance?*
- *What do I need to change to better align assessment with what all students are expected to know and be able to do?*