



Psychology 6390: Program Evaluation in the Schools
3 credits
Spring 2023
Professional School Counselor Education Program
Utah State University
Revised 1/5/23

INSTRUCTOR: Jessie Koltz, Ph.D., NCC, NCSC, ACMHC, LSC

To communicate with Dr. Koltz, please use:

1. Canvas Inbox
2. Email: Jessica.Koltz@usu.edu
3. Office Phone: 435-797-1250

Dr. Koltz's drop-in hours are by appointment. Meetings with Dr. Koltz can be Scheduled via Canvas or [Calendly](#).

Teaching Assistant: Terra Bingham, M.Ed., LSC

Practicing School Counselor, Davis School District

To communicate with Terra, please use:

1. Canvas Inbox
2. Terra.Bingham@usu.edu or A00440686@usu.edu
3. Cell Phone: 907-444-4845

Terra's drop-in hours are by appointment. Meetings with Terra can be Scheduled via Canvas or email.

**Be advised that the instructor and/or TA (Teaching Assistant) will make every effort to respond to communication ASAP. It may take up to 48 hours for a response. If there is not a response within 2 business days, please reach out with a reminder for us (we get busy too!). Please plan accordingly.

Course and Department Librarian: Rachel Wishkoski (Spring 2023)

Please schedule to meet with your librarian [here](#)

Email: rachel.wishkoski@usu.edu

Phone: (435) 797-5371

MEETING TIME & PLACE:

January 9, 2023 –April 28, 2023

Thursdays: 7:30-10PM via Zoom

The class is offered via Zoom. Class lecture lengths may vary. Each evening will begin with a course lecture for 1:30-2 hours, followed by an experiential activity, allowing the remaining time to be left for group and individual activities and discussion.

Reminder: Your attendance, completion of the readings, and weekly participation are pertinent to your success in this course.

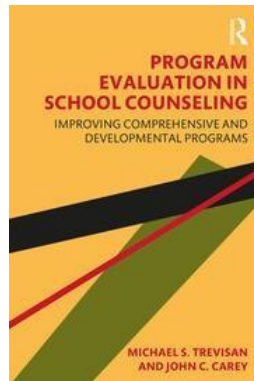
REQUIRED TEXTS:

Title: Program Evaluation in School Counseling

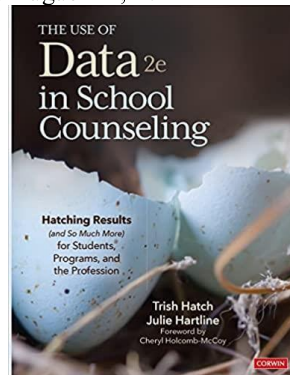
Author: Trevisan, M.S., & Carey, J.C.

ISBN: 978-1-138-34657-4 (hbk) Hardcover

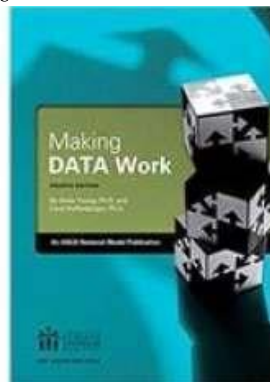
ISBN: 978-1-138-34661-1 (pbk) Paperback.
ISBN: 978-0-429-43722-9 (ebk) Kindle Edition.
Publisher: Taylor and Francis
Publication Date: 2020



Title: Use of Data in School Counseling (2nd edition)
Authors: Trish Hatch and Julie Hartline
ISBN: 1071825607
Publisher: Corwin
Publication Date: August 24, 2021



Title: Making Data Work (4th edition)
Author: Kaffenberger, C., & Young, A.
ISBN: 978-1-929289-55-4
Publisher:
Publication Date: 2018



RECOMMENDED READINGS

Other course readings will be assigned throughout the semester as needed.

REQUIRED ASCA STUDENT MEMBERSHIP

Tools and articles from ASCA (American School Counselor Association) will be used intermittently with this course.

COURSE DESCRIPTION

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 Guidelines is designed to provide 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 Utah College and Career Readiness School Counseling Program.

Psychology 6390 is intended for students admitted into the Master's in School Counseling program.

This class will be taught partially in lecture format with discussions. The course combines theory and research findings with practical application of techniques so that students can develop a wide range of knowledge and skills for integration into their individual counseling, school counseling programs, and professional situations. The goal is for each student to leave the course with an understanding of program evaluation and materials they will use as a school counselor.

Students are expected to be full participants in course discussions and learning experiences. Failure to participate will be reflected in your grade.

LAND GRANT ACKNOWLEDGEMENT

As a land-grant institution, Utah State University campuses and centers reside and operate on the territories of the eight tribes of Utah, who have been living, working, and residing on this land from time immemorial. These tribes are the Confederated Tribes of the Goshute Indians, Navajo Nation, Ute Indian Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. We acknowledge these lands carry the stories of these Nations and their struggles for survival and identity. We recognize Elders past and present as peoples who have cared for, and continue to care for, the land. In offering this land acknowledgment, we affirm Indigenous self-governance history, experiences, and resiliency of the Native people who are still here today” ([Land Acknowledgement Statement | USU \(Utah State University\)](#)).

CAREGIVER RESPONSIBILITIES POLICY

I have ample respect for students who are balancing their pursuit in their graduate degree and their home-life with their family. I understand there may be other commitments that arise and there may be potential conflicts with scheduling. Please do reach out to me or the TA at your earliest opportunity if there is a conflict with class time as the semester goes on.

SCHOOL-LIFE CONFLICT

Many students face obstacles to their education because of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that may be impacting your ability to succeed in this course, or in your graduate career more broadly, please reach out to me or your TA immediately so that we can work together to form a plan for your academic success. If you are unable to schedule a meeting time that works with your schedule via Calendly, please email to set up a time that works for you to arrange a meeting either in-person or via Zoom.

COURSE ATTENDANCE

If you cannot attend a class session, arrangements cannot be made to make up any material missed during the class, except in what the university defines as “extenuating circumstances.” These circumstances lie outside the control of the student, e.g.: doctor-ordered absences, death in the immediate family, etc. If students miss class, the consequence

will be a missed opportunity for learning as well as the absence having an impact on their grade if quizzes, group projects, or assignments are missed.

Vacations or attendance at weddings (except your own, for your children, and those of siblings) are **NOT** acceptable absences. Please see the University's website relating to the [excused absence policy](#).

Unexcused absences, where the student is requesting to not participate virtually for non-Covid, family emergency, or other reasons not identified in the university's excused absence policy above, **will not exceed 20% over the semester**. If non-participation via Zoom has been communicated with the instructor and TA, and approval was given, that will not fall under this absence.

Participation and attendance are key to supporting your journey in your learning experience this semester so when students are not ill, it is imperative to be engaged in class discussions and collaborating with your instructor and group to learn all you can.

DISABILITY RESOURCE CENTER (DRC) STUDENT ACCOMODATIONS

In cooperation with the Disability Resource Center (DRC), reasonable accommodations will be provided for qualified students with disabilities. Please inform the instructor before the first week of class of arrangements for necessary accommodation. Alternative format print materials (large print, audio, CD, or Braille) will be available through the Disability Resource Center, if requested and as appropriate. The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille" [Academic Standards Subcommittee Agenda, January 13, 2022 \(usu.edu\)](#).

COURSE OBJECTIVES

Psychology 6390 provides instruction aimed at developing an understanding of program evaluation and data-driven decision making to provide evidence that school counseling programs and practices make significant contributions to student learning, behavior, and college and career readiness. Course objectives will closely parallel the relevant Standards for Utah School Counselor Programs. Based on these standards, students will gain knowledge of and/or practice with:

LEARNING OBJECTIVES AND SKILLS OUTCOMES

Students will:

1. gain a broad, inclusive, and integrative conceptualization of career.
2. understand the history of counseling and guidance programs, including changing roles, perspectives, and functions.
3. understand contemporary roles, functions, and responsibilities of school counselors and educational specialists, including leadership and administrative roles.
4. conceptualize contemporary perspectives on school counseling and guidance programs.
5. understand collaborations among schools, families, and communities, and responsibilities of counselors in the school's social and political community.
6. know common relationships among student services dimensions in contemporary schools, including school psychologists, special education services, educational specialists, mental health services, juvenile services, family services, vocational rehabilitation, Title I services, bilingual and ESL programs, migrant education, enrichment programs, vocational/technical services, and central office services.
7. know variables that influence and maintain a positive school environment.
8. understand barriers and opportunities in the context of individuals' development within the family and the broader social environment.
9. conceptualize several ways that the EC-12 school curriculum and the guidance curriculum interface.
10. conceptualize and apply the components of comprehensive, developmental counseling programs.
11. delineate the steps in planning, designing, implementing, and evaluating comprehensive, developmental counseling programs.

12. comprehend counseling program development in the contexts of students, parents, other school personnel, communities, states, and the nation.
13. understand opportunities and needs for collaboration with school and other personnel, and understand team building in program planning, designing, implementation, and evaluation.
14. describe social, environmental, economic, and sociopolitical influences on students' development.
15. identify stakeholders in counseling and guidance programs and form a counseling and guidance steering committee.
16. describe functions of the steering committee in program development.
17. in a team, develop/construct needs assessment surveys and qualitative means of collecting data for determining needs of students.
18. through working in a team, identify sources of data (e.g., existing school and student data, surveys, focus-group data, needs assessments, test scores, behavioral referrals, referrals to other professionals); use data for designing program elements.
19. use data to develop and prioritize counseling and guidance program objectives (student competencies).
20. design elements of a counseling and guidance program from objectives.
21. design evaluation methods to measure students' meeting of objectives.
22. construct a one-month action plan for meeting objectives.
23. design and appropriately present classroom guidance activities.
24. know strategies for seeking and securing an alternative funding for counseling and guidance and other programs.
25. learn about various school counselor roles: as data driven leaders, advocates, with collaboration, and as systemic change agents in P-12 schools
26. learn the importance of data driven leadership to create systemic change
27. learn how the use of accountability data will inform decision making
28. incorporate technology within their learning and address the impact of technology on the counseling profession

2016 CACREP STANDARDS

- a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. Identification of evidence-based counseling practices
- c. Needs assessments
- d. Development of outcome measures for counseling programs
- e. Evaluation of counseling interventions and programs
- f. Qualitative, quantitative, and mixed research methods
- g. Designs used in research and program evaluation
- h. Statistical methods used in conducting research and program evaluation
- i. Analysis and use of data in counseling
- j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Reference to CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards can be found here: [2016 CACREP Standards](#)

- Please see pages 10-14
- SECTION 2: PROFESSIONAL COUNSELING IDENTITY, Counseling Curriculum: Section 2.F.8.a -j.

CANVAS (<https://usu.instructure.com/login>)

This course will be organized and executed via Canvas and supported with in-person web-based learning through lectures held on Zoom, experiential (hands-on) activities through assignments and projects, and group collaboration and discussions. All announcements, assignments, lecture handouts, and grade information will be accessible via Canvas. You will need to purchase two of the required textbooks. Canvas resources will be available to you on the login page. The following is available via Auto Access in Bookshelf on Canvas where the last day to opt out for students is 01/30/2023:

Program Evaluation in School Counseling

ISBN: 9780429793394

By: Michael S. Trevisan; John C. Carey

For assistance, contact the University IT Service Desk:

Phone: 1-877-878-8325

Email: servicedesk@usu.edu

Website: <http://it.usu.edu/>

ACCOMMODATIONS

Students qualify for accommodation services through the Academic Resource Center. The mission of the Academic Resource Center is to provide and promote services to enhance learning skills, study strategies, and personal attitudes that influence students' academic success. If you would like more information, contact the Academic Resource Center at 797-1128. Students with documented disabilities who need specific accommodation to successfully access the class should contact the instructor during the first week of class to ensure all arrangements for such.

STUDENT RIGHTS

Your rights as a student are listed and described in The Code of Policies and Procedures for Students at Utah State University. I will do all that I can to ensure that your rights will be guaranteed, maintained, and respected in the class. If, however, you feel that your rights have been violated, you are encouraged to pursue due process as outlined in The Code of Policies and Procedures for Students at Utah State University. This may be accessed at http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf. I would strongly encourage any student with a question or concern to speak with me before the problem becomes more than can be successfully managed within the class.

ACADEMIC INTEGRITY – “THE HONOR SYSTEM”

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge does not cheat, falsify, or plagiarize.

A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University

PLAGARISM

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

GRIEVANCE PROCESS (STUDENT CODE)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

UNEXCUSED ATTENDANCE POLICY

Instructors and programs uphold their own unexcused absence policies to ensure proper education is learned through each course and program. More than three absences per semester may require a specific “probationary consultation” as determined by the program coordinator.

"Instructors set course content and structure and are responsible for determining if a student has met the minimum requirements for completion of the course. The university views class attendance as an individual student responsibility. Students must attend class and complete all assignments according to individual instructor and course policies. The excused absence policy does not guarantee that a student’s absences from a course will not negatively impact his or her success in the course. Furthermore, it is the student’s responsibility to ensure that excused absences do not conflict with clearly established instructor policies on course attendance and participation" (USU, 2022, p. 3).

"Instructors are under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" (USU, 2022, p. 5).

https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=2116&context=fs_edpol

GRADING

The grade you receive in this course will be determined by the number of points you have accumulated at the end of the semester based on 5 overarching areas:

Total of 500 points

0. **Pre-test: not scored**
1. **Weekly questions:** Pre lecture (from reading) 10 @ 10 pts each = 100 pts = 20%
2. **Weekly assignments:** 10 @ 10 pts each = 100 pts = 20%
3. **Group project:** Program Development Project (see below) @ 100 pts = 20%
4. **Quizzes:** 2 @ 50 pts each = 100 pts = 20%
5. **Final exam:** 1 @ 100 pts = 20%

**Missed classes will result in a loss of attendance and participation for the day, unless there are extenuating circumstances, and the absence is discussed in advance with the instructor. Students who miss more than one class without prior approval risk losing all the participation points for the semester and risk passing the course.

Course grades will be as follows (**your points earned/500**):

Letter Grade	Total Points	Percentage
A	465	93.0 – 100%
A-	450	90.0 – 92.9%
B+	435	87.0 – 89.9%
B	415	83.0 – 86.9%
B-	400	80.0 – 82.9%
C+	385	77.0 – 79.9%
C	365	73.0 – 76.9%
C-	350	70.0 – 72.9%
D+	335	67.0 – 69.9%
D	300	60.0 – 64.9%

F <300 <60%

Students close to the cut-points for a higher grade will be evaluated case-by-case. To be eligible for grade advancement, the student must be within 0.5% of a higher grade (i.e., to move from an A- to an A, a student must have a total percentage of 92.5% or greater), must have satisfactorily completed all assignments and must have missed no more than one class session.

LATE ASSIGNMENTS AND MAKE-UPS

Students must complete all class assignments on the day and time specified to receive full credit; exceptions will be given only in the case of USU-approved absences, legitimate emergencies (e.g., having a baby), or significant illness (e.g., hospitalization or highly contagious disease). You must produce documentation before obtaining an extension. All late assignments will receive an automatic reduction of 15% per 24-hours late; this deduction will occur for each 24-hour late period regardless of the amount of time the assignment is submitted late (i.e., your score will be reduced by 15% for being 1 sec. through 23 hrs., 59 mins., 59 secs. late and 30% for the next 24-hour period).

INCOMPLETE GRADES

Incomplete grades will not be granted to a student to avoid a failing grade or to give more time to complete the course unless extenuating circumstances beyond the control of the student warrant special consideration. Such considerations will only be made on an individual basis and only if the student has given the instructor adequate time to decide. The final decision of an incomplete grade will be determined by the instructor and will require a written contract signed by both the student and the instructor.

ACADEMIC HONESTY

Plagiarizing, cheating, or violating other reasonable standards of academic behavior will not be tolerated. Any student who engages in academically dishonest behavior will receive an "F" for the course grade. All incidents of cheating will be reported for university-level disciplinary proceedings, the results of which may include probation, suspension, expulsion, the assignment of HV (honors violation) to the student's permanent transcript, etc. See section V1-1 of the Code of Policies and Procedures for Students at USU: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf.

COURSE REQUIREMENTS*Total of 500 points*

0. **Pre-test: not scored**
1. **Weekly questions:** Pre-lecture (from reading) 10 @ 10 pts each = 100 pts
 - a. Please submit one question for each reading (3 total questions) each week from the second through the twelfth week (minus week nine, spring break week) to the discussion board for the week relating to the readings.
 - b. Please identify the reading you are referring to for each question asked.
 - c. Submit the answer and page number where the answer was generated.
2. **Weekly assignments:** 10 @ 10 pts each = 100 pts
 - a. Course overview assignment Due week 2: 1/19
 - b. Why do we need program evaluation assignment Due week 3: 1/26
 - c. Stakeholder presentation assignment proposal Due week 4: 2/2
 - d. School data project presentations *individual video presentation* Due week 5: 2/9
 - e. Needs assessment assignment Due week 6: 2/16
 - f. SOAR report assignment Due week 7: 2/23
 - g. Design and methods of evaluation assignment Due week 8: 3/2
 - h. Systemic Interventions assignment Due week 11: 3/23
 - i. WWC (What Works Clearinghouse) Evidenced-Based Programs assignment Due week 12: 3/30
 - j. Stakeholder presentation assignment *group video presentation* Due week 13: 4/6
3. **Group project:** Program Development Project @ 100 pts total: Paper & Presentation Due week 13: 4/6
4. **Quizzes:** 2 @ 50 pts each = 100 pts
 - a. Quiz 1: covering weeks 1-5 Given on week 5: 2/9
 - b. Quiz 2: covering weeks 6-11 Given on week 11: 3/23
5. **Final exam:** 1 @ 100 pts covering weeks 1-15 Given on week 16: 4/27

ASSIGNMENTS: 10 @ 10 points each**Assignment #1: Course overview: Due 1/19**

Please answer the questions related to the syllabus and an overview of the course that are in your first assignment in Canvas. This will help you with time management for the readings, studying for your quizzes and your final exam, and help you get your group projects completed: (1) Stakeholder Presentation Assignment and (2) Group Program Development Project.

Assignment #2: Why do we need program evaluation? Due 1/26

After reading the assigned readings, you will answer the following questions (that will also be on Canvas) in a one-page reflection paper to support your understanding of *why school counseling programs need program evaluation*.

Please answer the following four questions with either a file upload or by attaching a document.

1. What is program evaluation?
2. Why do we need program evaluation?
3. What do you think program evaluation looks like at each of the three levels:
 - a. Elementary School
 - b. Middle School
 - c. High School
4. What questions do you have for Jessie or Terra so far about program evaluation?

Assignment #3: Stakeholder presentation proposal: Due 2/2

You must collaborate with your group to develop a proposal for assignment #10, to be completed by April 6th, where you will all present the proposal to your class through a Canvas discussion board post. **Linked to Assignment #10**. The proposal for this week must include a brief overview of your group's stakeholder proposal (see items 1-5 below). You will discuss:

- (1) WHO school counselors are (i.e., they need a master's degree to be employed),
- (2) WHY school counseling programs are necessary,
- (3) WHAT data should be shared with this stakeholder group that supports the importance of school counselors,
- (4) HOW do school counselors show accountability within their work, and
- (5) ANYTHING ELSE that you learned throughout this course that you believe should be relevant to share with a stakeholder group.

Assignment #4: School data project presentations: Due 2/9***Individual Virtual Video Submission***

1. Go to the USBE (Utah State Board of Education) website and find an elementary, middle, or high school somewhere in UT: [USBE- Utah State Board of Education](#), Utah school data are also available at [Utah Schools Directory](#). We will pick different counties based on our physical locations across the state.
2. You are to develop a Power Point presentation to present via a virtual video submission using your school's data.
3. You will create 4 charts to present on. After showing each of the 4 charts, explain what the data in the chart mean. Insert these explanations-meanings into your presentation. **The 4 chart-figures are:**
 1. A bar chart of school, district, and state reading proficient and advanced for 2 grades.
 2. For the selected school, a bar chart of one grade's reading proficiency over three years (proficient and advanced).

3. For the selected school, a line chart of two grade’s math proficiency over three years (proficient and advanced).
4. A bar chart of reading proficiency, and separately, math proficiency (proficient and advanced) for one grade by racial-ethnic group (one year).

Assignment #5: Needs assessment: Due: 2/16

Use [this provided needs assessment example](#) to complete the following. (You can also access the below [here in a document](#)):

Identify three gaps and/or areas of need based on the provided example report of USBE Systemic Assessment.
Need #1:
Need # 2:
Need #3:

Identify three gaps and/or areas of need for special populations based on the provided example report of USBE Systemic Assessment.
Need #1:
Need # 2:
Need #3:

Answer the following reflection questions.

- After reviewing the provided needs assessment example, please list three points of data that you find interesting and why they are helpful in providing services to students.
- How does looking at the disaggregated data versus the overall data change the way you provide services to students? Please give one example for each need you addressed. (6 total)

Assignment #6: SOAR report: Due: 2/23

Please review the data on the CCGP SOAR Report Sample and answer the following questions:

[SOAR Report Example](#)[Download SOAR Report Example](#)

1. What are three things that are working well at this school based on the data?
2. What three concerns you have based on the data?
3. Identify three achievement gaps that exist. Describe.
4. What additional data and information would you like to gather after assessing the SOAR report?
5. What is an appropriate area of focus for a school counseling program? Why?

Additional Resources:

- [Elementary Program Implementation and Management \(utah.gov\)](#)
- [Secondary Program Implementation and Management \(utah.gov\)](#)

Assignment #7: Design and methods of evaluation: Due: 3/2

After reading the assigned readings, you will answer the following questions (that will also be on Canvas) in a one-page reflection paper to support your understanding of *design and methods of program evaluation*.

1. What are the designs and methods of evaluation that you have learned about thus far?
2. What designs and methods of evaluation are you confident in to support YOUR school counseling program’s evaluation process?
3. What designs and methods of evaluation do you think would be relevant at each of the three school levels:

- a. Elementary School
 - b. Middle School
 - c. High School
4. What questions do you have for Jessie or Terra so far about program evaluation design and methods?

Assignment #8: Systemic Interventions: Due: 3/23

[Systemic Interventions assignment](#) Use the attached file to complete this assignment. Read the rubric carefully.

Assignment #9: WWC Evidenced-Based Programs: Due: 3/30

Spend some time reviewing the evidence-based intervention programs listed at:

<https://ies.ed.gov/ncee/wwc/FWWinks> to an external site.

Complete the attached graphic organizer including the chosen intervention with hyperlink, description, and effectiveness: [WWC \(What Works Clearinghouse\) Evidenced-Based Programs assignment chart](#)

Please be sure that your submissions are graduate-level work. All work submitted should include correct grammar, mechanics, and authentic critical thinking.

Assignment #10: Stakeholder presentation: Due 4/6

This will be a group presentation where you will work collaboratively with your group of four (4) or five (5) people. You will be virtually recording a group video (all-together via a Zoom recording) that will be at-least 15 minutes in length (no more than 20 minutes). The presentation will be a *virtual video* presentation where you will work collaboratively to develop a script and talking points to present to the stakeholder group identified within your group program development project.

You will discuss:

- (1) WHO school counselors are (i.e., they need a master's degree to be employed),
- (2) WHY school counseling programs are necessary,
- (3) WHAT data should be shared with this stakeholder group that supports the importance of school counselors,
- (4) HOW do school counselors show accountability within their work, and
- (5) ANYTHING ELSE that you learned throughout this course that you believe should be relevant to share with a stakeholder group.

ONE presentation must be submitted for each group (1 per group) and should be put in a discussion board post for the week this assignment is due (4/6) with the presentation submission from each group member individually on their own Canvas assignment for a complete grade

GROUP PROGRAM DEVELOPMENT PROJECT: Due 4/6

You will submit two items for this group project: (1) a **six-section 12–13-page paper**, and (2) a **group presentation** to present on that paper, following APA seventh edition formatting guidelines. There are four steps outlined below for this project worth 100 points total.

The goal of this project is to develop a comprehensive, developmental school counseling program for an elementary (K-6), middle (5-9), or high school (9-12). You will be “making up” some data to use in the project, and you will “make up” some steps in the process. However, most of the process and products will be real. This is a group paper and project, and at its end, each member will confidentially be able to evaluate the group members and the project based on a developed rubric. Each group member will:

1. **Evaluate each member of the team, including their self**
2. **Evaluate the project itself**

This project is intended to be a shared experience at every step. Groups may certainly split up assignments within each step, but every member should experience every aspect of the process. This project is to help prepare you to understand various components that go into the development process of a school counseling program and understand what will be evaluated for the annual review of Utah School Counseling Programs ([Performance Self-Evaluation 2019 \(utah.gov\)](#)). Which, overall, states the following:

“Review Protocol for Existing College and Career Readiness School Counseling Programs

According to R277-462, school counseling programs are required to be evaluated annually. A formalized accountability process of annual program evaluation is established through program self-evaluations, Interim, and Formal On-Site Reviews. This manual is a tool to use for those evaluations in a formal and informal setting.

1. *Annual Self-Evaluation: Complete this document with your team at the end of each school year. A copy of the completed document should be saved in the school counseling electronic evidence box.*
2. *Interim On-Site Review: Complete this document with your team and provide results and evidence to the review team for the Interim On-Site Review (Year 3).*
3. *Formal On-Site Review: Complete this document with your team and provide results and evidence to the review team for the Formal On-Site Review (Year 6)*

To support the performance self-evaluation process, school counselors provide evidence in the form of an Electronic Evidence Box. The electronic evidence box is an ongoing resource of shared files that supports program management, team effectiveness, and program evaluation and accountability of the school counseling program. The following documents/templates are tools that school counselors can use to support this process:

- [College and Career Readiness Student Mindsets and Competencies Action Plan\(Spreadsheet File\)](#)
- [College and Career Readiness School Counseling Program Electronic Evidence Box Guide\(PDF File\)](#)
- [Lesson Plan and Results Report\(Spreadsheet File\)](#)
- [Principal/Counselor Annual Agreement Template\(PDF File\)](#)
- [School Data Summary\(PDF File\)](#)
- [Time/Task Analysis ”](#)

Project Overview

Step 1: For the initial part, your group must choose a school.

1. Go to the USBE website: [USBE- Utah State Board of Education](#), pick a real school to use data from their website and make up the rest.
2. Utah school data are also available at [Utah Schools Directory](#)

Step 2: Deliverable outcomes of the group project. The following are the six sections you should include within your group paper for your final submission on April 6th.

1. **School Overview:** Write a 2–3-page overview of the school you picked. Produce a two- or three-page description of your school, parents, community represented, characteristics of students, parents, and the community. Include socioeconomics, racial-ethnic make-up, achievement characteristics ([Assessment and Accountability \(utah.gov\)](#) educational scores in a table), staff, number, or percentage of special education eligible students—including enrichment, characteristics of students’ families, percentage headed toward post-secondary education types, drop-out rate (i.e., describe the school on all pertinent variables). Use charts or tables, present data graphically.
2. **Advisory Council Overview:** Write a 1-page overview of your advisory council. Identify all stakeholders and their professional or personal stakes in the school and in the education of students. This is typically a list with descriptions. Form a Counseling Program Advisory Council (Steering Committee) to represent the stakeholders (see [ASCA National Model: Advisory Council - American School Counselor Association](#) and [Getting Started with the ASCA National Model 4th Edition \(schoolcounselor.org\)](#)). Produce a one-page description of the membership and whom each member represents (the constituency). Describe roles and functions of the committee; the committee’s responsibilities in program planning, design, implementation, and evaluation; organizational structure of the committee. *Note: A steering committee is advisory in capacity, and it does not do the work. Counselors do the work, giving and receiving feedback from the committee and acquiring approval from the committee. It should not be too big but should represent stakeholders.*
3. **Mission and Vision Statement:** Produce a mission and vision statement that is less than 1-page. With your team role-playing the Advisory Council, formulate a philosophy and mission statement for the school counseling program that is less than one page in length (see [ASCA National Model Portal: Vision and Mission - American School Counselor Association](#)). The mission statement should be compatible/consistent with the mission statement of your school. You should be able to find the school counseling program’s mission on the website of your school. These are usually only 1-2 sentences in length each.
4. **School Counseling Program Outcomes:** Create a 1-page (27-item) table. Identify outcomes and indicators of success to meet these needs. Having the data drive you, develop and prioritize indicators (learning objectives-outcomes, met by student focused interventions) to be met by all students. You should use the following standards and competencies as a guide:
 - a. <https://www.schoolcounselor.org/getmedia/c2a69798-2620-414f-8744-4d4d911efa49/asca-student-standards.pdf> or [mindsets-behaviors.pdf \(schoolcounselor.org\)](https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf)
 - b. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf> or [SC-Competencies.pdf \(schoolcounselor.org\)](https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf)
 - c. <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf> or [EthicalStandards.pdf \(schoolcounselor.org\)](https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf)

Your program is comprehensive so your objectives should be comprehensive, covering the three areas of development: (1) *Learning Strategies*, (2) *Self-Management Skills*, and (3) *Social Skills*. Create at least 9 objectives from each of the three development areas, for at least 27 total. Make objectives developmentally appropriate (e.g., time management is more important than resume writing at the middle-school level). Think in terms of development and scope of your school counseling curriculum (i.e., use the tools available to you at schoolcounselor.org and within the ASCA model).

- a. [Mindsets & Behaviors \(scale-research.org\)](https://www.schoolcounselor.org/getmedia/c2a69798-2620-414f-8744-4d4d911efa49/asca-student-standards.pdf)
- b. [SCStandardsCompetenciesChecklist.pdf](https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf)
- c. <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf> or [EthicalStandards.pdf \(schoolcounselor.org\)](https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf)

Index your objectives to the ASCA Standards, Mindsets, and Behaviors (e.g., B-SMS 1.). Some of your objectives will overlap, so index to all. Be sure your objectives are observable and measurable (some of the indicators are too general). Describe the rationale behind how you aggregated and used the data to form and prioritize objectives. Include within your paper and turn in your prioritized list of objectives and rationale, not more than 1-page in length (27-item table).

5. **Lesson Plans:** Develop three (3) lesson plans at least 1-page in length each. From item #4 above, pick at

least one (1) objective from each of the three areas of development. These (at least) three or more objectives should be met through the school counseling curriculum. Develop three total lesson plans to cover your three or more objectives using the following template:

<https://www.schoolcounselor.org/getmedia/d5a31572-286e-447c-bfdf-1556d373004a/Lesson-Plan.docx>

Note that (in reality) objectives are usually met through Guidance Units (3 or 4 lessons), but for this project, use one lesson for each or each set.

5.a. Design a pre-test/post-test for each of the three lessons. This will come out to be about a half-page to a page in length each.

5.b. Within the lesson plans, describe other forms of evaluation data used (e.g., teacher reports or checklists, grades, homework completion, attendance). For help, try putting “Guidance Activities for _____ (your topic)” or “School Counseling Classroom Activities for _____” in a web search. You may not use the lesson plans from Guidance Activity presentations.

6. **List of Tier I Interventions:** In a list format with a brief explanation, formulate and describe one Tier I system focused intervention that is no longer than 1-page in length. Based on school data or other data, formulate, and describe *one Tier I system focused intervention* (leadership advocacy effort). Develop a leadership/advocacy action plan for this effort ([Using Action Plans and Results Reports - American School Counselor Association \(ASCA\)](#)).

List at least three other needed system-focused interventions (based on your data). No need to describe these in depth, just list the three and then provide a couple of sentences in summary explaining why they are needed (i.e., connect them to your data).

6.a. Construct a one-month planned calendar for meeting some of the objectives and engaging in leadership/advocacy roles that is 1-page in length. Integrate with other duties, using the suggested percentages of time from the ASCA National Model.

- [Role-Statement.pdf \(schoolcounselor.org\)](#)
- [appropriate-activities-of-school-counselors.pdf \(schoolcounselor.org\)](#)
- [Guidance-Counselor-vs-School-Counselor.pdf \(schoolcounselor.org\)](#)
- <https://www.schoolcounselor.org/getmedia/169e4fd4-bbef-4232-89e0-43ad37621792/annual-administrative-conference.docx>
- <https://www.schoolcounselor.org/getmedia/21c9a733-5296-4d63-8bb1-13d9d3b99ac8/Annual-Calendar.docx>

Step 3: Finally, create a presentation (PowerPoint/Prezi, etc.). This presentation will be presented by you and your groupmates on the dates of *April 6th and April 13th*. This presentation will include all six of the above school data sections from your group paper (1) School Overview, (2) Advisory Council Overview, (3) Mission and Vision Statement, (4) School Counseling Program Outcomes, (5) Lesson Plans, (6) List of Tier I Interventions, along with demographic data, Utah assessment data, and any other accessible data. You may need to “make up” some data but find as much as you can. Produce [aggregated and disaggregated data](#). You may also “make up” some situational data (e.g., local production plant closing, deaths in the school, school violence data; crisis events). Include made up data from needs assessments or surveys of students, parents, teachers (e.g., career needs assessment, bullying frequency survey, mental health survey, homework completion survey from teachers). **From all these data, develop a list of students that needs to be addressed by the school counseling program and include your action plan moving forward (annual calendar, lesson plans, data evaluation measures for lessons, interventions, etc.)**

Step 4: With the complete project paper and presentation in one electronic file (numbered and headed appropriately with the above section headers), upload it to the “Program Development Projects” Box folder (each member of the course will get invited to this during the first week of class). Every class member should download these to their own drives for future use. *These will be used in internships and later.*

TENTATIVE SCHEDULE

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.

Week/Date	Content & Readings/Assignment Due	CACREP Standards
Week 1 Jan. 12, 2023	Class Topics to be Covered: <ol style="list-style-type: none"> Course overview (Koltz) Introduction/Foundation of program evaluation and the ASCA and Utah Model (Koltz and Bingham) Due today: <ol style="list-style-type: none"> Pre-test: <i>What do you know about program evaluation in school counseling?</i> 	2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice 2.F.8.g. designs used in research and program evaluation
Week 2 Jan. 19, 2023	Class Topics to be Covered: <ol style="list-style-type: none"> Why do we need program evaluation in school counseling? (Koltz) Using data to make informed decisions (Bingham) Reading(s) for today: <ol style="list-style-type: none"> “Program Evaluation” – Ch. 1: Toward a conceptual understanding of evaluation for school counselors (pgs. 1–16) “Use of Data” – Ch. 1: Implementing school counseling programs for all students (pgs. 1-48) “Making Data Work” – Intro and Ch. 1: Reflecting on school counseling program practices (pgs. 4-41) Due today: <ol style="list-style-type: none"> Assignment 1: <i>Course Overview</i> 	2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice 2.F.8.e. evaluation of counseling interventions and programs 2.F.8.h. statistical methods used in conducting research and program evaluation 2.F.8.i. analysis and use of data in counseling
Week 3 Jan. 26, 2023	Class Topics to be Covered: <ol style="list-style-type: none"> Evaluation of the School Counseling Program and Profession (Koltz) ASCA/Utah Models (Koltz) Types of Data (Koltz) Intro to the USBE Data Gateway (Bingham) Reading(s) for today: <ol style="list-style-type: none"> “Program Evaluation” – Ch. 2: Evaluation and the school counseling program and profession (pgs. 16-28) “Use of Data” – Ch. 2: Intentional school counseling for students who need more (pgs. 49-60) “Making Data Work” – Ch. 2: Design: What is your goal? (pgs. 42-77) Due: today: <ol style="list-style-type: none"> Assignment 2: <i>Why do we need program evaluation?</i> 	2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice 2.F.8.f. qualitative, quantitative, and mixed research methods 2.F.8.h. statistical methods used in conducting research and program evaluation 2.F.8.i. analysis and use of data in counseling
Week 4	Class Topics to be Covered: <ol style="list-style-type: none"> Presenting Data to Stakeholders (Koltz) 	2.F.8.a. the importance of research in advancing the counseling profession, including

Feb. 2, 2023	<ol style="list-style-type: none"> 2. The use of data (Koltz) 3. Stakeholder presentation overview (Bingham) <p>Reading(s) for today:</p> <ol style="list-style-type: none"> 1. "Program Evaluation" – Ch. 3: Involving Stakeholders (pgs. 29-41) 2. "Use of Data" – Ch. 3: The use of data to drive interventions (pgs. 61-81) 3. "Making Data Work" – Ch. 3: Ask: How will you achieve your goal? (pgs. 79-130) <p>Due today:</p> <ol style="list-style-type: none"> 1. Assignment 3: <i>Stakeholder presentation assignment proposal</i> 	<p>how to critique research to inform counseling practice</p> <p>2.F.8.f. qualitative, quantitative, and mixed research methods</p> <p>2.F.8.h. statistical methods used in conducting research and program evaluation</p> <p>2.F.8.i. analysis and use of data in counseling</p> <p>2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</p>
<p>Week 5</p> <p>Feb. 9, 2023</p>	<p>Class Topics to be Covered:</p> <ol style="list-style-type: none"> 1. Program Evaluation Theories and Logic Models (Koltz) 2. Needs Assessments (Bingham) 3. QUIZ 1 <p>Reading(s) for today:</p> <ol style="list-style-type: none"> 1. "Program Evaluation" Ch. 4: Developing theories of action and logic models (pgs. 42- 2. "Use of Data" – Ch. 4: Program evaluation: Using data to evaluate interventions (pgs. 82-100) 3. "Making Data Work" – Ch. 4: Track: How will you analyze the data? (pgs. 131-183) <p>Due today:</p> <ol style="list-style-type: none"> 1. Assignment 4: <i>School data project assignment presentations (virtual video)</i> 	<p>2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</p> <p>2.F.8. c. needs assessments</p> <p>2.F.8.d. development of outcome measures for counseling programs</p>
<p>Week 6</p> <p>Feb. 16, 2023</p>	<p>Class Topics to be Covered:</p> <ol style="list-style-type: none"> 1. Developing School Counseling Program Evaluation (Koltz) 2. SOAR Report (Bingham) 3. District/School Reports (Bingham) <p>Reading(s) for today:</p> <ol style="list-style-type: none"> 1. "Program Evaluation" – Ch 5: Developing school counseling program evaluation (pgs. 54-62) 2. "Use of Data" – Ch. 5: Action plans: A two-pronged approach (pgs. 105-127) 3. "Making Data Work" – Ch. 5 and 6: Announce: How will you share your results? And Examples of assessments (pgs. 184-224) <p>Due today:</p> <ol style="list-style-type: none"> 1. Assignment 5: <i>Needs Assessment assignment</i> 	<p>2.F.8. c. needs assessments</p> <p>2.F.8.d. development of outcome measures for counseling programs</p>

<p>Week 7 Feb. 23, 2023</p>	<p>Class Topics to be Covered:</p> <ol style="list-style-type: none"> Design and methods of evaluation (Koltz) <p>Reading(s) for today:</p> <ol style="list-style-type: none"> “Program Evaluation” – Ch. 6: The evaluation design and methods (pgs. 63-73) “Use of Data” – Ch. 6: Determining school counseling curriculum and interventions (pgs. 127-175) “Making Data Work” – Ch. 7 and Resources: Data report examples (pgs. 225-251) <p>Due today:</p> <ol style="list-style-type: none"> Assignment 6: <i>SOAR Report assignment</i> 	<p>2.F.8</p>
<p>Week 8 Mar. 2, 2023</p>	<p>Class Topics to be Covered:</p> <ol style="list-style-type: none"> Data analysis for quantitative and qualitative data (Koltz) <p>Reading(s) for today:</p> <ol style="list-style-type: none"> “Program Evaluation” – Ch. 7 & 8 Data analysis for quantitative and qualitative data (pgs. 74-98) “Use of Data” – Ch. 7: Creating pre/posttests (pgs. 176-211) <p>Due today:</p> <ol style="list-style-type: none"> Assignment 7: <i>design and methods of evaluation assignment</i> 	<p>2.F.8</p>
<p>Week 9 Mar. 9, 2023</p>	<p>No Class – USU Spring Break</p>	<p>2.F.8</p>
<p>Week 10 Mar. 16, 2023</p>	<p>Class Topics to be Covered:</p> <ol style="list-style-type: none"> Reporting results (Koltz) Systemic interventions (Koltz) Introduction to Utah School Counseling Program Model Standard 2 (Bingham) USBE Data Project: Introduction to data project template (Bingham) <p>Reading(s):</p> <ol style="list-style-type: none"> “Program Evaluation” – Ch. 9: Reporting evaluation results and using findings (pgs. 98-110) “Use of Data” – Ch. 8: Intentional school counseling for systems change (pgs. 211-264) <u>??USBE School Counseling Program Model Ch. 2</u> <p>Reminders:</p> <ol style="list-style-type: none"> Stakeholder group video presentation is due on April 6th Final project on program development (presentation and paper) due April 6th 	<p>2.F.8.i. analysis and use of data in counseling</p> <p>2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</p>

<p>Week 11 Mar. 23, 2023</p>	<p>Class Topics to be Covered:</p> <ol style="list-style-type: none"> 1. Evaluation Knowledge, Skills, and Practice (Koltz) 2. The use of assessments in program evaluation, Tracking and Assessing Data (Koltz) 3. WWC Overview (Koltz) 4. Introduction to evidence-based assessments (Koltz) 5. USBE Data Project: Systemic Interventions (Bingham) 6. Group Program Development Project Presentation dates assigned next two weeks 7. Quiz 2 <p>Reading(s):</p> <ol style="list-style-type: none"> 1. “Program Evaluation” – Ch. 10: Evaluation knowledge skills and practice (pgs. 111-121) 2. “Use of Data” – Ch. 9: Finding (making) time: Setting priorities (pgs. 265-317) <p>Due today:</p> <ol style="list-style-type: none"> 1. Assignment 8: <i>Systemic Interventions assignment</i> 	2.F.8
<p>Week 12 Mar. 30, 2023</p>	<p>Class Topics to be Covered:</p> <ol style="list-style-type: none"> 1. Course review (Koltz with Bingham to support Data Project and final presentations) <p>Reading(s):</p> <ol style="list-style-type: none"> 1. Course review packet 2. “Use of Data” – Ch. 10 and 11: Reporting results (pgs. 317-374) <p>Due today:</p> <ol style="list-style-type: none"> 1. Assignment 9: <i>What Works Clearinghouse Evidenced-Based Programs assignment</i> 2. Final project updates (Due next week April 6) 	2.F.8
<p>Week 13 Apr. 6, 2023</p>	<p>Class Topics to be Covered:</p> <ol style="list-style-type: none"> 1. Final Project Presentations: Program development project presentation (Terra takes lead Jessie not available) <p>Reading(s):</p> <ol style="list-style-type: none"> 1. How to support feedback to your peers article 2. “Use of Data” – Ch. 12: Flashlight packages: putting it all together (pgs. 375-398) <p>Due today:</p> <ol style="list-style-type: none"> 1. Assignment 10: <i>Stakeholder presentation assignment *virtual group video*</i> 2. Review Data Project Examples 	2.F.8
<p>Week 14 Apr. 13, 2023</p>	<p>Class Topics to be Covered:</p> <ol style="list-style-type: none"> 1. Final Project Presentations Continued: Program development project presentation (Terra takes lead Jessie not available) 2. Utah School Counseling Data Project Overview 	2.F.8

	<p>(Bingham)</p> <p>Reading(s):</p> <ol style="list-style-type: none"> 1. “Use of Data” – Ch. 13: Today's school counselor does make a difference (pgs. 399-429+) <p>Due today:</p> <ol style="list-style-type: none"> 1. Peer reviews of final project 	
<p>Week 15 Apr. 20, 2023</p>	<p>Class Topics to be Covered:</p> <ol style="list-style-type: none"> 1. Utah School Counseling Data Project (Terra) 2. Semester review for final (Koltz) <p>Reading(s):</p> <ol style="list-style-type: none"> 1. Utah School Counseling Data Project Requirements <p>Due:</p> <ol style="list-style-type: none"> 1. Course evaluations 2. Watch: Leadership in School Counseling - American School Counselor Association 	2.F.8
<p>Week 16 Apr. 27, 2023</p>	<p>Class Topics to be Covered:</p> <ol style="list-style-type: none"> 1. Final Exam 	

**Please note: the instructor reserves the right to modify all dates for assignments, exams, and readings. Modifications to the schedule will be announced in class and via CANVAS at least one week prior to the change. Students will be responsible to know of such changes by attending class or checking Canvas.*