**Psychology 6390**

Program Evaluation in the Schools – Models and Guidelines, 3.0 Credits

Spring 2019

*Utah State University, Department of Psychology*

*Professional School Counselor Education Program*

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Office Hours: By appointment

Teaching Assistant: TBA E-mail: Canvas email or

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Course Dates: January 7 – April 23, 2019

Textbooks: REQUIRED: *The Use of Data in School Counseling*, Trish Hatch (2014).

 ISBN: 978-1-4522-9025-6

REQUIRED (NEW TEXTBOOK): *Making Data Work*, Carol Kaffenberger & Anita Young, Fourth Edition (2018). ISBN: 978-1-929289-55-4

Memberships: REQUIRED: ASCA STUDENT MEMBERSHIP

Tools and articles from ASCA will be use integrally with this course. $69 approximate cost per year membership.

**Learning Objectives**

In this age of accountability, school counselors must be engaged in data-driven decision making and be able to provide evidence that school counseling programs and practices make significant contributions to student learning, behavior, and college and career readiness. Psychology 6390: Program Evaluation in the Schools: Models and Guidelinesis designed to provide you with the skills and competencies necessary to successfully conduct valid and reliable evaluations of school programs and practices, with an emphasis on the data projects required by the Utah State Board of Education and the College and Career Readiness School Counseling Program.

This course is designed to help students:

1. Understand the importance of research in the counseling profession, particularly the need to inform administrators and policymakers of research to advocate for students and programs.

2. Use management, analysis, and presentation of school-based data (e.g. standardized testing, grades, enrollment, attendance, retention, placement surveys, interviews, focus groups, needs assessment and other needs data) to improve student achievement and other measurable indicators of success.

3. Understand how to design, implement, monitor, and evaluate comprehensive developmental school counseling programs, including the Utah Model for Comprehensive School Counseling Program for College and Career Readiness, the National Council of State Guidance Leaders (NCSGL), National Framework for State Programs of Guidance and Counseling, and the ASCA National Standards for School Counseling Programs.

4. Use strategies for data-gathering and dissemination for improving instructional programs or modifying educational strategies needed to enhance the academic performance of students.

5. Design procedures for data-gathering, analysis, and presentation which can serve to promote, develop, and support elements of counseling and guidance programs.

6. Understand research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.

7. Understand the ways technology and statistical methods are used in conducting research and program evaluation.

8. Use technology in the design, implementation, monitoring, and evaluation of the impact of Utah Comprehensive School Counseling Programs.

9. Understand principles, models, and applications of needs assessments, program evaluation, and use of findings to effect program modifications through organization of data to demonstrate the impact of the school counseling program on students; and procedures for data-gathering and analysis which can serve to promote, develop, and support elements of counseling and guidance programs.

10. Understand ethical and legal considerations of program evaluation.

The course focuses heavily on practical application while also providing enough theoretical context to allow you to understand the purposes and limitations of program evaluation and to make informed design decisions.

**Course Requirements**

1. General Requirements: You are expected to attend class each week, complete all assigned reading, complete all assignments on time, take all exams and quizzes, as well as actively participate in weekly class discussions.
2. Class Meeting:The formal class meetings are designed to be highly interactive opportunities to further your understanding of core program evaluation principles and to gain practical experience in using evaluation approaches and tools.
3. Discussions: Occasionally throughout the course, we will continue the in-class discussion through the discussion forum on Canvas. Students will be encouraged to ask critical questions, make comments, and engage with one another in the online discussion format.
4. Exams: There will be a pre-test to provide baseline data regarding student knowledge of principles of program evaluation and a post-test to assess student growth as a result of completing this course. There will be a midterm exam consisting of multiple choice, fill in the blank and true/false questions from the content in the reading and course discussions. There will also be a final examination consisting of short answer and essay questions from the content of the course with a focus on the application of program evaluation.
5. Assignments: There will be application assignments to demonstrate skill in applying the principles discussed in class. After you complete an assignment, you will also be required to write up a brief self-evaluation regarding engaging in that component of program evaluation. Specifically, you will be asked to reflect on:
6. Learning – What did you learn while completing this assignment?
7. Challenges – What, if any, challenges did you encounter in completing this assignment?
8. Perception – What do you see as the value of this aspect of program evaluation?
9. Final Project: Students will complete a final project to demonstrate understanding of how to share the results of program evaluation. Students will present to the class as if you were presenting results to faculty or other stake holders. Students will be responsible for giving appropriate feedback in a peer evaluation of the final projects.

**Course Assessment**

1. Grading System: Course grades will be determined by the total number of points accumulated by completing the following coursework, quizzes, and exams. Point values assigned to the various components of the course are as follows:

|  |  |
| --- | --- |
| Pretest and Posttest | 50 points possible (25 points for taking each test) |
| Discussions | 30 points (3 discussions – 10 points per discussion) |
| Application Assignments and Self Evaluation |  150 points possible  (5 assignments – 30 points each) |
| Midterm Exam | 100 points possible |
| Final Exam | 200 points possible |
| Final Project | 200 points possible |
| Final Project Feedback | 10 points possible |
| **Total**  | **740 points** |

1. Grading scale:

|  |  |  |  |
| --- | --- | --- | --- |
| A | 95% - 100% | C | 73% - 76.99% |
| A- | 90% - 94.99% | C- | 70% - 72.99% |
| B+ | 87% - 89.99% | D+ | 67% - 69.99% |
| B | 83% - 86.99% | D | 63% - 66.99% |
| B- | 80% - 82.99% | D- | 60% - 62.99% |
| C+ | 77% - 79.99% | F | Less than 60% |

1. Late/Missed Assignments:Due dates for all coursework are listed on the Canvas website and as well as this syllabus. Late assignments will be accepted up to one week after the listed due date, but will be docked at the instructor’s discretion. The midterm exam, final exam, and final project cannot be accepted late.
2. Academic Honesty:Cheating, falsification, and/or plagiarism will be dealt with according to the Utah State University Student Code (see: [www.usu.edu/studentservices](http://www.usu.edu/studentservices)), Articles V-3, VI – 1; VI - 2 and VI - 3. Students will receive an F for the course. In addition, the Vice President for Student Services will be given a description of the infraction by the course instructor.
3. Disability Resource Center: If a student has a disability that will likely require some accommodations by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center. In cooperation with Disability Resources, course material may be provided in alternative formats such as large print, audio, diskette, or Braille.

**Course Schedule**

1. Class Time: Class will be held each week on Tuesday from 8:00 to 10:30 pm. The specific topics and relevant textbook chapters that will be discussed each week as well as the corresponding assignments are listed on the following pages.
2. Please note that the class schedule is subject to revisions, as needed during the term. Students will be notified in advance regarding any changes.

**Week 1: January 9, 2018**

**Pretest** *Please complete the pre-test by 4:00 pm on January 9.*

**Reading Assignment**

*The Use of Data in School Counseling:*

* “Introduction,” Pages 1-16
* Chapter 1, “Implementing School Counselor Common Core Standards,” Pages 17-36

**Week 2: January 16, 2018**

**Reading Assignment**

*The Use of Data in School Counseling:*

* Chapter 2, “Intentional Guidance,” Pages 37-50

**Canvas Reading Assignment**

* Chapter 4: “Systemic, Data-Driven School Counseling Practice and Programming for Equity” Vivian V. Lee and Gary E. Goodnough

 **#1 Application Assignment and Self-Evaluation** *Due Date:* *January 22, 11:59 pm*

**Week 3: January 23, 2018**

**Reading Assignment**

*The Use of Data in School Counseling:*

* Chapter 3, “The Use of Data to Drive Interventions” Pages 51-72
* Chapter 4, “Program Evaluation: Using Data to Evaluate Interventions,” Pages 73-92

**Week 4: January 30, 2018**

**Reading Assignment**

*The Use of Data in School Counseling:*

* Chapter 5, “Action Plans: A Two-Pronged Approach,” Pages 93-110

*Guest Panel: Professional Counselors Share Insights about Student Information Systems and Using Data. (Dan Gundundson- Granite School District, Phil Handley- Canyons School District, and Max Jones, Cache County School District.)*

 **#2 Application Assignment and Self-Evaluation** *Due Date:* *February 5, 11:59 pm*

**Week 5: February 6, 2018**

**Reading Assignment**

*The Use of Data in School Counseling:*

* Chapter 6, “Determining Curriculum and Interventions,” Pages 111-140

**Week 6: February 13, 2018**

*Guest Presenter via Video: Dr. Trish Hatch, 8:00 pm to 9:00 pm*

**Listening Assignment**

*Hatching Results Podcast- #7 A Data Day is Like a Mental Health Day.*

**Canvas Reading Assignment**

*Data: Your Personal Cheerleader - American School Counselor Association (ASCA)*

**Reading Assignment**

*The Use of Data in School Counseling:*

* Chapter 7, “Creating Pre-Post Tests,” Pages 141-168

 **#3 Application Assignment and Self-Evaluation** *Due Date:* *February 19, 11:59 pm*

**FEBRUARY 20, 2018 MONDAY SCHEDULE NO CLASS**

**WEEK 7: FEBRUARY 27, 2018**

**Canvas Reading Assignment**

*Meandering Toward Graduation EdTrust April 2016*

 **#4 Application Assignment and Self-Evaluation** *Due Date:* *March 5, 11:59 pm*

**Exam Questions Assignment** *Due Date:* *March 5, 11:59 pm*

**MARCH 6, 2018 SPRING BREAK NO CLASS**

**WEEK 8: MARCH 13, 2018**

 **Reading Assignment**

*The Use of Data in School Counseling:*

* Chapter 8, “Intentional Guidance for Systems Change,” Pages 169-196

 **Midterm Exam** *Due Date: March 19, 11:59 pm*

**WEEK 9: MARCH 20, 2018**

**Reading Assignment**

*The Use of Data in School Counseling:*

* Chapter 9, “Finding (Making) Time: Setting Priorities,” Pages 197-221

 **Final Presentation Topic Selection**

*Students will select their groups of 2-3 students and topics for final in-class presentations.*

**WEEK 10: MARCH 27, 2018**

**Reading Assignment**

*The Use of Data in School Counseling:*

* Chapter 10, “Reporting Results,” Pages 223 -238

**WEEK 11: APRIL 3, 2018**

**Reading Assignment**

*The Use of Data in School Counseling:*

* Chapter 11, “Reporting Results via the Flashlight Approach,” Pages 239 -282

***Canvas Reading Assignment***

*Building a Grad Nation Report 2017 (Executive Summary and Introduction)*

**WEEK 12: APRIL 10, 2018**

**Reading Assignment**

*The Use of Data in School Counseling:*

* Chapter 12, “Flashlight Packages: Putting It All Together,” Pages 283-316

 **#5 Application Assignment and Self-Evaluation** *Due Date:* *April 16, 11:59 pm*

**WEEK 13: APRIL 17, 2018**

**Reading Assignment**

*The Use of Data in School Counseling:*

* Chapter 13, “Today’s Professional School Counselor Does Make a Difference,” Pages 317-339

**Final Exam**  *Due Date: April 23, 11:59 pm*

*Class Presentations*

**WEEK 14: APRIL 24, 2018**

 **Posttest** *Please complete the posttest on Canvas by 4:00 pm on April 24.*

 *Class Presentations*

 **Final Project** Class Presentations Highlighting Key Components of PowerPoint or Prezi Flashlight Presentations. Each group will have approximately 5-7 minutes to present their data and results to the class as if they were presenting to faculty or other stake holders.

 *Final Projects must be submitted on Canvas by 4:00 pm on April 24. Peer Reviews must be submitted on Canvas by 11:59 on April 27.*