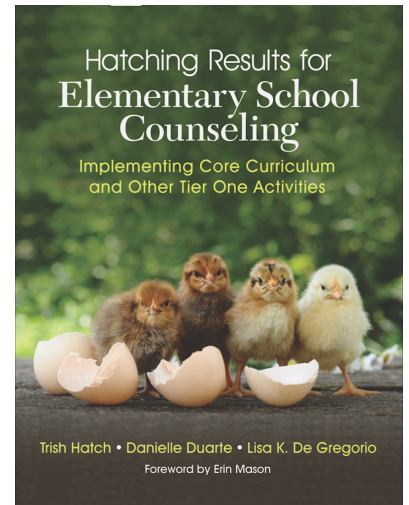


Hatching Results for Elementary School Counseling: Implementing Core Curriculum and Other Tier One Activities

BOOK STUDY QUESTIONS & ACTIVITY GUIDE



Interested in starting a Book Club or utilizing the text in your professional learning community? Use this guide for discussion questions and accompanying activities to get you started!

Introduction

1. What was your first day as a school counselor like? What curriculum, calendars, protocols, or other materials were provided to you, if any? How did this help or challenge you as you began in your new role?
2. Reflect on the attitudes, knowledge, and skills this book will help develop for readers (pages 3-4). In which areas do you feel strong and in which do you want the most growth?

Chapter 1: Multi-Tiered, Multi-Domain System of Supports: A Framework for Tier 1

1. What are reasons to design your school counseling program within the framework of a Multi-Tiered, Multi-Domain System of Supports (MTMDSS)?
2. What were your reactions to the “Babies in the River” story (page 17)? How can you use this story, or other metaphors you may think of, to help stakeholders better understand the appropriate role of school counselors?
3. Evaluate your program within a MTMDSS framework (page 18), noting any gaps and where the bulk of activities fall under. What are strengths and potential areas for growth within your school counseling program?

Chapter 2: Franchising Core Curriculum

1. What are your thoughts on the concept of “franchising” with your district/county/state? On a scale of 1-10, with 1 being no franchising and 10 being fully franchised, where would you rate your program and why?
2. What is the purpose of a Schoolwide Core Curriculum Action Plan? Where is your school/district at with creating a comprehensive plan?
3. After reading about “value added”, what takeaways do you have to help administrators and teachers understand the value of school counseling core curriculum lessons in the classroom?
4. Which “Best Practices for Successful Parent Education Programs” (pages 34-35) resonated with you the most? How can you utilize these strategies in your role?

Chapter 3: Determining Core Curriculum

1. What are some benefits and challenges of research-based and self-generated curriculum? How do these impact your selection and/or creation of curriculum?
2. How did you (or will you) select curriculum to teach students? What new ideas do you have after reading?
3. Research the *What Works ClearingHouse* website, *CASEL Guide*, *Navigating SEL from the Inside Out*, *NOSCA's Elementary School Counselor's Guide*, and the *Statewide Core Curriculum Resources* chart. Visit the [Online Appendix](#) for full resources. What ideas did you find to enhance your school counseling program?

Chapter 4: Lesson Plans

1. After reading about creating learning objectives, what ideas do you have to develop or enhance the learning objectives for your upcoming classroom lessons?
2. What 'ah ha's' or questions did you have when reading about creating effective lesson procedures? How will you use this information to update your current lessons?
3. With your student population in mind, in what ways can you be culturally responsive when lesson planning?
4. Draft a detailed lesson plan using the template within the book.

Chapter 5: Student Engagement

1. What are reasons to incorporate both covert and overt strategies throughout core curriculum class lessons?
2. What types of student engagement strategies have you used before? What new ideas do you have for incorporating engagement strategies into your lessons?
3. How can you include engagement strategies within family workshops? What have you tried before and what additional ideas do you have?
4. Review the lesson plan you drafted after reading Chapter 4 and identify any engagement strategies you may have included. Update your lesson plan to have three or four additional engagement strategies (and practice them!).

Chapter 6: Classroom Management

1. Think about great teachers you have seen in action. What types of classroom management strategies did they incorporate into their classrooms? How can you modify and use these in your role as a school counselor teaching core curriculum? What new ideas do you have after reading the chapter?
2. Consider the section on culturally responsive classroom management. Based on your student population, how can you incorporate the ideas from this section, along with other strategies, to appropriately respond to diverse student behaviors?
3. Reflect on the *School Counseling Core Curriculum Lesson Feedback Tool* (pages 125-127), considering areas where you feel strong and areas where you want to grow. Set a personal goal for how you can improve your teaching based on your self-assessment.

Chapter 7: Schoolwide Programs and Activities

1. What new ideas for schoolwide activities do you have after reading the chapter? What are some next steps you will take to implement these ideas?
2. Consider the schoolwide activities you have facilitated in the past or ideas you have for the future. How do they align with your core curriculum action plan? Are there any modifications you can make to help further that alignment (i.e. lesson topics, dates of schoolwide activities, etc.)?
3. After reading "One School Counselor's Various Attendance Improvement Initiatives", including ways data was tracked to show the success of the program, what ideas do you have about using data to show the impact of your schoolwide programs with other stakeholders?

Chapter 8: Pre- and Post-Tests and Assessments

1. What 'ah ha's' or reflections do you have about the "Art, Science, and Wonder of School Counseling"? How do pre-/post-tests help school stakeholders appreciate the "wonder" of school counseling?
2. How have you previously explained scaling questions on pre/post tests to students? What new ideas do you have after reading the chapter?
3. Consider the *Hatching Results Conceptual Diagram* (page 171). How can you use this diagram to explain the impact of core curriculum classroom lessons?
4. Using the lesson plan that you created earlier, draft four to six pre-/post-test questions that align with the lesson content. Share with a school counseling teammate or teacher for feedback.

Chapter 9: Sharing School Counseling Program Results

1. What type of school counseling program results have you presented in the past? Did your results include process, perception, and outcome data? Based on reading the chapter, what upgrades can you make to future results presentations?
2. Consider the examples of One-Pagers on pages 214-218. What do you like best about them and what upgrades would you make to these documents?
3. Based on the lesson plan you created and the pre-/post-test you designed, begin to draft a Flashlight Results Presentation and/or Flashlight One-Pager including program overview, rationale, standards, and placeholders for process, perception, and outcome data graphs using the templates provided in the [Online Appendix](#). Once you have taught the lesson and calculated the results of the pre-/post-test (using a percent change calculator - see page 219), make updates and share with school stakeholders!

Chapter 10: Management Systems and Putting It All Together

1. How have you scheduled core curriculum classroom lessons in the past? What new ideas do you have after reading the chapter?
2. What type of calendars have you developed for your school counseling program? Look at the calendar examples in the book - pages 236-243 - and consider what you like about them and what upgrades you would make to develop a calendar that works best for you and clearly communicates the activities of your program to stakeholders.
3. What are the benefits of “marketing” your school counseling program? After reading, describe some new ways you will market your program in the future.
4. What are the benefits of developing an Annual Agreement? Have you developed an Annual Agreement with your administrator in the past and, if so, how did it go? What tips from the book will you utilize when having your next (or first) Annual Agreement Meeting?