Program evaluation project protocol

Purpose and rational:

The purpose of the program evaluation project is to teach the skill of evaluation of processes and programs in the public schools. Many processes and programs are implemented year after year without evaluation their effectiveness in improving results for children. School counselors and school psychologists operate within a data based decision-making and problem-solving paradigm that requires that they evaluate the effectiveness of their and other's efforts

This activity will immerse you in the realities and skills of program change. You will need to pick a program or process, with the help of your supervisor, that is open to and will benefit from your efforts. The program should be of a size that meaningful data can be collected within a six to ten-week time. The evaluation may be formative or summative.

The project is part of meeting the program evaluation training standards for both the California Commission on teacher Credentialing (CCTC) for school counselors and school psychologists and the National Association of School Psychologists.

For School Psychologists, this assignment addresses three of the National Association of School Psychologists standards for Training and Practice in School Psychology:

1. Data-based decision making
2. Consultation and collaboration
3. School wide practices to promote learning

Procedures:
1. What is the question (s) that you want to answer? What is the reason for the evaluation?
2. What is the context (school, department, staff, etc.) of the evaluation?
3. What presently exists:
    a. Describe the program
    b. Staff ratios and responsibilities
    c. What is the history
    d. Current implementation
4. Is there any theory or models that help define the situation (present or future)
5. What kind of information will you collect to answer your question (attach copies to the final paper)?
    a. Largest sample feasible
    b. Multiple sources
6. What is your analysis of the collected data? Who did it and how did you go about it? What does it say about the research question and related issues?
7. What are your recommendations for changes and adjustments based on the data?
8. What needs to be done to make those changes?

9. What was the reaction of the major stake holders to your conclusions and recommendations?
10. Describe the change process as far as you got this semester.
11. What are your reflections on the process in terms of your learning and development?

Compiling and submitting case studies:
1. Write up the report following the guidelines located on the Blackboard course support site.
2. Submit the written report via Blackboard
3. Present the case to the class one of the last two nights of the class using a power point presentation the outline of which is located on the Blackboard course support site.

CSP 616: School Psychology Program Evaluation Project Rubric

	1 - Emergent	2 - Developing	3 - Proficient	4 - Artisan	Score/Level
Data based decision making	Student achievement demonstrates insufficient and/or shallow understanding of the application of data based decision making to organizations and programs. Students do not yet demonstrate the skills sufficient to plan, develop, implement, and evaluate comprehensive student service programs.	Student achievement demonstrates imprecise or developing knowledge and skills necessary to apply data based decision making to organizations and programs and plan, develop, implement, and evaluate comprehensive student service programs.	Student achievement demonstrates the sufficient or adequate knowledge and skills to apply data based decision making to organizations and programs and plan, develop, implement, and evaluate comprehensive student service programs.	Student achievement demonstrates excellent or outstanding knowledge and skills to apply data based decision making to organizations and programs and plan, develop, implement, and evaluate comprehensive student service programs.	
School wide practices to promote learning	Student work demonstrates insufficient or inadequate knowledge and understanding of school wide practices to promote learning and mental health	Student work demonstrates imprecise or developing knowledge and understanding of school wide practices to promote learning and mental health	Student work demonstrates sufficient or adequate knowledge and understanding of school wide practices to promote learning and mental health	Student work demonstrates excellent or outstanding knowledge and understanding of school wide practices to promote learning and mental health	
Collaboration and consultation	Student work reflects insufficient and/or shallow understanding of the ability to apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies, and poor competence in coordinating the gathering of data to evaluate programs. community members.	Student work reflects inconsistent or developing ability to apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies, and poor competence in coordinating the gathering of data to evaluate programs. community members.	Student work reflects sufficient or adequate ability to apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies, and poor competence in coordinating the gathering of data to evaluate programs. community members.	Student work reflects excellent or outstanding ability to apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies, and poor competence in coordinating the gathering of data to evaluate programs. community members.	
Program big ideas: Written Communication	Uses language that sometimes impedes meaning because of errors in usage. Little evidence of	Uses language that conveys meaning to audience with clarity, although writing may include some errors. Some	Uses straightforward language that conveys meaning to audience. The language in the portfolio has few errors. Excellent	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is error-free. Mastery level	

	1 - Emergent	2 - Developing	3 - Proficient	4 - Artisan	Score/Level
	the mastery of APA & academic writing	evidence of the mastery of APA & academic writing	overall grasp of APA & academic writing.	understanding of APA style academic writing.	