

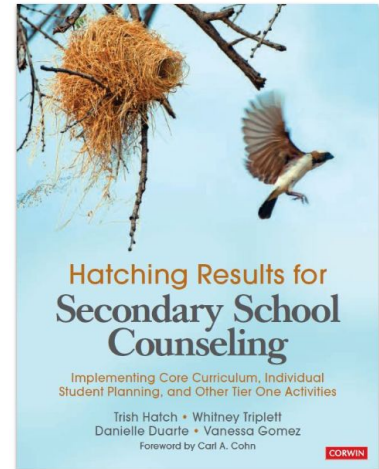
Hatching Results for Secondary School Counseling: Implementing Core Curriculum, Individual Student Planning, and Other Tier One Activities

BOOK STUDY QUESTIONS & ACTIVITY GUIDE

Deep-dive this textbook with your professional learning community, book club, friend, or on your own! Use the discussion questions and activities below to guide your study. Happy reading! :)

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. What type of preservice training did you receive in planning, delivering, and evaluating classroom lessons? What is your current comfort level with teaching core curriculum in the classroom?
3. Reflect on the attitudes, knowledge, and skills that this book will help develop for readers (pages 3-4). In which areas do you feel strong and in which areas do you want to grow? What are you most excited to learn from this book?



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 20)? 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. Complete activity 1.2 (page 22) to help evaluate your program within a MTMDSS framework, noting any gaps and where the bulk of activities fall under. What are strengths and potential areas of thoughtfulness within your school counseling program?

Need to order the book? Find it at: bit.ly/Tier1SecondarySC (\$37.95)

Chapter 2: Franchising Core Curriculum

1. What are your thoughts on the concept of “franchising” school counseling programs within 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 such an action plan? Take a look at the sample action plan on pages 32-35. What do you like about it? What might you change or add?
3. After reading about “value added” (page 44), what takeaways do you have to help administrators and teachers understand the value of school counseling core curriculum lessons in the classroom? How might you explain the value of a school counseling core curriculum to a veteran teacher or new administrator?
4. Which strategies might you use to franchise core curriculum for families (pages 45-49)? Which of the best practices resonated with you the most? How can you utilize these and other strategies to deliver important content to families?

Continued →

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? Research the curriculum resources on pages 60-64. Which might you incorporate into your core curriculum?
3. What is the purpose of the Noncognitive Needs Survey (pages 65-67) and how could you utilize it?
4. How might you answer the questions in the “Teaching Social Justice” box on page 67?
5. What are some ways you can infuse the NOSCA 8 (pages 68-71) into your lessons at each grade level?
6. How can you be a leader and advocate for a franchised core curriculum in your own district (pages 72-73)?

Chapter 4: Lesson Plans

1. Why is it important to determine the lesson objectives *prior* to planning lesson activities (page 78)?
2. Complete Activities 4.1 and 4.2. Then, draft three measurable learning objectives for a lesson that you will deliver, including at least one that falls into the “apply” category or higher of the Bloom’s Taxonomy pyramid.
3. After reading about creating high-quality learning objectives, what ideas do you have to develop or enhance the learning objectives for your upcoming classroom lessons?
4. 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?
5. With your student population in mind, in what ways can you be culturally responsive when lesson planning?
6. Draft a detailed lesson plan using the template within the book.

Chapter 5: Student Engagement

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

Chapter 6: Classroom Management

1. What is your current comfort level with managing student behaviors in the classroom? Explain. Why is it important for school counselors to manage student behavior effectively when delivering lessons? What is the school counselor’s role in managing student behavior in the classroom (see pages 148-151)?
2. Think about great teachers you have seen in action. What types of classroom management strategies did they employ? 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?
3. 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?
4. Reflect on the *School Counseling Core Curriculum Lesson Feedback Tool* (pages 161-162 & 165-167), 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.

Continued →

Chapter 7: Individual Student Plans

1. Using the web address given on page 173, look up your state's mandates for individual learning plans (ILP). What are your local mandates and county/district policies regarding individual learning plans? Now, analyze your school's current ILP practices. In which areas are you strong and in which might you grow?
2. What best practices and suggestions did you read about? Which might be adaptable for your school?
3. How might your school's individual learning plan requirements support seniors to solidify "concrete postsecondary plans," that consist not only of a *plan* for after graduation, but also evidence of that plan (see page 183-184)?
4. How might individual student planning at the middle school level support secondary and postsecondary success? What types of items might be included in a middle school ILP? How can middle and secondary schools collaborate to align their ILPs? How is this alignment in students' best interests?
5. Use Figure 7.8 to think about how you might implement a high-quality ILP initiative in your building. How might you advocate for best practices around the ILP to be systemized in your district?

Chapter 8: Schoolwide Programs and Activities

1. What's the difference between a schoolwide "program" and a schoolwide "activity?" Why are they considered Tier 1 supports? Why is it important that schoolwide programs and activities be aligned to the core curriculum?
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. What types of schoolwide programs and activities might you put in place across the three domains to promote equity in your building? What support can you enlist from stakeholders? How might you be a "change agent for equity" (see page 213)?
4. Complete the activity on pages 236-237. What support will you need to implement this plan? With which stakeholders might you collaborate?

Chapter 9: 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. Consider the *Hatching Results Conceptual Diagram* (page 241). How can you use this diagram to explain the impact of core curriculum classroom lessons?
3. How have you previously explained scaling questions on pre/post tests to students? What new ideas do you have after reading the chapter?
4. Using the lesson plan that you created earlier, draft six to ten pre-/post-test questions that align with the lesson content. Share with a school counseling teammate or teacher and ask for feedback.

Chapter 10: Sharing School Counseling Program Results & Marketing Your Program

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 270-275. What do you like best about them and what upgrades would you make?
3. In reading "Cautionary Tales of Data Gone Wrong" (pages 290-293), which graphs most difficult or confusing to read? Why? What new ideas do you have for creating better graphs and visuals?
4. Based on the lesson plan and pre-/post-test you developed, begin to draft a Flashlight Presentation or Flashlight One-Pager. Once you've taught the lesson and gathered the results from the pre-/post-test, add those results to your Flashlight and share with stakeholders!

Continued →

Chapter 11: Supporting Successful Tier 1 Teams and Systems

1. Reflect on the questions in the "School Counseling Program Organizational Audit" on pages 308-309. Choose a few to discuss with a fellow school counselor. What are some areas of strength? Areas of thoughtfulness?
2. What are the benefits of developing an annual agreement before the school year begins? 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?
3. How have you calendared/scheduled your Tier 1 activities in the past? What new ideas do you have after reading the chapter?
4. What are some benefits of marketing your school counseling program? Look at the examples given on pages 335-338 and consider what you like about them and what upgrades you would make. Describe some new ways you will market your program in the future.

Notes, Questions, and Ideas :)
