GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling & Development

EDCD 791-003: Internship in Counseling
3 credit hours
Fall 2013

Instructor: Joseph M. Williams, PhD   **Office:** Krug 202C
Email: jwilli32@gmu.edu   **Office Hours:** by appointment
Class Location: Planet 126   **Telephone:** (703) 993-5343
Class Meeting: Wednesdays 4:30P-7:10P

_____

Course Prerequisite

Completion of C&D program coursework except for electives and internship; permission of advisor; overall gpa of 3.0; and no grade lower than a B in skills courses (EDCD 603, 606, 608, 609); no more than two grades of C in any other graduate course work required by the C & D program.

Course Description

Provides supervised practice for minimum of 200 hours in a school setting similar to the setting in which the student may work. Skills and practice build on previous practicum experiences. Weekly graduate class emphasized site processing.

Course Objectives/Student Outcomes

This course is designed to enable students to:
1. Integrate knowledge of counseling theory, conceptualization, and intervention into counseling practice;
2. Demonstrate basic/advanced knowledge and skill competencies per Practicum/Internship Contract agreement and criteria for mid-semester and final evaluations;
3. Apply the C&D mission, including multicultural counseling competencies, social justice, and advocacy;
4. Respond appropriately to ethical/legal issues, site professional standards, and GMU and C&D's professional dispositions;
5. Understand and develop the role of a professional school counselor;
6. Develop program evaluation and prevention program planning and implementation skills consistent with the C&D mission.
7. Develop a professional school counselor portfolio.

Professional Standards

This course will provide the opportunity for students to meet the following CACREP standards for School Counseling Programs:

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (CACREP, B.1)
2. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (CACREP, D.1)
3. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (CACREP, D.2)
4. Designs and implements prevention and intervention plans related to the effects of: (a) typical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (CACREP D.3)
5. Demonstrates the ability to recognize her or his limitations as a school counselor and to seek supervision or refer clients when appropriate. (CACREP D.5)
6. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development (CACREP F.1)
7. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (CACREP F.2)
8. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (CACREP F.3)
9. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. (CACREP F.4)
10. Assesses barriers that impede students' academic, career, and personal/social development. (CACREP H.5)
11. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. (CACREP J.2)
12. Analyzes and uses data to enhance school counseling program. (CACREP J.3)
13. Conducts programs designed to enhance student academic development (CACREP L.1)
14. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. (CACREP L.2)
15. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success. (CACREP N.1)
16. Consults with teachers, staff, and community based organizations to promote student academic, career, and persona/social development. (CACREP N.2)
17. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (CACREP P.1)
18. Plans and presents school counseling related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers. (CACREP P.2)

Relationship to C&D Courses, Program Goals, and Professional Organizations

Internship in School Counseling is the culminating course for master's degree students in the Counseling & Development [C&D] program. The internship experience is designed to enhance those skills acquired in practicum. This semester will provide opportunities to refine basic skills, acquire advanced skills, and reflect on ways to improve understanding and conceptual ability. Additional emphasis will be on C&D's basic mission statement, stressing the need for counselors to demonstrate *Advocacy, Leadership, Social Justice, and Multicultural Counseling Competencies.*

EDCD 791 fulfills the requirements for the following professional organizations:
1. Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling, and log 100 hours of supervised field experience at both the elementary and secondary levels.
2. Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards that require counselor education programs include the study of helping relationships in a multicultural society; and
   a. CACREP-Section II. Professional Identity
   b. CACREP-Section School Counseling.
   c. CACREP-Section SCP.D: Clinical instruction
3. American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Course Delivery

Seminar-style class discussions, group supervision, and triadic supervision. Class discussions will include brief didactic presentations on relevant and emerging topics for the practicum students, and will include time for group discussion. Group supervision will focus on providing students an opportunity to present, discuss, conceptualize, and receive feedback on current students the practicum students are working with and other professional issues practicum students are experiencing at their practicum setting. Students will have opportunities to discuss specific site-related issues and to strategize about techniques and interventions. Triadic supervision will occur between instructor/supervisor and two students, with supervisees taking turns sharing a taped counseling interaction with a student/client.

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.

Recommended Reading

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

Dimmitt, C., Carey, J.C., & Hatch, T. (2007). *Evidence-Based school counseling: Making a difference with data-driven practices.* Thousand Oaks, CA: Corwin Press.

Grothaus, T., & Johnson, K. F. (2012). *Making diversity work: Creating culturally competent school schooling programs*. Alexandria, VA: American School Counseling Association.

Kaffenberger, C. & Young, A. (2008). *Making DATA work*. Alexandria, VA: American School Counseling Association.

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

Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.

Course Requirements

EDCD 791 is graded on a Pass/Fail basis. The following requirements must be met to receive a passing grade:

1. **Attendance and active participation at your practicum site.**
   - All C&D students must work at their practicum and internship sites for the full 15 weeks of the semester.
   - Practicum students follow a regular schedule at their site, which is negotiated with the on-site supervisor.

2. **Attendance and active participation in practicum class.**
   - Students are expected to arrive on time and stay for the entire class period.
   - Students are expected to actively participate in class, including providing constructive feedback and suggestions for classmates.
   - Missing two classes will result in failing this course. Excessive lateness to or leaving early from class may result in failing this course.

3. **Completion of all assignments of acceptable quality, turned in by date due.**

4. **Cover Letter.** Students will write a cover letter applying for a job as a professional school counselor. Students will provide and receive feedback from other class members on their letters.

5. **Introductory Letter.** In anticipation of your new job, students will each write a letter to use at a new school, to serve as an introduction to your new school community (i.e., students, faculty, administration, and/or parents)

6. **Professional Counseling Liability Insurance**. Internship students must provide evidence of their professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.

7. **Practicum/Internship documents**. Internship students are responsible for downloading Practicum/Internship documents and providing copies to site supervisors. *We encourage you to ask your site supervisor whether they would like an electronic copy or a print copy, and make it your responsibility that they have a copy in their desired format.* The following documents are located on the Community Blackboard site:[https://gmucommunity.blackboard.com] Overview of Practicum/Internship; School Counseling Practicum/Internship Contract; Log of Hours; Mid-semester Evaluation; Final Evaluation, Evaluation of Clinical Field Experience; School Counseling Field Experience.

8. **School Counseling Practicum/Internship Contract**. Contracts will be downloaded, completed, and printed out from the C&D BlackBoard site, and must be signed by the Site Supervisor, University Supervisor and internship student.

9. **Internship SMART Goal Statement**. Students should develop SMART Goals for their internship experience. These goals should be developed in collaboration with the site supervisor and the university supervisor, and should describe specific goals particular to the student's needs, the needs of the site, and the experiences available.   The SMART goals must include at least one school counseling curriculum unit or a small group experience. Students may collaborate with their supervisor or other educators in developing the Unit or group, but the project should be the intern's primary responsibility.

10. **Satisfactory mid-semester and final evaluations from Site Supervisor**. These evaluations should be completed by the site supervisor, and internship students should meet with their site supervisors to process these evaluations and receive verbal feedback on strengths and successes as well as areas for growth and goals for second half of the semester.

11. **Evaluation of Clinical Field Experience** will be completed by internship student at the end of the semester.

12. **Completion of on-site hours.** 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. *Internship students are strongly encouraged to spend at least one full day per week at their site in order to get the true experience of being a professional school counselor.*

13. **Log of Hours.** Internship students will complete the Log of Hours, found on the C&D Organization page on Blackboard. The Log of Hours records all internship activities and hours is to be maintained, and is to be signed by both the student and the on-site

supervisor at the completion of the internship, and submitted on the last day of class. *The Log of Activities should be made available to the site supervisor during weekly supervision sessions with the site supervisor. Recommendation for related internship activities:*

- *60 hours of Direct Contact (in-person interactions between school counselors and students)*
- *140 hours of Indirect Contact (services provided on behalf of students as a result of the school counselor's interactions with others)*
- *See p.43; and 84 and 87 of the ASCA National Model: A Framework for School Counseling Programs (3rd)* for more information about direct and indirect services.

14. **School Crisis Management and Response Plan.** Students will ask their site supervisor for access to the school /district crisis management and response plan, and will report back to the group regarding the school counselor's roles and responsibilities in the event of a) a school wide crisis, b) suicidal thoughts or intentions on the part of a student, c) threat assessment.

15. **School and district policy regarding CPS Reporting.** Students will discuss with their site supervisor the school and/or district policy regarding the school counselor's role in reporting suspected abuse or neglect to CPS. Students will discuss this policy in group supervision.

16. **Professional Portfolio.** The Professional 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. Students will continue to maintain professional portfolios built during EDCD 626. Students will give their internship instructor their portfolio address in order to receive feedback.

17. **Recorded counseling sessions for review/feedback.** Students will record *at least two* counseling sessions with students and play the recordings during triadic and/or group supervision in order to receive feedback and consultation from the instructor and peers. Internship 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. Although the requirement is two tapes, students are encouraged to collect as many recordings as possible to facilitate the supervision process.

18. **Closing the Achievement Gap Action Plan.** Students will collaborate with their site supervisor and other school stakeholders to obtain access to meaningful school data (i.e., achievement, attainment or access, and/or school culture). Data should be disaggregated according to race, ethnicity, gender, socioeconomic status, and other criteria (as mandated by the NCLB Act) to illuminate and analyze any inequities in student achievement. If a school is racially and ethnically homogeneous, then data should be disaggregated by cultural groupings (e.g., gender, socioeconomic status) and school/class characteristics (e.g., teacher, courses taken, grades). With the help of the site supervisor, students will review the data and reflect upon an area of need that a school counseling intervention

could address. If applicable, the proposed school counseling intervention(s) should focus on individual, group and/or school-wide outcomes.

Course Assignments Descriptions

EDCD 791 is graded on a Pass/Fail basis. The following assignments must be met to receive a passing grade:

1. **Successful Completion of all course requirements (listed above)**. Students must successfully complete all course requirements as identified above in order to pass this course.

2. **Participation.** As a class that focuses on learning from practical experiences of the students, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. In addition, because the class will be so interactive and experiential, there is no way to "get the information" from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Several factors will go into your participation grade, including:
   a. **attendance** (every student is expected to be at every class),
   b. **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
   c. **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions)
   d. **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others' ideas in a meaningful way)

3. **Student-Client consultation presentations.** Students will present one student-client presentation during group supervision in order to receive feedback and consultation from the group. For the group supervision case presentation, practicum students should provide the class with a brief , 1-2 page handout that includes: a brief summary 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. These forms will be given to the instructor after class so that they may be shredded.

4. **Internship SMART Goal Statement**. Students should develop SMART Goals for their internship experience. These goals should be developed in collaboration with the site supervisor and the university supervisor, and should describe specific goals particular to the student's needs, the needs of the site, and the experiences available.   The SMART goals must include at least one school counseling curriculum unit or a small group

experience. Students may collaborate with their supervisor or other educators in developing the Unit or group, but the project should be the intern's primary responsibility.

    a. Students will collect data on the Unit or small group and complete a Results Report (ASCA National Model, 3rd Ed) to analyze the program's effectiveness and make suggestions for future implementation of the program. ***The Results Report is the PBA for this class, and must be uploaded to TaskStream by the student.***

5. **Closing the Achievement Gap Action Plan.** Students will collaborate with their site supervisor and other school stakeholders to obtain access to meaningful school data (i.e., achievement, attainment or access, and/or school culture). Data should be disaggregated according to race, ethnicity, gender, socioeconomic status, and other criteria (as mandated by the NCLB Act) to illuminate and analyze any inequities in student achievement.   If a school is racially and ethnically homogeneous, then data should be disaggregated by cultural groupings (e.g., gender, socioeconomic status) and school/class characteristics (e.g., teacher, courses taken, grades, etc.). With the help of the site supervisor, students will review the data and reflect upon an area of need that a school counseling intervention could address. If applicable, the proposed school counseling intervention(s) should focus on individual, group and/or school-wide outcomes.

   Based on this data analysis and consultation, students will create a simple document that:
   a. Outlines the identified concern found through data analysis (What is the issue?)
   b. Presents a basic needs assessment to address the concern (Who/what is needed to help?)
   c. Details a counseling program/intervention (e.g., training for parents/teachers; classroom lesson; group, policy modification, etc.) that could address the concern (What we will do about it)
   d. Details the types of data to be collected (e.g., process, perception, and outcome data) and time line for completion (How will we know if it worked)

   This document should be presented to your site supervisor and other school stakeholders as well as to your Internship class. Students may use the *Closing the Gap Action Plan* template provided by the ASCA National Model (2012) as a guideline.

TaskStream Requirements
Every student registered for a Counseling course with a required performance-based assessment is required to submit this assessment to TaskStream. Evaluation of the performance=based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester. http://cehd.gmu.edu/api/taskstream

GMU Policies and Resources for Students

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/]
b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/]
c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. [See http://caps.gmu.edu/]
e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/]
f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See http://writingcenter.gmu.edu/]

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

GMU's Professional Dispositions GMU students are expected to exhibit professional behavior and dispositions as stated:
The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:
- *Commitment to the profession;*
- *Commitment to honoring profession ethical standards;*
- *Commitment to key elements of professional practice;*
- *Commitment to being a member of a learning community;*
- *Commitment to democratic values and social justice.*

C & D's Professional Performance Criteria
As counselor trainees, students have additional professional performance standards. The codes of conduct for the American Counseling Association require counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason

University requires its students to adhere to GMU University and C&D's Professional Dispositions while in the C&D program, to include their conduct and behavior while doing their field experiences.

Ethical Obligations
All counselors, to include University Supervisors, Students, and On-Site Supervisors, are bound by the professional ethical standards and practices of the American Counseling Association (ACA). University and On-Site Supervisors must also adhere to *ACA's Code of Ethics, Section F: Supervision, Training and Teaching.* See the ACA Ethical Codes (2005) for detailed information.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Other Reminders

Job Fairs
Check specific school district's website for detailed information: usually under Human Resources or Employment -> Job Fair.
> • GMU: Education Recruitment Fair: **http://careers.gmu.edu**
> • Alexandria City Public Schools: **http://www.acps.k12.va.us/**
> • Arlington City Public Schools: **http://www.arlington.k12.va.us/aps**
> • Fairfax County Public Schools: **http://www.fcps.edu**
> • Frederick County Public Schools: **http://fcps.org**
> • Loudoun County Public Schools: **http://cmsweb1.loudon.k12.va.us/loudoun**
> • Manassas Park City Schools: **http://mpark.net**
> • Prince William County Schools: **http://www.pwcs.edu**

Graduation Reminder
The graduation website is **http://gse.gmu.edu/graduation.** There are several requirements included in the graduation process. All students graduating must file the graduation on-line intent form. These will be available late January. You do not need an advisor signature on these forms. Contact Dean Rodgers' office with questions regarding graduation.

Graduation Exit Interview
Please remember to download the Graduation Exit Interview from Blackboard, and complete it thoroughly and honestly, and send to Stephanie O'Neill (soneill@gmu.edu) before the end of the semester. This data will be compiled without students' names and presented to the faculty for program review. We do use this data, so please answer honestly.

Tentative Schedule for EDCD 755 Fall 2013**

Class	Date	Topic(s)	Assignment(s) Due
Class 1	Aug 28, 2013	Welcome, Orientation to Class, Expectations, Syllabus Review Group Supervision	
Class 2	Sep 4, 2013	Basic Counseling Skills Review; Overview of Accountability Project Group Supervision	
Class 3	Sep 11, 2013	Multicultural Counseling Review; Group Counseling Review; Group Supervision	**Internship SMART Goals**
Class 4	Sep 18, 2013	Triadic Supervision – Groups A & B *Emerging Topics* Group Supervision	**Cover Letter**
Class 5	Sep 25, 2013	Triadic Supervision – Groups C & D *Emerging Topics* Group Supervision	
Class 6	Oct 2, 2013	Triadic Supervision - Groups A & B *Emerging Topics* Group Supervision	
Class 7	Oct 9, 2013	Triadic Supervision – Groups C & D *Emerging Topics* Group Supervision	**Site Supervisor Mid-term Evaluations**
Class 8	Oct 16, 2013	Triadic Supervision – Groups A & B *Emerging Topics* Group Supervision	
Class 9	Oct 23, 2013	Triadic Supervision - Groups C & D *Emerging Topics* Group Supervision	
Class 10	Oct 30, 2013	Triadic Supervision - Groups A & B *Emerging Topics* Group Supervision	**Introductory Letters**
Class 11	Nov 6, 2013	Triadic Supervision - Groups C & D *Emerging Topics* Group Supervision	
Class 12	Nov 13,	Triadic Supervision - Groups A & B	

	2013	Group Supervision	
Class 13	Nov 20, 2013	Triadic Supervision – Groups C & D Final Group Supervision	**1) Closing the Achievement Gap Presentations** **2) Closing the Achievement Gap Write-Up**
	Nov 27, 2013	**NO CLASS** **Thanksgiving Break**	
Class 14	Dec 4, 2013	Course Wrap Up Group Supervision	**1) Results Reports Uploaded onto TaskStream**
Class 15	Dec 11, 2013	**Job Interview- Practice Session**	**1) Internship Hours Log** **2) Site Supervisor Final Evaluations** **3) Evaluation of Clinical Experience** **4) School Counseling Field Experience Evaluation**

*** Deviations may occur to support student learning and unique circumstances.*

Performance Based Assessment Rubric

CATEGORY	Exceeds Standards	Meets Standards	Approaching Standards	Below Standards
Design **3 Points**	School counselors identify/select students for project based on academic, behavior or attendance needs as reflected in school data; or school counselors design the curriculum by selecting specific competencies that address student needs as demonstrated through school data Specific competencies addressing student needs are selected from, or align with, the ASCA Student Standards. Activities and interventions are selected or created to help students meet the goals specified in the plan.	Design fails to address one of the previously described components.	Design fails to address two or three of the previously described components.	Design fails to address any of the previously described components.
Documentation **3 Points**	The activities and interventions are documented through the proper action plan (i.e., closing the-gap, small group, or school curriculum). The plan includes the activities and interventions, competencies addressed, curriculum used, timelines, projected students, evaluation methods and persons responsible.	Documentation fails to address one of the previously described components.	Documentation fails to address two or three of the previously described components.	Documentation fails to address any of the previously described components.

Implementation **3 Points**	The curriculum is implemented through direct instruction, team teaching or coordination with other educators. The competencies are taught using a variety of curriculum materials or activities. Student attainment of the competencies is assessed using pre-posttests, product creation or activity completion. Or The small group is implemented using counseling skills and techniques appropriate for the group and a variety of curriculum materials or activities. Student attainment of the competencies is assessed using pre-post tests and success toward reaching the established goals of the group. Or The activities and interventions are implemented using counseling, collaboration, advocacy and referral skills appropriate for the identified students. Student attainment of the competencies is assessed using pre-post tests and improvement in achievement, attendance or behavior	Implementation fails to address one of the previously described components.	Implementation fails to address two or three of the previously described components.	Implementation fails to address any of the previously described components.

Note: "Implementation" and "3 Points" appear in the first column header.

	as specified in the plan.			
Data Analysis & Results **3 Points**	Data analysis procedures are clearly described; findings are clearly presented; findings (i.e., outcome, process, and perception data) are discussed. Data management such as excel charts and/or graphs are provided	Data analysis and results fail to address one of the previously described components.	Data analysis and results fail to address two or three of the previously described components.	Data analysis and results fail to address any of the previously described components.
Implications & Recommendations **5 Points**	Implications and Recommendations of the project are relevant and clearly presented: Were appropriate goals identified? Did the choice of curriculum and/or activities support the goals? What can be learned from analyzing the outcome, process, and perception data? After reviewing the results report, what are the implications or recommendations?	Recommendations & implications of the project fail to address one of the previously described components.	Recommendations & implications of the project fail to address two or three of the previously described components.	Recommendations fail to address any of the previously described components.
Presentation **3 Points**	Presentation to the class is a clear concise description of the project; 10 min time limit; one page data report handout; provides thorough answers to audience's questions.	Class presentation is not clear, concise, or does not meet the 10 min time limit; one-page data report handout is not clear.	Class presentation is not clear, concise, and does not meet the 10 min time limit; or, one-page data report handout is not provided.	Class presentation is not given.