

Doane University  
*Practicum Lab in School Counseling - COE 602*  
*Remote Section - Spring, 2024*

### Information - Practicum Lab in School Counseling

**Instructor:** Kim Jacobson

**Email:** [kim.jacobson@doane.edu](mailto:kim.jacobson@doane.edu)      **Telephone:** 402-309-0237 (call or text)

**Class Schedule:** January 22 - April 22, 2024

- **Meeting Days - Mondays :**

- **Dates:** January 22; February 5; March 4; April 8

- **Time:** 5:30-8:30 (or to be determined in first class meeting)

**Location:** remote through Zoom and online assignments

**Credit Hours:** 3

### Introduction

**Welcome to COE 602: Practicum for School Counselors.** I will be your instructor for this course and look forward to meeting and working with all of you as you near the completion of your program! This is an exciting opportunity for you to apply the skills and knowledge you have acquired through the program. My role is to support you in the transition from theory to application. I am bringing a wealth of experience to this course, as a school counselor at all grade levels in school districts of all sizes (both in Nebraska and Arizona) as well as a head middle school principal and PBiS Coach. I am currently working with NDE, leading the suicide prevention team. Please see more information on the Canvas introduction.

### Textbooks (required)

**Required Textbooks:**

- *ASCA national model: A framework for school counseling programs. (2019). Alexandria, VA: American School Counselor Association.*
- *ASCA national model implementation guide: Manage and assess. (2019). Alexandria VA: American School Counselor Association.*

**Strongly Encouraged:** Join ASCA at the student rate at [www.schoolcounselor.org](http://www.schoolcounselor.org)

### Course Overview

A supervised on-site experience in the full range of counselor duties. Students will complete **150 hours** of experiences implementing activities relating to the curriculum in COE 601. Students may choose to do their practicum in 7-12, K-6, or K-12 sites based on their teacher certification level. Practicum hours must be completed under the **supervision of a certified school counselor with at least 3 years of experience.** The emphasis in this class is implementing parts of a comprehensive school counseling program and earning 150 hours of direct/indirect service hours for students. I will be visiting you via Zoom early in the semester to meet with you and your site-supervisor to discuss the expectations for your practicum experience.

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**Student Learning Objectives**

- **Students will develop their role as leader, advocate, and change agent.**
- **Students will demonstrate the ability to apply and adhere to ethical and legal standards in school counseling.**
- **Students will be able to reflect on foundational aspects of the ASCA National Model.**
- **Students will become skilled in the delivery of direct and indirect school counseling services within schools.**
- **Students will have a complete understanding of the ASCA National Model and how to implement a comprehensive school counseling program.**
- **Students will understand the need for ensuring equitable access to resources that promote academic achievement, social and emotional development and career development.**
- **Students will demonstrate the ability to collaborate with other school personnel, families, and community services.**
- **Students will be able to use data to effectively manage a school counseling program.**

**Doane University Education Standards**

The Doane University Teacher Education Program believes all educators to be developing professionals who:

- |                                    |   |
|------------------------------------|---|
| 1. Understand content              | 6. Communicate                            |
| 2. Understand development          | 7. Plan                                   |
| 3. Understand differences          | 8. Assess                                 |
| 4. Design instructional strategies | 9. Reflect                                |
| 5. Manage and motivate             | 10. Participate in professional community |

**Course Expectations**

- Students must have a site supervisor with 3 years of experience as a school counselor and will have a signed site supervisor agreement. .
- Students will schedule a time with the Doane instructor for an initial remote visit with their site supervisor early in the semester and a wrap-up meeting near the end of the semester.
- Students must log a minimum of 150 hours of direct and indirect services by the end of the semester and log in Anthology/Chalk and Wire. 60 hours must be in direct contact with students. These include individual, small group, and large group sessions across all levels of the endorsed area and students representing special populations.
- Students will have minimally bi-weekly interaction with their site supervisor which will be logged in the Anthology/Chalk and Wire contact log
- Students will be evaluated on their performance throughout practicum.
- Students will complete a case study with targeted support for a student.
- Students will complete a classroom lesson observation that will be recorded and shared later in the semester.
- Students must have access to online tools (i.e. Canvas, email, ASCA website, zoom if applicable).
- Students will maintain a courteous, collegial and cordial manner in all verbal interactions and discussion boards.
- Students will complete all modules and ask questions when needed.
- Students will complete assigned tasks before class and meet all deadlines.

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- Students will read or view all assigned material to gain the most from their education and ultimately enhance the lives of their future students.
- Students will communicate with the instructor to develop a plan if there are extenuating circumstances (family emergency, etc.) that might be getting in the way of work completion or attendance, Failure to do so can result in significant deductions in grades and/or not passing the course.

**Student Concerns Policy:**

Initial concern: Student and director are contacted

2nd Concern: Student is contacted and director will contact student

3rd Concern: Meeting with student and director

4th Concern: Meeting with student and director/written letter sent

5th Concern: Probation

**School Counselor Standards**

**ROLE AND RESPONSIBILITIES:**

**S1. School counselor shall articulate and demonstrate an understanding of:**

E1. Their role as leaders who collaborate with stakeholders to improve student achievement and who are uniquely positioned to be student advocates and systems change agents.

E2. Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; social/emotional development; and career development including the identification of appropriate postsecondary education for every student to be college and career ready.

E5. The continuum of mental health services, including prevention, intervention, and referral strategies to enhance student success.

**DEFINE:**

**S2. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the define component and implement the elements in a school counseling program, including:**

E1. Program Focus complete with beliefs, benefits, vision and outcomes; for students and for the school counseling program.

E2. Student School Counseling Standards and Competencies

E3. ASCA Professional School Counselor Competencies

**MANAGE:**

**S3. School counselors shall possess the knowledge, ability, skills and attitudes necessary to design the Manage component and implement these elements in a school counseling program, including:**

E1. Use school counselor competency assessments and school counseling program assessments.

E2. Use current and emerging technology to efficiently manage the school counseling program

E3. Use time assessments to measure and determine that 80% of time is spent in direct and indirect services as recommended

E9. Create annual and weekly calendars to provide information about program activities.

**DELIVER:**

**S4. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the Deliver component and implement the elements of a school counseling program and classroom school counseling lessons, small group activities, and individual counseling/student planning sessions.**

E1. Direct services in Academic Development

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E2. Direct services in Career Development

E3. Direct services in Social Emotional Learning

E5. Direct Services for Responsive Services

E6. Develop a program for Indirect Services—to promote student achievement and to improve equity and access for all students. Indirect Services may include strategies for referral processes, consultation, collaboration, and parent/family engagement, establishing community partnerships and/or development of new evidence based programs, to support student achievement.

**ASSESS:**

**S5. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the Assess component and implement these elements in a school counseling program, including:**

E2. Use-of-Time Assessment Analysis: School counselor will plan for 80% or more of their time on direct and indirect student services

E4. School Counselors will share results and goals of the school counseling program to stakeholders regularly; employing school counselor skills of leadership, advocacy and systemic change for the benefit of all students to higher achievement.

E5. Evaluation and Improvement: The school counselor will self-assess using the ASCA School Counselor competencies and ethics and participate in a school counselor performance appraisal with school administration. The school counselor will conduct a program assessment to evaluate goals and results of the school counseling program.

E6. School Related Field Experiences for a School Counselor candidate must include at least 100 clock-hours in school settings the grade levels of the endorsement in one or more components of the ASCA National Model prior to the internship experience.

### **Course Evaluation**

Course evaluation will be a link posted in Canvas. Please complete this evaluation before the last day of class. This can be completed on your computer, iPad, tablet or on your phone.

### **Syllabus Disclaimer**

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### **Assessment**

All work is expected to be completed at the graduate level and be wholly the students own. This means that final products need to be typed and original pieces of work specifically created for this course. **One cannot**

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**turn in materials designed for another graduate level course.** All coursework is due on the date stated in the syllabus unless the instructor approves other arrangements. Any work not meeting the standard of professional quality as determined by the instructor will be returned for review and revision. The instructor will make the final determination on the quality of products produced for the class.

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**Technical Help**

To obtain technical support contact the Help Desk - 402-826-8411 or email - [helpdesk@doane.edu](mailto:helpdesk@doane.edu).

**Tool Box**

Link to Graduate catalog for Education: <http://www.doane.edu/schedule-catalogs-and-calendars>  
 Link to text book: <http://www.bkstr.com/doaneuniversitystore/home>.  
 To obtain technical support contact: [helpdesk@doane.edu](mailto:helpdesk@doane.edu)  
 Link to Education web page: <https://www.doane.edu/college-of-education>

COURSE OUTCOMES	ACTIVITY	ASSESSMENT/EXPECTATIONS	DATES
<p><b>Role and Responsibilities</b> S1 (E1. E2. E5)</p> <p><b>Define</b> S2. (E1. E3.)</p> <p><b>Learning Objectives:</b> 1. Understand the learning objectives of this course by reviewing the syllabus and discussing expectations and tasks. 2. Understand your role as a school counselor through defining the ASCA National</p>	<ol style="list-style-type: none"> <li>1) Introductions</li> <li>2) Syllabus and Expectations</li> <li>3) Logging hours system</li> <li>4) Pre-Assessment</li> <li>5) Instruction: Roles and Responsibilities &amp; Define - Review:               <ol style="list-style-type: none"> <li>a) ASCA Mindsets and Behaviors for Student Success</li> <li>b) ASCA Ethical Standards for School Counselors</li> </ol> </li> </ol>	<p><b>Weekly Log/Use of Time</b> (on-going through term (150 points)</p> <p><b>Assignment 1: Site-Supervisor Agreement and School Counseling Program Review</b> (20 points)</p> <p><b>Assignment 2: ASCA Reflection Essay</b> (30 points)</p> <p><b>Assignment 3: School Data Profile</b> (50 points)</p>	<p><b>Module 1</b></p> <p><b>Class meets January 22</b></p> <p><b>Assignments due February 5</b></p>

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<p>Model by reviewing and reflecting on your strengths and areas for growth</p>	<p>c) ASCA School Counselor Professional Standards and Competencies  d) School data resources  6) Assignment Review/Questions</p>	<p><b>Schedule Site Visit with Instructor</b></p>	
<p><b>COURSE OUTCOMES</b></p>	<p><b>ACTIVITY</b></p>	<p><b>ASSESSMENT/EXPECTATIONS</b></p>	<p><b>DATES</b></p>
<p>Manage S3 (E1. E2. E3.)</p> <p><b>Learning Objective:</b></p> <p>Create a foundation for your school counseling program by analyzing data, creating goals, vision and mission statements.</p>	<p>1) Current Trends Resources and Discussion  2) Questions/Concerns  3) Instruction: Manage  a) ASCA National Model  b) Direct/Indirect Services  c) Mission and Vision Statement  d) Using School Data  e) Annual Student Outcome Goals  4) Assignment Review - Begin Case study</p>	<p><b>Weekly Log/Use of Time in Anthology</b></p> <p><b>Review Data Profiles</b></p> <p><b>Assignment 4: School Counseling Vision and Mission Statement (50 points)</b></p> <p><b>Assignment 5: Annual Student Outcome Goal (50 points)</b></p> <p><b>Assignment 6: Individual Case Study (summary - 100 points); presentation in class April 8 (30 points)</b></p>	<p><b>Module 2</b></p> <p><b>Class meets February 5</b></p> <p><b>Assignments due March 4 (excluding Case Study which is due on April 8 )</b></p>
<p>Manage S3 (E1. E2. E3. E9.)</p> <p>Deliver S4 (E1. E2. E3. E4. E5. E6.)</p> <p>Learning Objective: Create ways to organize your school counseling program by developing calendars and action plans.</p>	<p>1. Current Trends Resources and Discussion  2. Questions/Updates  3. Instruction: Manage and Deliver  a. Annual and Weekly Calendars  b. Classroom Mindsets and Behaviors Action Plan  c. Lesson Plan  4. Assignment Review</p>	<p><b>Weekly Log/Use of Time in Anthology</b></p> <p><b>Assignment 7: Annual Calendar (60 points)</b></p> <p><b>Assignment 8: Classroom Mindsets and Behaviors Action Plan (40 points)</b></p> <p><b>Assignment 9: Classroom Lesson Plan (100 points) -</b>  <b>Assignment 10: schedule lesson and recording lesson (30 points)</b></p> <p><b>Assignment 11: Classroom Results Report and Reflection (40 points) - complete after your teaching your lesson</b></p>	<p><b>Module 3</b></p> <p><b>Class Meets March 4</b></p> <p><b>Assignments due April 8 (unless noted)</b></p>

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		<p><b>Continue work on Case Study (due next meeting)</b></p> <p><b>Schedule with Doane Instructor Site Supervisor Wrap-up Meeting for early April</b></p>	
<p><b>Assess</b> S5 (E2. E4. E5. E6.)</p> <p><b>Learning Objectives:</b></p> <p>Assess your classroom lesson by completing the classroom results report and reflection.</p> <p>Assess the results of your individual student case study and present with classmates.</p>	<ol style="list-style-type: none"> <li>1. Current Trends Resources and Discussion</li> <li>2. Questions/Updates</li> <li>3. Instruction: Assess             <ol style="list-style-type: none"> <li>a. Classroom Results Report and Reflection</li> <li>b. Sharing results to stakeholders</li> <li>c. Case Study Presentations</li> <li>d. De-escalation strategies</li> <li>e. Post-assessment</li> </ol> </li> </ol>	<p><b>Weekly Log/Use of Time In Anthology</b></p> <p><b>Assignment 12: Case Study Presentation in Class (30 points)</b></p> <p><b>Assignment 13: ASCA Reflection Essay (30 points)</b></p> <p><b>Assignment 14: Hours log completed (150 hours, 150 points)</b></p>	<p><b>Module 4</b></p> <p><b>Class Meets April 8</b></p> <p><b>Assignments due in April as noted</b></p> <p><b>Final day to complete log/use of time April 22</b></p>

**Grading Criteria - Assignment Summary:**

Assignment	Points	Due Date
Ongoing: log hours at least weekly into Anthology/Chalk and Wire (150 hours - 60 hours minimum direct; include bi-weekly-site supervisor meetings)	150 points possible (assigned at end of semester)	must be completed by April 24
1. Site Supervisor Agreement and Program Review Forms signed and submitted	20 points	February 5
2. ASCA Reflection Essay	30 points	February 5
3. School Data Profile	50 points	February 5
4. Vision and Mission Statements	50 points	March 4
5. Annual Student Outcome Goal	50 points	March 4
6. Individual Student Case Study Summary (start Feb. 5; ongoing and due in class on April 8))	100 points	April 8
7. Annual Calendar	60 points	April 8

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8. ASCA Classroom Mindsets and Behaviors Plan	40 points	April 8
9. Classroom ASCA Lesson Plan	100 points	Before Observation
10. Classroom Lesson Plan Recorded Observation	30 points	April 12
11. Classroom Lesson Results Report and Reflection	40 points	April 19
12. Individual Case Study Presentation	30 points	April 8
13. ASCA Reflection Essay	30 points	April 22
<b>14. 150 contact hours completed (60 direct)</b>	150 points	April 22
	<b>Total Points: 780 possible</b>	

<b>Point Range</b>	<b>Letter grade</b>
97%-100%	A + (NOTE: all deadlines must also be met to earn an A+)
93%-96%	A
90%-92%	A -
87%-89%	B+

**Guidelines for Writing Reminders:**

As students and educational professionals, all participants are expected to show sustained effort and professionalism throughout the course. To earn a passing grade, all parts of each assignment must be completed. To earn a superior grade, all parts of each assignment must be completed, and the quality of work must be high. Specific requirements for each assignment will be provided. Some of these assignments will be accompanied by a grading rubric. All work is expected to be completed at the graduate level and be the students own. All coursework is due on the date stated in the syllabus unless the faculty teaching the course approves other arrangements.

General guidelines for high quality written work:

- Answers the question(s) assigned.
- Contains explanations of terms, ideas, and examples that demonstrate a student's ability to grasp main points, synthesize them, and apply them.
- Uses explanations or examples to support generalizations.
- Is well organized and presents ideas in a logical order.
- Utilizes clear, grammatically correct prose.
- Reflects information from class, readings and personal experiences
- Reflects analysis and synthesis of information learned.
- Reflects college level writing (please proofread, use spell check and correct grammar).
- Uses and cites a variety of supportive resources.

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*Remote Section - Spring, 2024*

Doane University  
School Counseling Internship - COE 691  
Course Syllabus

Spring 2024

### Information

**Instructor:** Rachel Catlett and Ellie Tompkins  
**Email:** [rachel.catlett@doane.edu](mailto:rachel.catlett@doane.edu) and [ellie.tompkins@doane.edu](mailto:ellie.tompkins@doane.edu)  
**Telephone:** 402-467-9047  
**Class Schedule:**  
**Meeting Days:** January 25, February 8, March 7, and April 18  
**Time:** 5:30-8:30  
**Location:** Remote via Zoom (link located in Canvas)  
**Credit Hours:** 3

### Introduction

**Welcome to Internship for School Counselors! This is an exciting opportunity for you to apply the skills and knowledge you have acquired on your journey to earning a Master of Education in School Counseling degree. Our role is to support you in the transition from theory to application.**

### Textbooks (required)

#### Required Textbooks:

*ASCA national model: A framework for school counseling programs. (2019). Alexandria, VA: American School Counselor Association.*

*ASCA national model implementation guide: Manage and assess. (2019). Alexandria VA: American School Counselor Association.*

*Springer, S. I., Moss, L., & Schimmel, C. J. (2021). A school counselor's guide to small groups: Coordination, Leadership, and Assessment.*

*Association, A. S. C. (2021). ASCA National Model Implementation Guide: ASCA Student Standards.*

Join ASCA at the student rate at [www.schoolcounselor.org](http://www.schoolcounselor.org)

### Course Overview

Internship is an experience in school counseling in which counseling students participate in a full range of school counselor duties and responsibilities in a school setting. Students are expected to complete 450 hours of internship under the direction of a certified school counselor. May be K-6, 7-12 or K-12.

Internship is an opportunity for the school counseling student to continue developing their skills into practice in a real-life situation with available on-site supervision. Students will refine counseling skills through a combination of site supervision, faculty supervision, increased knowledge of the profession and continue the process of self-exploration and self-awareness.

Doane University  
*School Counseling Internship - COE 691*  
*Course Syllabus*

### Student Learning Objectives

- **Students will develop their role as leader, advocate, and change agent.**
- **Students will demonstrate the ability to apply and adhere to ethical and legal standards in school counseling.**
- **Students will be able to reflect on foundational aspects of the ASCA National Model.**
- **Students will become skilled in the delivery of direct and indirect school counseling services within schools.**
- **Students will have a complete understanding of the ASCA National Model and how to implement a comprehensive school counseling program.**
- **Students will understand the need to ensure equitable access to resources that promote academic achievement, social and emotional development, and career development.**
- **Students will demonstrate the ability to collaborate with other school personnel, families, and community services.**
- **Students will be able to use data to effectively manage a school counseling program.**

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The Doane University Teacher Education Program believes all educators to be developing professionals who:

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| 1. Understand content              | 6. Communicate                            |
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| 4. Design instructional strategies | 9. Reflect                                |
| 5. Manage and motivate             | 10. Participate in professional community |

### Course Expectations

- Students must have a site supervisor with 3 years of experience as a school counselor.
- Students must log a minimum of 450 hours of direct and indirect services by the end of the semester. 180 hours must be in direct contact with students.
- Students will have at the minimum bi-weekly interaction with their site supervisor.
- Students will be evaluated on their performance throughout the internship.
- Students will schedule a time with the instructor for an initial visit at their school site early in the semester, an observation visit mid-semester and a final evaluation visit at the end of the semester.
- Students must have access to online tools (i.e. Canvas, email, ASCA website and zoom).
- Student will maintain a courteous, collegial and cordial manner in all verbal interactions.
- Students will complete all modules and ask questions when needed. Communication with the instructor is very important. Please respond to emails and texts from the instructor within 24 hours. Instructor will do the same in return.
- Students will complete assigned tasks before class.
- Students will turn in assignments on time.
- Students will read or view all assigned material to gain the most from their education and ultimately enhance the lives of their future students.
- Students will share and discuss examples of on-site situations in which the group will collaborate in problem solving.
- Students will implement four of the twelve components of a comprehensive school counseling program in the school setting.
- Students will prepare for the Praxis Test through readings and classroom activities.

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*School Counseling Internship - COE 691*  
*Course Syllabus*

-Students will complete a final project in which students will implement a small group in the school setting based on data provided by the school or a needs assessment.

**Student Concerns Policy:**

Initial concern: Student and director are contacted

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3rd Concern: Meeting with student and director

4th Concern: Meeting with student and director/written letter sent

5th Concern: Probation

**School Counselor Standards**

**Nebraska Department of Education Rule 24 Standards**

**ROLE AND RESPONSIBILITIES:**

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**DELIVER:**

**S4. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the Deliver component and implement the elements of a school counseling program and classroom school counseling lessons, small group activities, and individual counseling/student planning sessions.**

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Doane University  
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**Technical Help**

To obtain technical support contact the Help Desk - 402-826-8411 or email - [helpdesk@doane.edu](mailto:helpdesk@doane.edu).

**Tool Box**

Link to Graduate catalog for Education: <http://www.doane.edu/schedule-catalogs-and-calendars>  
Link to text book: <http://www.bkstr.com/doaneuniversitystore/home>.  
To obtain technical support contact: [helpdesk@doane.edu](mailto:helpdesk@doane.edu)  
Link to Education web page: <https://www.doane.edu/college-of-education>

**Syllabus Addendum**

The purpose of this [syllabus addendum](#) is to provide students with information that supplements the University catalog and other institutional policies. It is the student's responsibility to become familiar with these items and abide by all policies while enrolled at Doane University.

Doane University  
 School Counseling Internship - COE 691  
 Course Syllabus

COURSE OUTCOMES	ACTIVITY	ASSESSMENT/EXPECTATIONS	DUE DATES
<p><b>Role and Responsibilities</b>            S1 (E1. E2. E5)</p> <p><b>Define</b>            S2. (E1. E3.)</p> <p><b>Learning Objectives:</b></p> <p>1. Understand the learning objectives of this course by reviewing the syllabus and discussing expectations and tasks.</p> <p>2. Understand your role as a school counselor by defining the ASCA National Model as well as reviewing and reflecting on your strengths and areas for growth.</p>	<ol style="list-style-type: none"> <li>1) Introductions/Ice Breaker</li> <li>2) Syllabus and Expectations</li> <li>3) Pre-Assessment</li> <li>4) Roles and Responsibilities of Internship-Logging hours, direct vs indirect</li> <li>5) Annual Agreement</li> <li>6) Program Assessment</li> <li>7) Weekly Calendar</li> <li>8) Thinking ahead: Data Source for Small Group</li> <li>9) Pre-Group Checklist</li> <li>10) Praxis Information</li> </ol>	<p><b>Log Hours (minimum of 180 direct, 450 total)</b></p> <p><b>Pre-Assessment</b> (10 points)</p> <p><b>Goal Reflection</b> (20 points)</p> <p><b>Site-Supervisor Agreement</b> (10 points)</p> <p><b>Annual Administrative Conference and Reflection</b> (60 points)</p> <p><b>Program Assessment and Reflection</b> (60 points)</p> <p><b>Weekly Calendar</b> (30 points)</p>	<p><b>Module 1</b></p> <p>Pre-Assessment-in class assignment</p> <p>Goal Reflection-due February 1</p> <p>Weekly Calendar - February 8</p> <p>Site-supervisor agreement - Google form completed by all parties by Feb. 13</p> <p>Annual Agreement and Reflection Essay- Feb. 22</p> <p>Program Audit and Reflection-due Feb. 29</p>
<p>Manage            S3 (E1. E2. E3.)</p> <p><b>Learning Objective:</b></p> <p>Create a final project by collecting data, designing and implementing small</p>	<ol style="list-style-type: none"> <li>1) Introduction Activity</li> <li>2) Questions/Concerns</li> <li>3) Instruction: Manage               <ol style="list-style-type: none"> <li>a) Needs Assessment or Data Source</li> <li>b) Small Group Action Plan Template</li> <li>c) Lesson Plans (4 total)</li> <li>d) Observation</li> </ol> </li> </ol>	<p><b>Needs Assessment/Data Source</b> (30 points)</p> <p><b>Closing the Gap Action Plan</b> (25 points-first section of plan completed)</p> <p><b>Unit Plan</b> (60 points)</p> <p><b>Lesson Plan for Observation and Observation</b> (50 points-may be</p>	<p><b>Module 2</b></p> <p>Needs Assessment/Data Source due Feb. 22</p> <p>Closing the gap action plan-Feb. 29</p>

**Doane University**  
*School Counseling Internship - COE 691*  
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<p>group lessons to students.</p>	<p>e) Final Presentation to class</p>	<p>slightly adjusted due to edits within the rubric)</p>	<p>Unit Plan - due February 29</p> <p>Lesson Plan - due 24 hours before scheduled observation of small group (March or first part of April)</p>
<p>Manage S3 (E1. E2. E3. E9.)</p> <p>Deliver S4 (E1. E2. E3. E4. E5. E6.)</p> <p><b>Learning Objective:</b></p> <p>Create a final project by collecting data, designing and implementing small group lessons to students.</p>	<ol style="list-style-type: none"> <li>1. Introduction Activity</li> <li>2. Questions/Updates</li> <li>3. Use of Time</li> <li>4. Instruction: Manage and Deliver             <ol style="list-style-type: none"> <li>a. Small Group Lesson Discussion</li> <li>b. Observations</li> <li>c. Presentation</li> <li>d. Final Project</li> </ol> </li> </ol>	<p><b>Schedule Observation of Small Group Lesson with instructor</b></p> <p><b>Final Project (200 points)</b></p> <ul style="list-style-type: none"> <li>-Completed Unit Plan with at least 3 ASCA lesson plans linked)</li> <li>-Completed Closing the Gap Action Plan</li> <li>-Narrative/Reflection</li> <li>-Slideshow Presentation (for classmates, principal and site/supervisor</li> </ul>	<p><b>Module 3</b></p> <p>Final Project due April 18</p>
<p><b>Assess</b> S5 (E2. E4. E5. E6.)</p> <p><b>Learning Objectives:</b></p> <p>Assess your small group lessons and present this</p>	<ol style="list-style-type: none"> <li>1. Current Trends Article and Discussion</li> <li>2. Questions/Updates</li> <li>3. Goal Discussion</li> <li>4. Instruction:             <ol style="list-style-type: none"> <li>a. Presentations (10 minutes each)</li> <li>b. Post-assessment</li> </ol> </li> </ol>	<p><b>Presentation to Class</b> (30 points)</p> <p><b>Post-Assessment</b> (10 points)</p> <p><b>Logged Hours</b> by end of the semester (200 points) In progress for students who will need longer to complete hours.</p>	<p><b>Module 4</b></p> <p>Presentation April 18</p> <p>Schedule final evaluation April 22- May 3</p>

**Doane University**  
*School Counseling Internship - COE 691*  
*Course Syllabus*

information to the class.	c. Course evaluation	<p><b>Schedule meeting with Principal and Site-Supervisor to share your presentation-Report back during final evaluation</b></p> <p><b>Schedule Final Evaluation with Instructor</b> (50 points for completion of document and meeting)</p>
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**Grading Criteria:**

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
Pre-assessment-not graded for completion	10	January 25
Goal Reflection	20	February 1
Weekly Calendar	30	February 8
Site-Supervisor Agreement	10	February 15
Annual Administrative Conference	60	February 22
Program Assessment and Reflection Essay	60	February 29
Needs Assessment/Data Source/Group Prep	30	February 22
Unit Plan	60	February 29
Closing the Gap Action Plan	25	February 29
Lesson Plan and observation	50	24 hours before observation
Presentation to Class	30	April 18
Final Project	200	April 18
Post-Assessment-not graded for completion	10	April 30
Course Evaluation	10	April 30
Final Evaluation Meeting	50	April 22-May 3
Presentation to Principal and Site Supervisor	20	May 3
Logged 450 Hours on Chalk and Wire (180 direct)	200	May 3
<b>Total</b>	<b>875</b>	

**Guidelines for Writing**

As students and educational professionals, all participants are expected to show sustained effort and professionalism throughout the course. To earn a passing grade, all parts of each assignment must be completed. To earn a superior grade, all parts of each assignment must be completed, and the quality of work must be high. Specific requirements for each assignment will be provided. Some of these assignments will be accompanied by a

**Doane University**  
*School Counseling Internship - COE 691*  
*Course Syllabus*

grading rubric. All work is expected to be completed at the graduate level and be the students own. All coursework is due on the date stated in the syllabus unless the faculty teaching the course approves other arrangements. General guidelines for high quality written work:

- Answers the question(s) assigned.
- Contains explanations of terms, ideas, and examples that demonstrate a student's ability to grasp main points, synthesize them, and apply them.
- Uses explanations or examples to support generalizations.
- Is well organized and presents ideas in a logical order.
- Utilizes clear, grammatically correct prose.
- Reflects information from class, readings and personal experiences
- Reflects analysis and synthesis of information learned
- Reflects college level writing (please proofread, use spell check and correct grammar)
- Uses and cites a variety of supportive resources

**Writing Center Information**

Students can reach me via email at [jeremy.caldwell@doane.edu](mailto:jeremy.caldwell@doane.edu) to set up a consultation, either in-person or via Zoom.



# DOANE UNIVERSITY

College of Education  
ESD 940: Leadership Internship II  
Syllabus  
(Cadre 11)

## [Doane Syllabus Addendum](#)

## [Nebraska Standards of Professional Practice](#)

### Instructors:

- **Internship II Documentation**
  - **Cindy Gray, Ph.D.**, Associate Professor and EdS Program Director  
Doane University - (402)-305-3771 [cindy.gray@doane.edu](mailto:cindy.gray@doane.edu)
- **Cadre 11 EdS Degree Final Semester Classes**
  - Melissa Poloncic, Ed.D, Adjunct Professor and current Superintendent of Schools, DC West Community Schools - (402)-504-0615(cell) [melissa.poloncic@doane.edu](mailto:melissa.poloncic@doane.edu)
  - Mitch Kubicek, Ed.D, Adjunct Professor and Superintendent, Milford Public Schools - (402)-641-3627(cell) [mitch.kubicek@doane.edu](mailto:mitch.kubicek@doane.edu)

**EdS 940:** The **Internship II** is intended to provide a leadership experience and learning opportunity at a systems level in any of the areas of the program's strategic outcomes or coursework. As a leadership experience, the student is expected to act as either the leader of the activity or an active decision-making participant in the activity.

Students may select a project that has a focus on any of the areas of the Strategic Outcomes of the [EdS program](#). Special consideration should be given to projects/activities that involve curriculum, instruction, and assessment (broadly interpreted). In other words, the project should focus on the teaching-learning process, instructional activities, or the learning environment in ways that will improve student learning. The project work must focus on the organizational or systems level in design, implementation, and/or evaluation in any of the CIA areas.

In the case of a CIA-focused project, it is expected that the student will select a “project” on which to concentrate their work that will be useful to the cadre member in terms of being applicable to current and/or future leadership roles and/or the system in terms of organizational improvement, improving student achievement, closing achievement gaps, and/or accountability reporting. Students may select a specific CIA project of a district and explore the ongoing evaluation of CIA plans and programs, innovations or interventions, professional development, continuous school improvement, and such supporting activities as reporting, strategic planning, or other capacity-building strategies.

Alternative options for the Internship are available so long as they are at the systems level and involve design, implementation, and/or evaluation of a process or product impacting the system. Other options may include the creation of a process/product that is to be used to provide guidance, instruction, and/or professional development to other professionals. The focus should be at an organizational or systems level. It is also of note that the internship must involve work with one or more school districts if the candidate intends to seek a superintendent’s endorsement in Nebraska.

**Other project requirements:**

Students will develop a **mentoring relationship** with someone at the organizational or systems level who is working in the area that the student has selected for a project. It is important that students experience and, as a result, understand the complexity of the project, how it fits into the larger system and is relevant and aligned to the complex mix of cultural, social, and technical dimensions of the project.

The purpose of the internship is not only for the student to **develop the knowledge, skills, and dispositions** of leading at an organizational or systems level but to also create a relationship with a leader/mentor who would be able to provide evidence or serve as a reference that the student has the capacity of knowledge, skills, and dispositions to provide organizational/systems-level leadership.

The student will develop a **plan for the internship** which will identify the following:

- o The site or program where the Internship will take place
- o The specific project or activity in which the student will be engaged
- o Identification of specific learning goals aligned to EdS strategic/program goals for the Internship including a rationale for the specific project selected
- o Identification of cooperating leaders at the site level who will serve in mentoring roles. At least one of the mentors may be

asked to provide a final evaluation/feedback on the student at the conclusion of the Internship experience

- o A plan for research, reading, and other investigation for further development of the knowledge base for the project that will broaden and deepen the student's knowledge of the "domain" of the project
- o A statement of the intended benefit or impact of the project on the organization or system and how the benefit or impact will be measured and documented
- o An outline of the specific activities in which the student will be engaged, where the engagement will take place, and the names of specific individuals who will serve as mentors. Students are to conduct regular interviews with their mentor(s) to ask questions about the roles of systems leaders as they apply to the project selected and how the project fits into the system as a whole. Interviews are to be documented in terms of who was involved when the engagement occurred, and what was learned
- o Documentation for the internship will give evidence of the engagement and learning of the student. Specific documentation requirements are outlined in the following sections.

### **Internship II Requirements:**

- o Approved Internship Plan - Before the student begins to work in the area of their internship; before the student begins to document learning from the activity; and, before the student begins to document the time spent, an approved plan that is signed off on by the designated instructor is required.
  - Students may begin to engage in the activity and do the documentation as soon as the plan has been approved.
  - Students may complete and document the plan at any time following approval. However, cadre members who are completing an EDS degree should register and pay the tuition for the course (ESD 940) during the final semester of the program.
- o Internship II Documentation - Internship II requires a minimum of 65 hours of engaged time spent on the project.
  - 50 logged hours of activities These include time spent mentor(s), meetings, interviews, product development, etc.
  - Field Notes - Hours of engagement should be documented with some type of "field notes" which identify the activity engaged in, the mentors with whom the student is engaged, and a bullet-point outline of key learning results for each activity identified.

- 15 logged hours of research and reading in the “domain” of the project/activity.
- Journal Notes - The lessons learned from the research, investigation, and readings should be documented through journal notes.
- A mid-point reflection that occurs about ½ way into the activity (25-30 hours) identifying lessons learned and implications of the lessons learned for the individual cadre member.
- A final reflection on what was learned and how the learning will be applied in future leadership activities.
- Additional EdS Degree Requirements - In addition to completion of ESD 940, students seeking an EdS degree will attend two classes during the final semester of the program. Cadre members will share their internship experiences and complete culminating program documents. Templates and additional information will be provided during the final semester of the program. Additional requirements are listed below.
  - Footprints Document
  - Capstone Project
  - Final Reflection
  - Philosophy of Leading

### **Internship Final Semester Capstone Classes**

- Students seeking an EdS Degree are required to participate in two class sessions during the final fall semester of the program and it is preferred that students enroll in ESD 940 during the final semester for the EdS sequence. Class sessions in the final semester will be devoted to a Capstone and other culminating documents and activities
  - Capstone Project with Final Reflection
  - Footprints Document
  - Philosophy of Leading.

### **[LINK to Template for ESD 940](#)**

- **Make a copy of the Internship Template, rename it with “[your name](#)” Internship II.**
- **Add your Internship II Plan and Log forms to the folder for your Cadre. Make sure to set the sharing settings to your preference.**

**[Link to 940 Internship Document Folder for Cadre 11](#)**

[LINK to Class Folder Cadre 11](#)

**DOANE UNIVERSITY**  
**EDU 689- Internship in Reading Instruction**  
**Course Syllabus**



**Instructor Information**

**Name:** Sue Pieper  
**Email:** [sue.pieper@doane.edu](mailto:sue.pieper@doane.edu)  
**Phone:** (402) 677-6980 (cell)

**Course Information**

**Class Schedule:** 1/22/24- 4/27/24  
**Time:** Spring 2024  
**Location:** Online  
**Credit Hours** 3

**Textbook (or Resources)**

Students will select their own professional resources from the list provided on Canvas. It is recommended that you select resources to help you with the requirements of the class.

**Course Description**

This course is required for a Reading Specialist Endorsement in Nebraska. Internship students must complete 150 work hours and complete assigned professional reading, one case study and a choice of one other reading specialist "role" activity.

**Student Learning Objectives**

Students will follow one student's journey in the area of literacy and write a case study. Students will read professional literature about current research and best practices in reading. Students will write reflections on their professional reading and post the reflections on Blackboard. Students will read and respond to at least one other classmates' reflection. Students will select one activity to better understand the role of a reading specialist.

**Doane University Education Standards**

The Doane University Teacher Education Program believes all educators to be developing professionals who:

- |                                    |   |
|------------------------------------|---|
| 1. Understand content              | 6. Communicate                            |
| 2. Understand development          | 7. Plan                                   |
| 3. Understand differences          | 8. Assess                                 |
| 4. Design instructional strategies | 9. Reflect                                |
| 5. Manage and motivate             | 10. Participate in professional community |

## Course Participation

Doane University expects active participation by a student in a course, whether the course is on-ground or online. A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for online courses.

## Doane University Education Department Mission Statement

To meet future expectations for our nation's schools as they respond to a changing world, the Doane Education faculty believes the education of teachers and administrators is a developmental and emergent process. For development to occur, the roles of the educational professional are learner, teacher, researcher, and leader. To facilitate this growth, we will: 1) establish collaborative opportunities; 2) promote reflective inquiry tied to coursework, practicum experiences and action research; 3) provide leadership experiences; and 4) facilitate learning in context. We believe these essential elements create practices designed to develop the knowledge, skills, and dispositions for the developing professional. These elements are grounded in reflective and collaborative work, which advocates success for all students.

## Course Evaluation

Course evaluation will be a link that is sent to your Doane email. Please complete this evaluation before you leave on the last day of class. This can be completed on your computer, iPad or tablet or your phone.

## Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course/schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

## Syllabus Addendum

Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at: <https://www.doane.edu/Syllabus>

## Accommodations

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

## Assessment

All work is expected to be completed at the graduate level and be wholly the students own. This means that final products need to be typed and original pieces of work specifically created for this course. **One cannot turn in materials designed for another graduate level course.** All coursework is due on the date stated in the syllabus unless the instructor approves other arrangements. Any work not meeting the standard of professional quality as determined by the instructor will be returned for review and revision. The instructor will make the final determination on the quality of products produced for the class.

## Academic Integrity

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner

reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs. **Utilization of ChatGP is not acceptable for required academic papers.**

### **Mandatory Reporting Statement**

At Doane, all university employees, including faculty, are considered "Mandatory Reporters." As a "Mandatory Reporter," I am required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell me about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, I have to share the information with the University's Title IX Coordinator. My report does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at [doane.edu/cape-project](http://doane.edu/cape-project)

### **Diversity Statement**

Our schools reflect our nation. Our schools and our nation are both becoming more diverse according to issues of gender, race, religion, ethnicity, language, special needs and class. In each literature search, set of guiding questions, and action plan, it is vital to consider and reflect on the impact of your subject on diverse students according to race, ethnicity, exceptionalities, gender, SES, and linguistic experience.

### **Technical Help**

If you are in need of technical assistance please access the [Self Service Portal](#). You may reach the help desk at 402-826-8411 or by email at [helpdesk@doane.edu](mailto:helpdesk@doane.edu).

### **Tool Box**

Link to Graduate catalog for Education: <http://www.doane.edu/schedule-catalogs-and-calendars>

Link to text book: <http://www.bkstr.com/doaneuniversitystore/home>.

To obtain technical support contact: [helpdesk@doane.edu](mailto:helpdesk@doane.edu)

Link to Education web page: <https://www.doane.edu/college-of-education>

Academic Resources, including Peer Tutoring, Peer Mentoring, Academic Coaching, Accommodations, and Time Management Resources, can be found in the Academic Success Center in the Communications Building. To meet with staff or access peer services, please go to [doane.mywconline.com](http://doane.mywconline.com) and schedule an appointment.

**Subject to changes, a preliminary overview of class plans and topics (e.g., schedule)**

<b>PRELIMINARY CLASS PLANS &amp; TOPICS</b>	<b>ASSESSMENT &amp; EXPECTATIONS FOR COMPLETION</b>	<b>DUE DATES</b>
Introductions and Syllabus	Week 1 reading of class syllabus and writing an introduction of yourself on Canvas	
Professional Reading and Reflections	<p>Weeks 2-11 You will be expected to read from professional literature about current research and best practices regarding your role as a reading specialist. You may find and use your own professional articles or read from the many books on the suggested book list. These are just suggestions and you are free to choose your own book title. You will respond to each professional reading (article or textbook chapter) by writing a short reflection (1-3 paragraphs). You will post your reflection online through Doane’s Canvas “Discussion Board”.</p> <p>You may want to respond to:</p> <p>a.) key issues or points about reading and/or your reading specialist role in the school setting</p> <p>b.) connections</p> <ul style="list-style-type: none"> <li>- How is this information useful?</li> <li>- How can you relate this information to your classroom, co-workers, and school or as a reading specialist?</li> <li>- How did you feel about the information? (agree/disagree and why?)</li> </ul>	<p>Students have 10 weeks to complete 10 readings and reflections. Please post 1 reflection weekly and respond to 2 other classmates posts.</p> <p><b>All work is due by Friday, April 19, 2023</b></p>

	<p>c.) changes          -How are you different/how has your thinking changed?          -How will you use this information in the future?</p> <p>d.) questions raised</p> <p>e. how will this information assist you as a reading specialist (practical application)</p> <p>You will then read and respond to “2” other class participant’s posts.</p>	
Post Case study	<p>Each class participant will keep a case log documenting the child’s literacy strengths, weaknesses, interventions, assessments used, monitoring of the student’s progress and any communication you have had with the classroom teacher, parent or administrator. Please include dates/time spent with your student. (feel free to set up your case study so that it fits your needs. For ideas, please see Case Study Examples located to the left of the canvas screen)</p>	Post your Case Study in Week on or before Friday, April 19, 2024.
Final Project	<p>Each internship student will also choose from <b>one</b> of the following activities to help them better understand their role as a reading specialist. You will post your final project on Blackboard as a way to share your work and ideas with your classmates.</p> <p>a.) work with reading specialist or school psychologist to identify student’s literacy needs</p> <p>b.) work with a small group of reading students – plan appropriate instructions to meet their individual needs</p> <p>c.) shadow and work with a literacy coach, reading interventionist, Reading Recovery Teacher, Title I, or High</p>	Post your final Project in Week on or before April 19, 2024.

	<p>Ability Learner teacher in the area of literacy</p> <ul style="list-style-type: none"><li>d.) Review 3 different literacy assessments and how you might use them</li><li>e.) Examine 3 different instructional methods of how different schools deliver reading instruction (guided reading, literature circles, basal/anthology, research-based materials etc.)</li><li>f.) work with parent group or school volunteers to the area of reading/writing</li><li>g.) plan a before/after school reading program (book club, writing club, reading help sessions etc.)</li></ul> <p>This is will be evaluated using the critical piece rubric in Canvas.</p>	
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