

**FLORIDA ATLANTIC UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELOR EDUCATION**

**SDS 5010  
FUNDAMENTALS OF SCHOOL GUIDANCE  
Fall 2012/ 3 Credits**

**This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.**

**COURSE DESCRIPTION**

A survey of guidance services available in a school setting including principles, procedures, and emerging trends in guidance services.

*Prerequisite: Permission of Instructor*

**REQUIRED READINGS & MATERIALS**

American School Counselor Association (2005). *The ASCA model: A framework for school counseling programs, Second Edition*. Alexandria, VA: Author

Myrick, R. (2003). *Developmental guidance and counseling: A practical approach, 4th ed.* Minneapolis, MN: Educational Media. (or most recent addition; pages should match up)

Readings as assigned. You are expected to access library resources to complement the textbook.

Recommended:

Erford, B.T., Eaves, S.H., Bryant, E.M., & Young, K.A. (2010). *Thirty-five techniques every counselor should know*. Upper Saddle River, NJ: Pearson Education, Inc.

**CONCEPTUAL FRAMEWORK**

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional as reflected in class participation, discussion, and completion of assigned tasks and projects. Students will receive written and verbal feedback on their work including their practice of counseling and workshop facilitation skills.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

**2009 CACREP: General:** G.1.f, G.1.g, G.1.h, G.1.j, G.5.b, G.5.c, G.5.d, G.5.g, G.8.a, G.8.c

**2009 CACREP: School:** A.1, A.2, A.3, A.4, A.5, C.2, C.3, D.1, D.4, E.2, G.3, H.3, I.2, I.3, I.4, I.5, K.1, K.2, M.6, O.1, O.2, O.3, O.4, O.5, P.1

**Florida Educators Accomplished Practices (FEAPs – Dec. 2010):** A.2.a, A.2.f, A.3.f, A.3.i, A.4.f, B.1.a, B.1.b, B.1.d, B.1.e

**Subject Area Competencies and Skills (SAC&S):** 2.5, 2.6, 2.7, 5.7, 5.8, 6.5, 7.4, 8.1, 8.2, 8.4, 9.1, 9.2, 10.1

**COURSE OBJECTIVES**

1. Develop a conceptual framework for understanding the professional school counselor's roles, functions, and responsibilities in today's schools as related to ethical codes, policies, laws, current issues, professional organizations, and other support personnel in the school.
2. Develop knowledge of the school setting and history of the development of counseling in the schools to help better understand the relationship of the school counseling program to academic and student services programs.
3. Develop the knowledge and skills for the design, implementation, monitoring, and evaluation of a comprehensive, developmental school guidance program as well as an understanding of funding at local and state levels that can be used to support the program.
4. Develop skills for consultation, individual, group, peer, and developmental classroom interventions systematically designed to assist all students with academic, career, and personal/social outcomes including assistance at times of educational transition.
5. Develop the skills to develop action plans and a school counselor calendar reflecting appropriate time commitment and priorities for a comprehensive developmental school counseling program.

6. Develop the skills to take leadership roles in promoting advocacy for students and the integration of guidance activities into the total school curriculum resulting in improved academic, career, and personal/social outcomes for students and an enhanced positive school climate.
7. Develop an understanding of human behavior in the context prevention and early intervention related to critical issues, professional and clinical, currently impacting school counselors as they serve diverse student populations.
8. Develop an understanding of the opportunities that enhance as well as barriers that impede the academic, career, and personal/social success and overall development of students including an awareness of the various systems and constructive partnerships that effect students at home, at school, and in the community.
9. Develop knowledge and skills related to the use of technology and existing school data to assess need and to design, implement, monitor, and evaluate a comprehensive school counseling program including related academic, career, and personal/social outcomes.

### COURSE REQUIREMENTS

- Attend class, complete assigned readings, and participate in all live and online discussions and activities.
- Complete two professional development activities.
- Facilitate a small group discussion with feedback.
- Facilitate an individual counseling session with feedback.
- Complete a special topics research report/presentation.
- Develop sample annual plans and weekly schedules as well as unit plans for group and classroom sessions.
- Completion of School Counselor Competencies quiz and a final exam.

Assignment	FEAP Indicator	Points
Weekly participation in all live and online discussions and activities.		20
Counseling Skills Practice	A.2.f, A.3.f, A.3.i,	20
Technology Reflection Paper	A.4.f	10
Professional development activities (two worth 20 points each)	B.1.a,	40
Special topics research report and presentation	B.1.b, B.1.d, B.1.e	30
School counseling plans	A.2.a	20
School counseling competency quiz		20
Final Exam		40
<b>TOTAL POINTS</b>		<b>200</b>

### GRADING SCALE

A = 200 – 186	B+ = 178 – 173	C+ = 158 – 153	D+ = 138 – 131	F = 119 – 0
A - = 184 – 179	B = 172 – 167	C = 152 – 147	D = 130 – 127	
	B- = 166 – 159	C- = 146 – 139	D- = 126 – 120	

### ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please

notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

#### CLASSROOM ETIQUETTE

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.

#### RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

#### INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

#### CODE OF ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

#### DEPARTMENT ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at [www.coe.fau.edu/counsel/MED\\_Handbook\\_Final2009.pdf](http://www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf) includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outline policies.

## METHODS OF INSTRUCTION

This course uses a variety of teaching methods including readings, lecture, live/video demonstrations and on-line discussions. Students will have an opportunity to synthesize and apply what they are learning through discussions and skills practice. Students will receive peer and instructor feedback regarding ideas and skills. A final exam will assess content knowledge.

## DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, or Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline). Assignments may also need to be **uploaded to Livetext upon the instructor's request** (all COE students should have accounts established).
7. On the weeks Blackboard is used for the course delivery, students are expected to post their statements on the discussion board by **Wednesday at 11 pm** and have responded to their peers and fulfilled all other online activities by **Saturday at 11 pm**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
  - a. Cheating
  - b. Plagiarism
  - c. Misrepresenting information or failing to give proper credit for citations used
  - d. Participating or facilitating acts of academic dishonesty by others
  - e. Unauthorized prior possession or sharing of examinations
  - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in PDF format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at [http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab\\_id=\\_107\\_1](http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=_107_1) if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the Internet.

## REFERENCES

- Amatea, E., Smith-Adcock, S. and Villares, E. (2006). From family deficit to family strength: Viewing families' contributions to children's learning from a family resilience perspective. *Professional School Counseling*, 9, (3).
- Erford, B.T., Eaves, S.H., Bryant, E.M., & Young, K.A. (2010). *Thirty-five techniques every counselor should know*. Upper Saddle River, NJ: Pearson Education, Inc.
- Galassi, J.P., & Akos, P. (2007). *Strengths-based school counseling: Promoting student development and achievement*. New York: NY: Taylor & Francis Group.
- Sklare, G.B. (2005). *Brief counseling that works: A solution-focused approach for school counselors and administrators*. 2nd ed. Thousand Oaks, CA: Corwin Press.

<b>COURSE CONTENT &amp; OUTLINE</b>
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The content and activities for each session are described below. Assigned readings should take place prior to class.

DATE	TOPICS	READINGS & ASSIGNMENTS
<b>Week 1</b>	Course Introduction & Overview Blackboard and MyFAU Report topics selected ASCA Ethical Standards Group Discussion Skills & Peer Coaching	Myrick: Chapter 1
<b>Week 2</b>	Conceptual Framework for School Counseling Counselor's Role & Function, School Counseling Definition and Rationale "3 C's" ASCA National Standards & Research base for school counseling	Myrick: Chapters 2 - 4 ASCA website PowerPoint
<b>Week 3</b> <i>Blackboard</i>	<u>Classroom Guidance:</u> Format, plans, resources, & skills for implementation Managing classroom behavior Review resources for classroom guidance: Student Success Skills	Myrick: Chapter 8
<b>Week 4</b>	<u>Small Group Counseling:</u> Strategies & techniques for prevention and early intervention, Resources, format, and plans addressing the academic, career, & personal/social needs of students	Myrick: Chapter 7
<b>Week 5</b> <i>Blackboard</i>	<u>Individual Counseling</u> Approaches, plans, resources, & skills for implementation Case studies using case study format Summary Notes	Myrick: Chapters 5 & 6
<b>Week 6</b>	Individual counseling demonstration & skills practice Brief Counseling Model Problem Solving Model	<b>Individual Counseling Facilitation</b>
<b>Week 7</b>	Individual counseling demonstration & skills practice Strength-Based School Counseling Approaches 35 Techniques Every Counselor Should Know	<b>Individual Counseling Facilitation</b>
<b>Week 8</b> <i>Blackboard</i>	<u>Coordination</u> School & Community Systems & Partnerships Peer Helper Programs Teacher Advisory Programs	Myrick: Chapters 11 & 9
<b>Week 9</b>	<u>Consultation:</u> Skills, strategies, & plans for case consultation with parents and teachers Resources and demonstrations Developing Special Topics Workshop Presentations	Myrick: Chapter 10  <b>School Counselor Competency Quiz (upload to Livetext)</b>
<b>Week 10</b> <i>Blackboard</i>	<u>Working with special populations:</u> ESE, ESOL/LEP Needs Assessments Public relations, sample presentations to faculty/parents	
<b>Week 11</b> <i>Blackboard</i>	<u>Using Technology</u> ePersonal Educational Planner (EPEP) Best Practices for Data Collection and Information Management Action research model-I-CARE	
<b>Week 12</b>	<u>Developing a comprehensive program</u> tied to national standards & school mission: Assessing needs and measuring student outcomes, leadership & advocacy in school counseling	Myrick: Chapter 12  ASCA National Model Workbook Packet <b>Professional Development</b>

	Implementing, monitoring, & evaluating guidance programs and student outcomes: Annual, monthly, weekly plans and schedules	<b>Activities Due</b> <i>(emailed to Instructor)</i>
<b>Week 13</b> <b>Blackboard</b>	Developing a year plan – small group and classroom guidance Developing a year-plan – month by month Developing a year plan – weekly schedule Professional Development Activities Sharing	<b>School Counseling Plans Due</b> <i>(emailed to Instructor and upload to Livetext)</i>
<b>Week 14</b>	<b>Special Topic Workshop Presentations</b> Course evaluations by students	<b>Special Topic Reports &amp; PP's Due</b> <i>(emailed to class and upload to Livetext)</i>
<b>Week 15</b>	<b>Special Topic Workshop Presentations</b> Course wrap up	
<b>Week 16</b> <b>Blackboard</b>	Final Exam	<b>Available on Blackboard</b>

## BIBLIOGRAPHY

- Brigman, G. & Moore, P. (1994). *School counselors and censorship: Facing the challenge*. Alexandria, VA: American School Counselor Association.
- Brigman, G. & Earley-Goodman, B. (2001). *Group counseling for school counselors*. 2<sup>nd</sup> edition, Portland, ME: J. Weston Walch.
- Brigman, G., Campbell, C. & Webb, L. (2004). *Student success skills: Group manual*. Boca Raton, FL: Atlantic Education Consultants.
- Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling*, 7(2), 91-98.
- Brigman, G. & Webb, L. (2004). *Student Success Skills: Classroom manual*. Boca Raton, FL: Atlantic Education Consultants.
- Burgess, D. (1991). *Total quality counseling: A comprehensive manual for elementary/middle school counselors*. Doylestown, PA: Marco Products, Inc.
- Campbell, C. & Dair, C. (1997). *Sharing the vision: national standards for school counseling*. Alexandria, VA: American School Counseling Association.
- Elias, M., Fredricks, L., Greenberg, M., O'Brian, M., Resnick, H., Weissberg, R., & Zins, J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466-474.
- Goldstein, A. & McGinnis, E. (1997). *Skillstreaming the adolescent: New strategies and perspectives for teaching prosocial skills*. Champaign, IL: Research Press.
- Gysbers, N. C. & Henderson, P. (1998). *Developing and managing your school guidance program*. 3<sup>rd</sup> ed. Alexandria, VA: American Counseling Association.
- Hattie, J., Biggs, J. & Purdie, N. (1996). *Effects of learning skills interventions on student learning: a met-analysis*. Review of Educational Research, 66, 99-136.
- Masten, A. & Coatsworth, J. (1998). *The development of competence in favorable and unfavorable environments. Lessons from research on successful children*. *American Psychologist*, 53 (92), 205-220.
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- O'Rourke, K. & Worzbyt, J. (1996). *Support groups for children*. Washington, DC: Accelerated Development.
- Prout, T. & Brown, D. (1999). *Counseling and psychotherapy with children and adolescents*. New York, NY: John Wiley & Sons.
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- Smead, Rosemarie (2000). *Skills for living, volume two: group counseling activities for young adolescents*. Champaign, IL: Research Press
- Smead-Morganette, R. (1994). *Skills for living. Group counseling activities for elementary students*. Champaign, IL: Research Press.
- Vernon, Ann (1998). *The passport program: a journey through emotional, social and cognitive self-development*. Champaign, IL: Research Press
- Vernon, A. (1989). *Thinking, feeling, behaving: an emotional education curriculum*. Champaign, IL: Research Press.
- Wittmer, J. (Ed.). (1993). *Managing your school counseling program: K-12 developmental strategies*. Minneapolis, MN: Educational Media Corp.
- Wittmer, J. (Ed.).(1997). *Classroom guidance activities K-12*. Minneapolis, MN: Educational Media Corp.

## COMPETENCIES

Students are required to meet expectations on four Florida Educator Accomplished Practices (FEAP) indicators. Students are required to complete all assignments. Any student who does not meet expectations on a competency assessment is required to remediate on the assignment before earning a grade in the course. Students should refer to the provided Competency Assessment (CA) rubrics for evaluation criteria on each required assignment available at <http://www.coe.fau.edu/counsel/school.htm>

Standard	Indicator	Detailed description of assignment or activity	Instrument
Quality Instruction 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently;	A.2.a Organizes, allocates, and manages the resources of time, space, and attention	<b>Classroom, Group, Annual, Monthly &amp; Weekly Plans:</b> The school counselor candidate will develop an annual and monthly plan and sample weekly schedule. Topics should be research based, tied to school mission, and aligned with national and state standards. The plan will include five parts: a one page rationale for this program which includes reference to the research base, program standards, and school mission, a year plan for group counseling, a year plan for classroom guidance, a month by month annual plan, and a sample weekly schedule.	Assignment Rubric
	A.2.f Maintains a climate of openness, inquiry, fairness, and support;	<b>Counseling Skills Practice:</b> The school counselor candidate will facilitate an individual counseling session using a brief solution focused approach	Observation Rubric

		demonstrating the ability to: (1) establish a respectful, comfortable environment and maintains a climate of openness, inquiry, fairness, and support; (2) employ higher-order questioning techniques; and (3) support, encourage, and provide immediate and specific feedback to promote student academic, personal/social, and career needs.	
Quality Instruction 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	A.3.f Employ higher-order questioning techniques;	<b>Counseling Skills Practice:</b> The school counselor candidate will facilitate an individual counseling session using a brief solution focused approach demonstrating the ability to: (1) establish a respectful, comfortable environment and maintains a climate of openness, inquiry, fairness, and support; (2) employ higher-order questioning techniques; and (3) support, encourage, and provide immediate and specific feedback to promote student academic, personal/social, and career needs.	Observation Rubric
	A.3. i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and	<b>Counseling Skills Practice:</b> The school counselor candidate will facilitate an individual counseling session using a brief solution focused approach demonstrating the ability to: (1) establish a respectful, comfortable environment and maintains a climate of openness, inquiry, fairness, and support; (2) employ higher-order questioning techniques; and (3) support, encourage, and provide immediate and specific feedback to promote student academic, personal/social, and career needs.	Observation Rubric
Quality Instruction 4. Assessment. The effective educator consistently:	A.4.f. Applies technology to organize and integrate assessment information.	<b>Technology Reflection Paper:</b> The school counselor candidate will prepare a one-page reflection paper describing how the technology was used to facilitate their role as a school counselor, a description of how technology was applied to organize and integrate assessment information, and specific technology skills or training needed for continuous improvement.	Assignment Rubric
Continuous Improvement, Responsibility, and Ethics 1. Continuous Professional Improvement. The effective educator consistently:	B.1.a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	<b>Professional Development Activities:</b> Students will select two professional development activities to participate in during a semester. One of the professional development goals will be based on improving instructional effectiveness. Students will submit an outline, completed assignment, and/or summary of their experience to the instructor and share the experience in class with peers and describe how the instructional development activity was implemented to improve their practice.	Assignment Rubric
	B.1.b. Examines and uses data-informed research to improve instruction and student achievement;	<b>Special Topic Paper:</b> The school counselor candidate will prepare a report on a special topic facing elementary and secondary students. Students will include three sections plus a bibliography page. Papers should be 8-10 pages (double spaced, 12 font, APA format) and include: (1) A description of the "topic" supported by research, statistics, and other professional literature (at least 10 cited sources). (2) Key findings from your review of research on this topic and the relationship to the development and implementation of comprehensive school guidance and	Assignment Rubric



		counseling programs as well as addresses closing gaps in student's subject matter knowledge. (3) Specific examples of field based programs, techniques, and strategies including any research that supports the effectiveness of these programs, techniques, strategies related to student outcomes which deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. If manuals or other resources are noted in the research review, included complete citations so that classmates may order the resources if they choose. Provide a clear description for each intervention.	
Continuous Improvement, Responsibility, and Ethics 1. Continuous Professional Improvement. The effective educator consistently:	B.1.d. Engages in targeted professional growth opportunities and reflective practices, and	<b>Professional Development Activities:</b> Students will select two professional development activities to participate in during a semester. One of the professional development goals will be based on improving instructional effectiveness. Students will submit an outline, completed assignment, and/or summary of their experience to the instructor and share the experience in class with peers and describe how the instructional development activity was implemented to improve their practice.	Assignment Rubric
	B.1. e. Implements knowledge and skills learned in professional development in the teaching and learning process.	<b>Professional Development Activities:</b> Students will select two professional development activities to participate in during a semester. One of the professional development goals will be based on improving instructional effectiveness. Students will submit an outline, completed assignment, and/or summary of their experience to the instructor and share the experience in class with peers and describe how the instructional development activity was implemented to improve their practice.	Assignment Rubric