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

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Phone: 801-336-7810

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


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

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 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.

Learning Objectives

1. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
2. Identification of evidence-based counseling practices
3. Needs assessments
4. Development of outcome measures for counseling programs
5. Evaluation of counseling interventions and programs
6. Qualitative, quantitative, and mixed research methods
7. Designs used in research and program evaluation
8. Statistical methods used in conducting research and program evaluation
9. Analysis and use of data in counseling
10. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
11. School counselor roles as data driven leaders, advocates, collaboration and systemic change agents in P-12 schools
12. Use of data driven leadership to create systemic change
13. Use of accountability data to inform decision making
14. Technology’s impact on the counseling profession

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:
   a. Learning – What did you learn while completing this assignment?
   b. Challenges – What, if any, challenges did you encounter in completing this assignment?
   c. Perception – What do you see as the value of this aspect of program evaluation?
6. **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 stakeholders. 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest and Posttest</td>
<td>50 (25 each)</td>
<td>(25 points for taking each test)</td>
</tr>
<tr>
<td>Discussions</td>
<td>30</td>
<td>(3 discussions – 10 points per discussion)</td>
</tr>
<tr>
<td>Application Assignments and Self-Evaluation</td>
<td>150 (5 assignments – 30 points each)</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Final Project Feedback</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>740</strong></td>
<td></td>
</tr>
</tbody>
</table>

2. **Grading scale**:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 94.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72.99%</td>
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<tr>
<td>D+</td>
<td>67% - 69.99%</td>
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<td>D</td>
<td>63% - 66.99%</td>
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<tr>
<td>D-</td>
<td>60% - 62.99%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
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</tbody>
</table>
3. **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.

4. **Academic Honesty:** Cheating, falsification, and/or plagiarism will be dealt with according to the Utah State University Student Code (see: [www.usu.edu/student-services](http://www.usu.edu/student-services)), 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.

5. **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 Thursday from 4:30 to 7:00 p.m. 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 10, 2019  
COURSE OBJECTIVES: 1, 4, 7

Pretest  Please complete the pre-test by 4:00 pm on January 10.

Reading Assignment  
The Use of Data in School Counseling:  
• “Introduction,” Pages 1-16  
• Chapter 1, “Implementing School Counselor Common Core Standards,” Pages 17-36

Making DATA Work:  
• “Introduction,” Pages 5-16

WEEK 2: JANUARY 17, 2019  
COURSE OBJECTIVES: 1, 2, 9

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 23, 11:59 pm

WEEK 3: JANUARY 24, 2019  
COURSE OBJECTIVES: 2, 3, 5, 12

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

Making DATA Work:  
• Chapter 1, “Reflecting on School Counseling Program Practices,” Pages 17-28

WEEK 4: JANUARY 31, 2019  
COURSE OBJECTIVES: 3, 6, 7

Reading Assignment  
The Use of Data in School Counseling:  

Making DATA Work:  
• Chapter 2, “DESIGN: What is Your Goal?” Pages 29-54

#2 Application Assignment and Self-Evaluation  
Due Date: February 6, 11:59 pm

WEEK 5: FEBRUARY 7, 2019  
COURSE OBJECTIVES: 1, 3, 12
**Reading Assignment**
*The Use of Data in School Counseling:*
- Chapter 6, “Determining Curriculum and Interventions,” Pages 111-140

**Making DATA Work:**
- Chapter 3, “ASK: How Will You Achieve Your Goal?” Pages 55-84

**WEEK 6: FEBRUARY 14, 2019**

**Course Objectives:** 4, 5, 8

**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 20, 11:59 pm*

**WEEK 7: FEBRUARY 21, 2019**

**Course Objectives:** 4, 8, 9

**Reading Assignment**
*Making DATA Work:*
- Chapter 4 “TRACK: How Will You Analyze the Data?” Pages 85-116

**Canvas Reading Assignment**
*Meandering Toward Graduation EdTrust April 2016*

**#4 Application Assignment and Self-Evaluation**
*Due Date: February 27, 11:59 pm*

**WEEK 8: FEBRUARY 28, 2019**

**Course Objectives:** 6, 12

**Reading Assignment**
*The Use of Data in School Counseling:*

**Midterm Exam**
*Due Date: March 6, 11:59 pm*

**WEEK 9: MARCH 7, 2019**

**Course Objectives:** 10, 13, 14

**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.

MARCH 14, 2019 SPRING BREAK NO CLASS

WEEK 10: MARCH 21, 2019 COURSE OBJECTIVES: 5, 8

Reading Assignment
The Use of Data in School Counseling:
• Chapter 10, “Reporting Results,” Pages 223-238

Making DATA Work:
• Chapter 5 “ANNOUNCE: How Will You Share Your Results?” Pages 117-124

WEEK 11: MARCH 28, 2019 COURSE OBJECTIVES: 10, 13

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 4, 2019 COURSE OBJECTIVES: 10, 13

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 10, 11:59 pm

WEEK 13: APRIL 11, 2019 COURSE OBJECTIVES: 2, 11, 14

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 17, 11:59 pm

Class Presentations

WEEK 14: APRIL 18, 2019 COURSE OBJECTIVES: 11, 13, 14

Posttest
Please complete the posttest on Canvas by 4:00 pm on April 18.

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 stakeholders.

*Final Projects must be submitted on Canvas by 4:00 pm on April 18. Peer Reviews must be submitted on Canvas by 11:59 on April 18.*