

**Program Design and Evaluation
EDPC 5332**

**University of Texas at El Paso:
Fall 2017
School Counseling Program**

Class location: Quinn Hall, 203
Meeting Time: Wednesdays 5:00-7:50pm
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Office hours: Mondays & Wednesdays 1:00-2:45PM and by appointment
Course prerequisites: EDPC 5321

Course Overview:

This is a mandatory course for the UTEP School counseling program. A goal of the course is to provide school counselors-in-training a foundational understanding of school counseling programs. The primary focus of the course is ensuring that aspiring school counselors acquire the skills in using data via a school counseling delivery model to design and evaluate comprehensive school counseling programs. The class offers step-by-step methods in identifying and planning program goals, implementing accountability approaches, and leadership methods in advocating for school counseling programs.

Required Texts:

American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed). Alexandria, VA: Author.

Hatch, T. (2014). *The use of data in school counseling*. Thousand Oaks, CA: Corwin, A SAGE company.

Zyromski, B. and Mariani, M. A. (2016). *Facilitating Evidence-Based, Data-Driven School Counseling: A Manual for Practice*. Thousand Oaks, CA: Corwin, A SAGE company.

**Additional reading assignments will be referred to in the syllabus, handed out in class or e-mailed to students.

Supplemental Resources:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Dimmitt, C., Carey, J.C., and Hatch, T. (2007). *Evidence-Based School Counseling: making a difference with data-driven practices*. Thousand Oaks, CA: Corwin, A SAGE company.

Erford, B. T. (2015). *Transforming the school counseling profession* (4th ed.). Upper Saddle River, New Jersey: Pearson.

Texas Education Agency. (2004). *A model comprehensive, developmental guidance and counseling program for Texas public schools*. Austin, TX (Can be downloaded for free at tea.texas.gov/counseling_guidebook.html)

Young, Anita & Kaffenburger, Carol. (2009). *Making Data Work* (2nd ed.). An ASCA National Model Publication. American School Counselor Association.

Related Professional Standards Course Objectives:

This course is designed to meet the 2016 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) professional standards listed below:

Section 5 -G. School Counseling Specialty Area (SCSA)

Practice

- 3-b. Design and evaluation of school counseling programs
- 3-c. Core curriculum design
- 3-n. Use of accountability data to inform decision-making
- 3-o. Use of data to advocate for programs and students

Texas Education Agency (TEA) School Counselor Certificate Standards:

The TEA School Counselor standards are addressed throughout the school counseling education preparation program here at UTEP, and in doing so helps to prepare students for the State Board for Educator Certification exam. In this course many of the standard stems will be addressed but specific stems will be particularly highlighted:

Standard I

Stem 11: the integration of the guidance and academic curricula

Stem 12: the roles and responsibilities of the counselor in the developmental guidance and counseling program that is responsive to all students

Standard II

Stem 1: develop process and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program

Stem 2: provide a proactive, developmental guidance program based on the needs of students

Stem 10: advocate for a developmental guidance and counseling program that is responsive to all students

Standard III

Stem 1: collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas

Student Learning Outcomes (SLO) and Competencies

1. Demonstrate the ability to articulate, identify, plan and use accountability data to inform school counseling program decision making as evidenced by responses to *Competency Performance Assessment (CPA)* 1 and 2 (Meets CACREP SCSA 3-n.)
2. Demonstrate the ability to articulate and design school curriculum programs as well as appropriate evaluation methods for school counseling programs as evidenced by responses to *Competency Performance Assessment (CPA)* 3 (Meets CACREP SCSA 3-b and 3-c; TEA SC Standard 1:12; Standards II 1, 2)
3. Demonstrate the ability to articulate and use data to advocate for school programs and students as evidenced by responses to *Competency Performance Assessment (CPA)* 4 (Meets CACREP SCSA 3-o; TEA SC Standard 1:10)
4. Demonstrate the ability to articulate one's foundational knowledge and understanding of school counseling programs as evidenced by responses to *Competency Performance Assessment (CPA)* 5 (Meets CACREP SCSA 1-a; TEA SC Standard 1: 11, Standard III:1)

Content (See Appendix 1 Tentative Schedule for detail)

This course is designed to introduce students to data-driven practices for school counseling programs. The following content is addressed:

- History and development of school counseling
- Data driven school counseling practices
- Utilizing accountability data
- Understanding outcome research
- Curriculum design and evaluation
- Advocacy efforts using data

Methods of Instruction

Content is offered through lectures, small and large group discussions, small group activities, readings, demonstrations, individual and group learning projects, and design and evaluation methods of school programs.

Evaluation

Demonstration of student learning outcomes or competencies, grades, and CACREP standards are determined by scores on the following assessments (see Appendix 2 for scoring rubric):

- **Competency Performance Assessment (CPA) 1** – *Demonstration and comprehension of informed decision-making school data.* CPA 1 requires students to complete the following task: complete decision-making activities assignments. CPA 1 is designed to assess the achievement of SLO 2 and CACREP SCSA 3-n.
- **Competency Performance Assessment (CPA) 2** – *Demonstration and comprehension of identifying and collecting accountability data.* CPA 2 requires students to complete the following task: develop a school-wide curriculum needs assessment. CPA 2 is designed to assess the achievement of SLO 2 and CACREP SCSA 3-n.
- **Competency Performance Assessment (CPA) 3** – *Demonstration of designing and evaluating school curriculum programs.* CPA 3 requires students to complete a curriculum action plan with rationale based on data and evaluation methods for assessing the action plan. CPA 3 is designed to assess the achievement of SLO 2, CACREP SCSA 3-b and 3-c, and TEA SC Standard 1:12; Standards II 1, 2.
- **Competency Performance Assessment (CPA) 4** – *Demonstration of using data to advocate for programs and students.* CPA 4 requires students to complete a presentation based off of school data. CPA 4 is designed to assess the achievement of SLO 3, CACREP SCSA 3-o, and TEA SC Standard 1:10.
- **Competency Performance Assessment (CPA) 5** – *Demonstration of foundational knowledge and Understanding.* CPA 5 is an exam designed to assess the achievement of SLOs 1- 4, CACREP SCSA 3-b, 3-c, 3-n, 3-o, and TEA SC Standard 1: 11, Standard III:1.

Grading Scale

The scale used to assess the demonstration of achievement of student learning outcomes is as follows (grades are based on percentage of possible points):

90-100% of Total Points =	A
85-89% of Total Points =	B
75-84% of Total Points =	C
65-74% of Total Points =	D
<65% of Total Points =	F

Overall Level of Achievement of Student Learning Outcomes & CACREP Standards

4 = Exceeds Expected Outcome =	90% - 100% of possible points
3 = Expected Outcome =	85% - 89% of possible points
2 = Less Than Expected Outcome =	84% - 75% of possible points
1 = Worst Possible Outcome =	Less than 75% of possible points

Syllabus Adjustments

The instructor reserves the right to alter as necessary information listed in the syllabus to improve student-learning needs and in response to unplanned circumstances. *Class information takes precedent over syllabus.*

Academic Honesty

Students are expected not to violate the UTEP Handbook of Operating Procedures especially in respect to academic dishonesty, plagiarism, cheating and collusion. Plagiarism involves failing to cite someone else's work, copying someone else's work (without appropriate citation) and copying self work with correctly citing. For more information regarding plagiarism, please review the latest APA publication manual. Cheating may include engaging in practices that benefit student's test or assessment results that are not appropriate or fair-minded. Collusion includes working with someone else to engage in academic dishonesty.

Accommodations

Please contact the Center for Accommodations and Support Services (CASS) if you are in need of reasonable academic or physical accommodations. Contact information may be found at www.sa.utep.edu/cass.

Class Behavior

Class behavior that interferes or impedes class instruction is not tolerated. Disruptive behavior may include inappropriate speech or gestures and intentional negative actions toward another person. Such behavior may result in removal from class and/or disciplinary actions per program decision.

Class Attendance

Class attendance of every class is expected. Engaged involvement is necessary for adequate education at the graduate level. In the case of unusual circumstances such as a family crisis, students should contact the instructor and make appropriate arrangements prior to absence. The instructor may request evidence of documentation for excused absences.

Inclement Weather

Unless UTEP has made an announcement to close or delay classes, we are still having class. UTEP's decision is based off of several factors including "current and forecasted weather conditions, street conditions, and any decisions made by the major public school districts to cancel

classes”. However, many of you live a considerable distance from UTEP, in your case, you have to consider reasonable safety measures for your situation in terms of coming to class.

APPENDIX 1

Tentative Course Schedule

Date	Class Topic	Readings Due	Assignments Due
Week 1 – Aug 24th	Introduction Course overview and syllabus		Attain required books.
Week 2 – Aug 31 st	The Process and Data-Driven schools	Ch. 1 (Zyromski & Mariani); Ch. 4 (Erford) (posted on blackboard)	
Week 3 – Sept 7 th	Assessing the situation, report cards, needs assessment	Ch. 2 (Zyromski & Mariani)	CPA 1: Report 1 (Blackboard)
Week 4 – Sept 14 th	Goals, Beliefs, Mission, and Vision	Ch. 3 (Zyromski & Mariani) ASCA (pg. 21-28)	
Week 5 – Sept 21 st	Implementing school counselor common core standards	Ch. 1 (Hatch); ASCA (pg. 29-31)	CPA 2: Needs Assessment
Week 6 – Sept 28 th	Intentional Guidance: Some Kids Need More; Developmental Classroom Guidance	Ch. 2 (Hatch); Ch. 10 (Erford) (posted on Blackboard)	
Week 7 – Oct 5 th	The use of data to drive intervention, program evaluation, and action plans.	Ch. 3 and 4 (Hatch)	CPA 1: Report 2 (Blackboard)
Week 8 – Oct 12 th	Determining curriculum and interventions/ASCA crosswalk; Interventions	Ch. 6 (Hatch); Ch. 5 (Zyromski and Mariani)	
Week 9 – Oct 19 th	Creating Pre/Post test; evaluation and evolution	Ch. 7 (Hatch); Ch. 6 (Zyromski and Mariani)	
Week 10 – Oct 26 th	Intentional guidance for systems change; finding (making) time: setting priorities (Hatch)	Ch. 8 (Hatch); Action research article (Dimmitt, Carey, Hatch) (posted on Blackboard)	
Week 11 – Nov 2 nd	Flexible class meeting] Groups work on		

	Curriculum action plan group workshop		
Week 12 – Nov 9 th	Curriculum presentations		CPA 3: Curriculum Action Plan
Week 13 – Nov 16 th	Reporting results; Sustaining the program	Ch. 10 – 12 (Hatch); Ch. 7 (Zyromski and Mariani)	CPA 1: Report 3 (Blackboard)
Week 14 – Nov 23 rd	Reporting results in-class group workshop		
Week 15 – Nov 30 th	Reporting Results Presentations; prepare for final exam		CPA 4: Program Presentation
Week 16 – Dec 7 th	Final Exam		CPA 5: Final Exam

APPENDIX 2

Competence Performance Assessment (CPA) & Rubrics

CPA 1

Demonstration and Comprehension of Informed Decision Making Data

The CPA requires students to complete activities in identifying and planning “comprehensive school counseling programs based on program goals, [implementing] accountability strategies, and [sharing] results with stakeholders” (ASCA, 2013, p. 5). The CPA not only provides various activities to complete but also reflection questions in response to completing activities. It will assess SLO 1 & CACREP SCSA 3-n.

Scoring Rubric Guide	Points
<i>Report 1</i>	
Quality/accuracy of initial post (parts and reflection question)	20
Relevance of feedback	15
Contribution to learning community	15
Post by Due Date	10
Subscore	60
<i>Report 2</i>	
Quality/accuracy of initial post	20
Relevance of feedback	15
Contribution to learning community	15
Post by Due Date	10
Subscore	60
<i>Report 3</i>	
Quality/accuracy of initial post	20
Relevance of feedback	15
Contribution to learning community	15
Post by Due Date	10
Subscore	60
Total Score	180

Essential questions for CPA 1:

Quality of Initial Post: Does the response addresses all parts and questions? Does the response include supportive commentary based off of assigned readings, class discussion, and/or a review of the literature? Is the response clear and well thought out?

Relevance of feedback: Have you stayed on topic? Are you providing meaningful feedback? Does your responses go beyond simple responses (e.g. I agree, I feel the same etc.)?

Contribution to Learning Community: Have you responded to multiple posts (other than your own initial post)? Have you attempted to encourage group discussion? Have you presented appropriate discussion etiquette (i.e. language, insults)?

CPA 2**Demonstration and Comprehension of Informed Decision Making Data**

The CPA assesses strategies in identifying, rationalizing and collecting accountability data. The CPA's primary task is to develop a Program Needs Assessment. It assesses SLO 1 & CACREP SCSA 3-n.

<i>Develop School-wide Curriculum Needs Assessment</i>	
<i>Part A – Explanation</i>	
Description of School https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html	5
Reasoning for School-wide Needs Assessment	5
Reason for Grade Level Curriculum List (i.e. ASCA Model & Standards)	5
Explain Developmental Needs of Students	5
Estimate the Number of Probable Lesson Plans and Give Reason	5
Determine Participants: Teachers and Parents OR Students (Give Rationale)	5
What results are you expecting? What results would surprise you?	5
<i>Part B – The Survey</i>	
School Identification	5
Brief explanation for assessment	5
Instructions for participants	5
Rank or rating scale	5
Grade levels	5
Items per grade level	5
List of items are supported by part A	10
Comment section	5
[Completed self-assessment rubric]	10
<i>Part 3 Subscore</i>	90
Total	180

CPA 3**Design and Evaluation of School Curriculum Programs (Group Activity)**

The CPA requires students to design and establish appropriate evaluation methods for a proposed school counseling curriculum program. The CPA has two parts: 1. Give description and rationale for the curriculum action plan, and 2. Comprehensive curriculum action plan; the CPA assess SLO

2, CACREP SCSA 3-b and 3-c, and TEA SC Standard 1:12; Standards II 1, 2.

Scoring Rubric Guide	
<i>Part 1: Description & Rationales for Curriculum Action Plan</i>	
Description of School Data Profile	10
Curriculum Rationale (Overall goal or priority for your curriculum?)	10
Rationale for Start/End Date for each Event or Lesson	5
How might lesson content connect to common core?	5
Rationale for evaluation methods	10
<i>Subscore</i>	<i>40</i>
<i>Part 2: Curriculum Action Plan</i>	
Lesson Content	10
ASCA Domain/Standard (relates to rationale; utilize <i>ASCA crosswalk</i>)	15
Curriculum and Materials (addresses specific content or competencies)	15
Projected Start/End	5
Projected Number of Students Impacted	5
Class/Subject in Which Lesson Will Be Presented	10
Evaluation Methods	30
Implementation Contact Person	5
Prepared by (all group members' names and their proposed school title)	5
Completed self-assessment rubric	10
<i>Subscore</i>	<i>110</i>
Total	150

CPA 4

Data Advocacy Program Presentation (Group Activity)

The CPA requires students to use data to advocate for their school counseling curriculum plan. Students create a presentation that they will present to the class. It assesses SLO 3, CACREP SCSA 3-o, and TEA SC Standard 1:10.

Scoring Rubric Guide	
<i>Category 1: Slide Content Standards</i>	
Title slide identifies name of presentation, school, and counselors	5
ASCA student counseling standards and competencies addressed (Indicate the standard and competencies.)	10
Lesson or intervention addresses a need identified by school data.	10
Relevant research connecting need to activity presented.	10
Complete process data for curriculum lesson activity are reported: Who, what, when, and how often was the activity conducted?	10
<i>Subscore</i>	<i>45</i>
<i>Category 2: Presentation Standard</i>	
Presentation is easy to follow, and slides are in a logical order.	5
Format is clear and consistent.	5
There is a maximum of 25 slides.	5
Text is concise and easy to read.	5
Graphs are clearly labeled, accurate, and impactful.	5
Conceptual link slides aid smooth transitions	5
Colors, graphics, and effects are used for maximal impact and minimal distraction.	10

<i>Subscore</i>	40
<i>Category 3: Counseling Standards</i>	
Lesson or intervention addresses a need identified by school data.	10
Lesson/lesson plan is developmentally appropriate for desired results.	10
Pre/post test questions are relevant and well written.	10
Data collection and evaluation methods are appropriate (measure what they say the will measure)	20
<i>Subscore</i>	50
<i>Supplemental Items</i>	
Action Plan	10
Lesson Plan	10
ASCA National Standards Crosswalk	10
Lesson PowerPoint and/or Lesson Content	10
Pre/Post Test	10
Results Form	10
Flashlight PowerPoint – see Slide Content (Category 1) above	10
Completed Self-Assessment Rubric	10
<i>Subscore</i>	80
Total	215

CPA 5

Demonstration of Foundational Knowledge and Practices

The CPA is an exam administered to assess foundational knowledge and understanding school counseling programs. The exam will cover the following topics: design and evaluation, core guidance curriculum, accountability data, advocating with data, and guidance curriculum collaboration. It will assess SLOs 1- 4, CACREP SCSA 3-b, 3-c, 3-n, 3-o, and TEA SC Standard 1: 11, Standard III:1.