

EDCD 755: Practicum in School Counseling
Instructor: Carol Kaffenberger, Ph.D.
Fall 2009

Course Meets: Wednesdays 4:30 – 7:10 pm.
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Office hours: Monday 3-4; Wednesday 3-4. By appointment.

Course Description:

Catalog: Prerequisites: Completion of the counseling and development program except for practicum and internship; permission of advisor; overall GPA of 3.000; no grade of C in any skills courses [EDCD 603, 606, 608, and 610]; no more than two grades of C in any other graduate course work required by the Counseling and Development program. Provides supervised practice in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class with an emphasis on site processing.

Course Objectives/Student Outcomes:

- Select and apply appropriate counseling theories and interventions with a diverse student population.
- Perform duties expected in a school counseling setting, including working collaboratively with school faculty and staff, providing individual, small group and classroom guidance and counseling, and responding appropriately to ethical and legal situations.
- Identifying own strengths and needs as a counselor, infusing multicultural counseling skills and implement strategies to improve counseling effectiveness.

Relationship to Program Goals and Professional Organization:

EDCD 755 is a culminating course for master's degree students in the Counseling and Development degree program. The experience is designed to enhance counseling skills and to provide students with site-based school counseling experiences.

EDCD 755 fulfills the requirements of the following professional organizations:

- Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling, and 100 hrs of supervised internship experience at either the elementary or secondary levels.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements that counselor education programs include the study of helping relationships.
 - CACREP-Section II.K.a: An understanding of all aspects of professional functioning; and
 - CACREP-Section SCP.D: Clinical instruction.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Counseling & Development Program Professional Dispositions:
Professional Performance Criteria (Effective February 25, 2003).

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:
http://gse.gmu.edu/programs/counseling/professional_performance.htm

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Required Texts:

American School Counselor Association (2005). *The ASCA National Model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

Virginia School Counselor Association (2008). *Virginia professional school counselor program manual*. Yorktown, VA: Author. [Available on CD.]

Recommended Text:

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press, Inc.

Young, A., & Kaffenberger, C. (2009). *Making data work*. Alexandria, VA: American School Counselor Association.

Additional Readings:

Hatch, T., & Chen-Hayes, S. F. (2008). School counselor beliefs about ASCA National Model school counseling program components using the SCPCS. *Professional School Counseling, 12*, 34-42.

Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. F. (2007). The ACA Advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling, 11*, 90-97.

Amatea, E. S., & West-Olatunji, C. A. (2007). Joining the conversation about educating our poorest children: Emerging leadership roles for school counselors in high-poverty schools. *Professional School Counseling, 11*, 81-9.

Class Structure:

Weekly class seminars will focus on presenting, discussing, and conceptualizing cases. Students will have opportunities to discuss specific site-related issues and to strategize about techniques and interventions. Because of the serious nature of this work, it is essential that students discuss their reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. Students may not discuss cases in other classes, with friends or relatives, or in social situations. It is essential to maintain confidentiality. Violations of this principle in any form will be treated as a serious ethical/legal infraction. Please do discuss cases in class. That is the primary purpose for meeting. It is also imperative that students discuss cases with their on-site supervisor. If students have questions or concerns that need immediate attention, please contact your university instructor.

I. Basic Requirements:

- All C&D students must work at their practicum and internship sites for the full 15 weeks of the semester.
- Register for the correct internship course and section.
- Attendance at each class. As a graduate student, you are expected to arrive on time and stay for the entire class period. **Missing two classes or not regularly following your site placement schedule could result in failing this course.**
- Active class participation, including providing constructive feedback and suggestions for classmates.
- Completion of all assignments of acceptable quality, turned in by date due.
- Satisfactory mid-semester and final evaluations from On-Site Supervisor.

II. Course Requirements [See P/I Manual for detailed instructions/expectations.]:

- *Professional Counseling Liability Insurance.* Student Counselors *must* purchase their own professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.
- A minimum of 200 hours must be spent at the school placement. Hours spent on off-site training experiences may be counted only if prior approval from instructor has been obtained. Hours spent in class or at home preparing GMU assignments may not be counted toward the 200 hours. The minimum number of hours spent on-site at one time is to be no less than a 3-hour block of time. A **Log of Activities** [See Manual or download electronic version from Blackboard] listing and briefly describing all practicum activities and hours is to be maintained, signed by both the student and the on-site supervisor at the completion of the practicum, and submitted on the last day of class. *The Log of Activities should be reviewed during weekly supervision sessions with the site supervisor.*
- **School Counseling Practicum/Internship Contract** [See Manual]. In addition to the contract, students are expected to submit a one page **Personal Goals Statement**, developed in collaboration with the site supervisor, which describes goals particular to your needs and the experiences available at the site. Contracts will be signed at the first Site Supervisor, University Supervisor and student counselor meeting. *Contract and personal goal statement should be included in the portfolio.*
- **Technology**

- GMU students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Use Blackboard as the primary web link to access course instruction, documents, and to view announcements. Blackboard address is: <http://blackboard.gmu.edu>
- GMU students must use/check their official GMU email address on a regular/daily basis.

➤ **Blackboard Community**

There is a new blackboard community site for all C&D students. Students are responsible for providing copies of the documents for their site supervisors. The site contains P & I information for CA & SC students, including:

SC P & I Applications
 SC Contract
 SC mid semester and final evaluation
 Log of Hours
 Exit Interview templates
 SC Licensure Application Instructions
 Frequently Asked Questions

To login to the Bb Community site go to this link:

<https://gmucommunity.blackboard.com>

Your user name is your GMU NetID (GMU email username & password).

- **Attend Local Screening or Child Study Team Meeting** and learn all you can about special education services available to students and the role of the professional school counselor. Write a 1-2 page paper focusing on your observations, reflections, and questions concerning the role of the school counselor in the special education process. Collect sample child study, special education, and 504 forms used at the school for your own files. [10 points]
- Continue developing your **Professional School Counselor's Portfolio**. The Professional School Counselor's Portfolio is an accumulation of documents that provides the counselor with a visual representation of her/his experience and is structured by the ASCA National Model and the C & D mission statement. It is an evolving record that authenticates a person's growth, skill, and knowledge in a specific discipline. The contents of the portfolio should reflect one's professional philosophy and collegiate experience. You will complete your portfolio during your internship. A rubric describing the requirements of the portfolio is attached. Portfolios are due at the last class meeting. [25 points]
- **Two Individual Taped Counseling Sessions with a Student and a Case Write-up and Presentation**. Students will conduct two individual, taped counseling sessions with a student. Practicum students are required to obtain written parent permission prior to taping sessions with a minor. The original of the parent permission form should be kept in the school with the site supervisor, but the student should keep a copy of the form for his or her records. Tapes are to be labeled and given to the instructor in a large envelope.

1. **Tape # 1:** The first tape will be reviewed individually with instructor (preferably at the time of the second site visit to observe guidance lesson). Along with the tape, hand-in a 1-2 page paper providing some background on the student, the purpose of the counseling session, a discussion of the counseling strategies used and a self-evaluation of the counseling session. This paper will be expanded for the case study write-up and presentation. Use the case study guidelines provided on Blackboard.
 2. **Tape # 2:** The second tape will be handed in at the time of the Case Presentation to class.
 3. **Case Study Write-up and Presentation**
 - Case Study Write-up should include a description of the client's presenting problem; background, and/or identifying data; discussion of the counseling process, including number of sessions, the nature of those sessions, strategies used, goals, attention to diversity/multicultural issues, use of multicultural counseling strategies, counselor thoughts about 'what's going on;' plans for future sessions, and an evaluation of counseling skills and effectiveness.
 - One-page handout of the case to be distributed to class for the presentation.
 - 20-minute presentation to practicum class summarizing what you have learned about the student, your counseling goals and strategies, and future goals for the student. You may choose to play portions of one of your tapes to highlight your presentation.
- **Site Accountability Project.**
The site accountability project is the performance-based assessment for this course.
In collaboration with your site supervisor, design and implement an evaluation of an existing counseling program at your site. Every effort should be made to select a project that is related to the C & D Mission Statement (See Manual) and the academic mission of the school site. The purpose of this assignment is to develop and apply what you have learned about accountability: to monitor student achievement, to evaluate effectiveness of counseling programs and services, to determine program needs, and make recommendations for new programs or modification of existing programs. You will present your accountability project to your peers and invited guests on the last night of class. You will provide a one page data report for classmates and guests. The final project to be handed in to instructor will include the one-page data report followed by detailed description of each step in the process along with instruments, permission letters, data analysis, etc. [20 points= 17 for project & 3 for class presentation.] A description of this assignment and an accountability project rubric is included in this syllabus and can be found on Blackboard.
- **Conduct a Guidance Lesson.** Develop and implement at least one guidance lesson appropriate for your setting.
1. The guidance counseling lesson plan should include: Grade Level(s), Objectives, Materials, Procedures, Evaluation and Resources and/or References. Plans for the guidance lesson are to be given to the university supervisor prior to the observation
 2. It is your responsibility to schedule this observation with the site or university supervisor.
- **Professional Growth Opportunities** [5 points] You are expected to participate in one or more professional growth opportunities during the semester. You may count the actual hours of attendance at the PGO (seat hours) toward your 200 hours up to a maximum of five hours. You will make a brief report to the class about your PGO. Here is an example of professional growth opportunities occurring during this semester:
- **VCA Conference, Nov 12-13, 2009**

Due the last class meeting:

1. **Portfolio**, to include: theoretical orientation, counselor role statement, and self-evaluation of the practicum experience.
2. **Log of Activities** signed by both the on-site supervisor and the practicum student
3. **On-Site Evaluation of School Counselor Student** by on-site supervisor
4. **Evaluation of Clinical Field Experience** completed by practicum student

Summary of Grading System & Course Requirements:

Special Education Paper	10 points
Accountability Project	20 points
Two Tapes & Case Study Presentation	25 points
Guidance Lesson & Observation	15 points
Professional Growth Opportunity	5 points
Portfolio	<u>25 points</u>
TOTAL:	100 points

ATTENDANCE

Students are expected to attend all classes, to come on time and stay for the entire class. Students who miss all or part of more than two classes may not be able to complete the course.

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A	94	points and above
A-	90-93	points
B+	85-89	points
B	80-84	points
C	79	points and below

Students must achieve a B or higher in order to successfully complete the requirements of the Practicum.

Reminder: School internship applications for Spring 2009 are due in the Dean's office (Robinson A 307) on September 15, 2008. It is not necessary to get your advisor's signature on this application. Information and applications are located on Blackboard Community. Late applications will not be accepted.

Course Agenda

DATE	TOPIC	ASSIGNMENT DUE
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5/5/09	Practicum & Internship Orientation meeting Johnson Center Room E Receive general information, site placement information and meet with instructor	
9/2/09	Orientation: Introductions Syllabus Review of <i>School Counseling Program Practicum/Internship Manual</i>	
9/9/09	Topics: Introduction to Electronic Portfolio, ASCA National Model, C&D Mission Statement, Portfolios, and Accountability Project; Virginia Manual for School Counseling Programs (All practicum sections will meet for this class.)	Due: Site Supervisor Paperwork Personal Goals Statement
9/16/09	No Class Meeting	
9/23/09	Topic: Counseling Theories & Skills Multicultural Awareness Social Justice (All practicum sections will meet for the first hour of this class.) Site processing	Read: Counseling Skills Review Packet (available on Blackboard) Read all three articles listed (available on Blackboard)
9/30/09	Topic: Counseling skills con't, Classroom Management Site processing	
10/7/09	Site Processing	Due: Tape #1 and write-up
10/14/09	No Class Meeting	Due: First draft of Theoretical Orientation
10/21/09	Resume Writing (all practicum students will meet for the first hour of this class with Virginia Wheeler, GMU Career Counseling Center Specialist. Topic: Special Education and Child Study	Due: Bring your resume to class Special Education Paper
10/28/09	Topic: Peer review of first draft of School Counseling Role Statement Site Processing	Due: First draft of School Counseling Role Statement
11/4/09	No Class Individual student meetings & observations	

11/11/09	Presentations – Case Study	Due: Case Study Projects
11/18/09	Topic: Preparing for Accountability presentations (All practicum sections meet) Presentation Case Study	
11/25/09	No Class - Thanksgiving	
12/2/09	Accountability Presentations	
12/9/09	4:00 – 4:45: Wrap-up: Review of Portfolios Class Evaluation	Due: Portfolio (theoretical orientation, role statement, self-evaluation) Log of Activities On-Site Evaluation by Site Supervisor, and Evaluation of Clinical Field Experience

**George Mason University
Counseling & Development
EDCD 755: Practicum in School Counseling**

**THE PROFESSIONAL SCHOOL COUNSELOR'S PORTFOLIO
Guidelines and Evaluation Rubric**

The assignment as described in the syllabus:

Begin a Professional School Counselor's Portfolio. The Professional School Counselor's Portfolio is an accumulation of documents that provides the counselor with a visual representation of her/his experience. It is an evolving record that authenticates a person's growth, skill, and knowledge in a specific discipline. The contents of the portfolio should reflect one's professional philosophy and collegiate experience. You will begin your portfolio during practicum and complete it during your internship. Portfolios are due at the last class. [20 points]

- During practicum it is expected that you will complete the following components of the portfolio:**

I. Professional Documentation

- Collect and maintain all of the components in this section.*
- A. Resume
 - B. Academic Transcripts
 - C. Professional Memberships, Honors, Awards
 - D. Letters of Recommendation / Accommodation
 - E. Clinical Field Experience
 - a. Practicum/Internship Contracts
 - b. Practicum/Internship Log of Hours

II. Application of C&D's Mission Statement

- Collect examples of how two of these components are in evidence at your site:*
- A. Leadership
 - B. Multiculturalism
 - C. Social Justice
 - D. Advocacy

III. ASCA's National Model for School Counseling Programs and the Transformation of School Counseling Initiative (TSCI)

- A. Foundations**
- Write a role statement and theoretical framework.*
- a. Role Statement - A written three-page statement to reflect your role as a professional school counselor, to include:
 - i. Role Statement - articulate what you perceive the role of the school counselor to be. Be sure to incorporate ASCA's National Model and TSCI work. Identify your leadership role, and beliefs about how to use advocacy, collaboration and teaming, and use of data for systemic change.
 - ii. Theoretical Framework - identify one or two counseling theories that you espouse in your practice. Talk about why, in general, this theory [theories] is appropriate for use with your student population and with your counseling style.

- ❑ *Complete d & f during practicum:*
 - b. Counseling Brochure - incorporate pertinent information regarding your school counseling program. Be sure it illustrates your role in leadership, advocacy, collaboration and teaming, and systemic change.
 - c. Counselor's Office - design a floor plan of office
 - d. Professional Library
 - i. Maintain a reference list of books and materials related to school counseling
 - e. School Counseling Issue
 - i. One-page handout of a current issue in school counseling.
 - f. Referral Lists
 - i. This list might include: Child Protective Services, community mental health facilities, licensed practicing social workers, psychologists, psychiatrists, and specialists who work with children and families.

- ❑ *Provide two examples from each of the following two components during practicum. Your guidance lesson should be included in this section of the portfolio:*
 - B. Delivery System**
 - a. Individual planning with students
 - b. Counseling group
 - c. Guidance curriculum
 - d. Classroom guidance
 - e. Parent education
 - f. Consultation
 - g. Coordination.
 - C. Management System**
 - a. Student monitoring
 - b. Use of time
 - c. Use of calendars

- ❑ *Practicum evaluation assignment and Self-Evaluation of Practicum Experience.*
 - D. Accountability – results, reports, program audit, advisory council, performance evaluation.**
 - a. Outcome-based program audits – develop a plan to identify, provide, and evaluate school counseling services that support student achievement.
 - b. Evaluations from On-Site Supervisors [if available]
 - c. *Self-Evaluation of the Practicum experience.* Write a one-page paper describing your growth and your strengths. Who have you meet the personal goals you set for yourself at the beginning of the term? What are your goals for growth for your Internship experience?

Professional School Counselor's Portfolio Rubric

Criteria	Exceeds (3)	Adequate (2)	Needs Improvement (1)	Not Present (0)
Professional Documentation (3)	Resume Academic transcripts Memberships Recommendations Clinical field experience documents (3)	Portfolio fails to provide two of the previously described components (2)	Portfolio fails to provide three or more of the previously described components (1)	Portfolio does not contain any of the previously described components (0)
Application of the C&D Mission Statement (3)	Portfolio provides two well documented examples of evidence of the mission statement: leadership, multiculturalism, social justice and/or advocacy (3)	Portfolio fails to provide one of the previously described components or evidence is undocumented (2)	Portfolio fails to provide two of the previously described components (1)	Portfolio fails to provide two of the previously described components (0)
ASCA Model: Foundation (4)	1. Role statement that is based on the ASCA model and describes your beliefs about the transformed role of the school counselor; and 2. Theoretical framework that clearly identifies your beliefs about counseling theory and strategies that are effective with student populations (4)	Portfolio fails to provide one of the components, or does not meet the criteria previously described. (3)	Portfolio fails to provide either of the components, or does not meet the criteria previously described. (2)	Portfolio fails to provide either of the components, or does not meet the criteria previously described. (1)
ASCA Model: Delivery and Management Components (3)	Portfolio provides two examples from delivery and management components (3)	Portfolio fails to provide one of the previously described components (2)	Portfolio fails to provide two or more of the previously described components (1)	Portfolio fails to provide any of the previously described components (0)
ASCA Model: Accountability Component (5)	Portfolio includes a copy of the accountability project, and a 1-page Self-Evaluation of the Practicum experience (5)	Portfolio fails to provide one of the previously described components (4)	Portfolio fails to provide two or more of the previously described components (3)	Portfolio fails to provide any of the previously described components (1)
Face Validity (2)	Portfolio is organized in a binder, with a title page, tabs, a table of contents, and follows the format described in these guidelines (2)	Portfolio lacks organization or one of the qualities previously described (1)	Portfolio fails to meet two of the standards of face validity described previously. (1)	Portfolio fails to meet the standards of face validity described previously. (0)

EDCD 755: Practicum in School Counseling**Suggested Format for Case Study Analysis and Class Presentation**

1. Background
 - a. Social case history
 - b. Pertinent family issues
 - c. Educational history
 - d. Special services – special education, ESL, Gifted, reading teacher, etc.
 - e. Previous referrals to school counselor
2. Description of the Student
 - a. Age, grade, gender, ethnicity
 - b. Physical characteristics
 - c. Strengths or assets [include a minimum of three]
 - d. Deficits or weaknesses
3. Reason for the Referral
 - a. Who referred the student
 - b. How was the initial contact with counseling made
4. Current Counseling Relationship
 - a. How many times have you seen the student
 - b. Who have you talked to about the student
 - c. How have you gathered information about the student
5. Purpose/Goals of Counseling this Student
 - a. What did you hope to accomplish, what have you accomplished
 - b. What counseling skills or strategies did you use to reach your goals
 - c. What would your long range counseling goals for this student be
6. Self Evaluation
 - a. What was effective or ineffective
 - b. What have you learned about your own counseling skills and strategies as a result of working with this child
 - c. What goals have you set for yourself

**EDCD 755: Practicum in School Counseling
Case Study and Taped Counseling Sessions - Rubric**

Criteria	Exceeds	Adequate	Emerging	Not Present
Demonstration of Counseling Skills and Ability to Plan for and Structure Counseling Session (10)	(10) <input type="checkbox"/> A minimum of two counseling tapes were provided <input type="checkbox"/> Counseling skills are used appropriately to conduct the session <input type="checkbox"/> Counseling strategies used were culturally and developmentally appropriate <input type="checkbox"/> Session is appropriately structured (opening, focus, closing) and planning is evident <input type="checkbox"/> Session helped the student gain a new perspective or the skills to manage an issue/problem	(8) Failure to adequately meet one of the previously described requirements	(4) Failure to adequately meet two of the previously described requirements	(2) Failure to adequately meet three or more of the previously described requirements
Case Presentation Paper (10)	(10) The case presentation write up includes: <input type="checkbox"/> Background <input type="checkbox"/> Description of the student <input type="checkbox"/> Reason for referral <input type="checkbox"/> Current counseling relationship <input type="checkbox"/> Goals of counseling <input type="checkbox"/> Self reflection	(8) Failure to adequately meet one of the previously described requirements	(4) Failure to adequately meet two of the previously described requirements	(2) Failure to adequately meet three or more of the previously described requirements
Class Presentation (5)	(10) Case presentation to the class includes <input type="checkbox"/> One page handout <input type="checkbox"/> Concise description of case <input type="checkbox"/> Presentation of strengths, weakness, and future counseling goals with this student	(8) Failure to adhere to one of the previously described requirements	(4) Failure to adhere to two of the previously described requirements	(2) Failure to adhere to any of the previously described requirements

Total Possible Points: 25

**EDCD 755: Practicum in School Counseling
Guidance Unit & Observation**

Assignment:

2. Conduct a Guidance Lesson. Develop and implement at least one guidance lesson appropriate for your setting.
1. The guidance counseling lesson plan should include: Grade Level(s), Objectives, Materials, Procedures, Evaluation and Resources and/or References. Plans for the guidance lesson are to be given to the university supervisor on or before the observation.

Student Name: _____ **Date:** _____

	Possible Points	Earned Points
Observation:	10	10
Classroom Management		
Relevance of Procedures to Goals		
Provisioning		
Timing, Pace & Delivery		
Guidance Lesson:	5	5
Face Validity/Formatting		
Rationale/Needs Assessment		
Objectives – Relevance		
Procedures & Materials		
Evaluation		
References/Resources		
Total Points:	15	15

Comments:

EDCD 755: School Counseling Practicum Site Accountability Project Guidelines

Assignment Guidelines:

The site accountability project is the performance-based assessment for this course. In collaboration with your site supervisor, design and implement an evaluation of an existing counseling program at your site. Every effort should be made to select a project that is related to the C & D Mission Statement (See Manual) and the academic mission of the school site. The purpose of this assignment is to develop and apply what you have learned about program evaluation, to evaluate effectiveness of counseling programs and services, to determine program needs, and make recommendations for new programs or modification of existing programs. You will present your accountability project to the class and will provide your classmates with your summary in a one-page data report format. You will hand in a report that follows the same outline but provides more details to your instructor along with instruments, permission letters etc. [20 points= 17 for project & 3 for class presentation.]

Components of the Site Accountability Project:

DESIGN: What is your Question? Rationale –

- a. What is the relevance of this evaluation? How does it relate the C & D Mission statement? The SOL's? The ASCA Model? The National Standards? The mission of the school?
- b. Are you conducting an evaluation or needs assessment? What is to be evaluated and why? What needs to be assessed?
- c. What is the research question? What do you want to know?

ASK: How will you answer the Question? Methods & Data Collection Procedures

- a. Who has this information?
- b. What instruments need to be developed?
- c. Get permission to conduct project
- d. How will you distribute and conduct the evaluation?
- e. What are your procedures for collecting the information?

TRACK: How will you make sense of the data? Data Analysis & Results

- a. Data analysis may include summary, tally, and disaggregating procedures
- b. Write up the finding – use percentages and impact statements where possible
- c. When possible make graphs and charts to capture the impact of the findings

ANNOUNCE: Sharing the Recommendations & Implications

- a. So what do these results mean?
- b. What are the implications?
- c. Write up a set of recommendations – short and long term
- d. Who should receive the information?
- e. Provide a one page summary of the project, presented in a data report format
- f. Appendices should include letters, permissions, survey instruments, data analysis etc.

EDCD 755: Accountability Project

Levels:	Exceeds	Adequate	Emerging	Not Present	Score
<p><i>Criteria:</i></p> <p>DESIGN: Rationale 3 points</p>	<p>What is the relevance of this project? How does it relate to the C&D Mission statement? The VA SOLs, the ASCA National Standards; and/or the mission of the school? What is to be evaluated? What is the research question?</p>	<p>Rationale fails to provide one of the components previously described.</p>	<p>Rationale fails to provide two of the components previously described.</p>	<p>Rationale does not include any of the components previously described.</p>	
<p>ASK: Methods & Data Collection Procedures 4 points</p>	<p>Clear description of how the question will be answered; including a discussion of who has, or where is the information; instruments developed; permissions gained; clear description of the procedures for data collection.</p>	<p>Methods & data collection fail to address two of the previously described components.</p>	<p>Methods & data collection fail to address three of the previously described components.</p>	<p>Methods & data collection fail to address any of the previously described components.</p>	
<p>TRACK: Data Analysis & Results 4 points</p>	<p>Data analysis procedures are clearly described; findings are clearly presented; findings are discussed; data management such as and excel charts a provided.</p>	<p>Data analysis and results fail to address one of the previously described components.</p>	<p>Data analysis and results fail to address two or three of the previously described components.</p>	<p>Data analysis and results fail to address any of the previously described components.</p>	
<p>ANNOUNCE: Recommendations & Implications 6 points</p>	<p>Recommendations & implications of the project are clearly presented; who will the information be shared with? How will the information be used? One-page summary of project data report format. Appendices to include: references, communications, permissions, instruments, data, data analysis, etc.</p>	<p>Recommendations & implications of the project fail to address one of the previously described components.</p>	<p>Recommendations & implications of the project fail to address two or three of the previously described components.</p>	<p>Recommendations fail to address any of the previously described components.</p>	
<p>Class Presentation 3 points</p>	<p>Presentation to the class is a clear, concise description of the project; 10 min time limit; one-page data report handout .</p>	<p>Class presentation is not clear, concise, or does not meet the 10 min time limit; one-page data report handout is provided.</p>	<p>Class presentation is not clear, concise, and does not meet the 10 min time limit; or, one-page data report handout is provided.</p>	<p>Class presentation is not given.</p>	