

## Special Course: Consultation Systems and Program Evaluation

PRE 798 # 78463

### *Syllabus*

Spring, 2008

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Class Mtg. Time: 8:30-11:20

Class Meeting Days: Wednesdays

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### **Program Related Standards:**

**Standard #1:** *The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.*

**Standard #2:** *The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.*

**Standard #3** *The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.*

**Standard #4** *The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.*

**Standard #5** *The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.*

**Standard #7** *The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.*

**Standard #8** *The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.*

### **School of Education Mission:**

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code:

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

## **Sources:**

### Primary Text

Sanders, J.R., & Sullins, C.D. (2006). *Evaluating school programs: An educator's guide*. Thousand Oaks, CA: Sage.

### *Other Sources*

See the course calendar for additional readings. Additional readings may be added as the semester unfolds. Reserve readings will be available on the Blackboard course website under Course Documents.

## **Purpose of the Course**

In this course, students will learn about the structure, culture and politics in educational organizations. In addition, students will learn the theory and strategies for carrying out effective program evaluations in schools. Other systems such as school teams, the classroom, the family and the community will be studied as targets for change to benefit children. Students will learn strategies and techniques in program evaluation, organizational development, group processes, classroom management, and family and community interventions.

## **Student Activities and Class Sessions**

Class sessions in this course will include a seminar format to discuss readings for the day. Assignments will be due for each class and may include reaction or discussion papers. For some class periods, quizzes may be used to assess students' knowledge of the assigned readings. In addition, class sessions will include instructor presentations, activities, and work on the Service Learning Project. Guest speakers may also present on certain topic areas.

### Assignments/Quizzes (42 pts.)

Each class period will include class time spent on a quiz, or a discussion based on reaction or discussion papers. Each of these assignments will feature preparation before class using primarily the assigned readings. Discussion or reaction papers or assignments may include creative work done by the student and shared in class. See the course calendar for these activities.

### Class Participation (18 pts.)

Each class will include a seminar format for the discussion of readings as well as discussion in activities and on the Service Learning Project. Participation in activities in class is essential to learn and refine consultation skills. The students' class participation grade will be determined by a rating given by the instructor for participation during the above-mentioned class activities. High quality participation includes integration of what we have read, discussed and experienced without being cued by the instructor. Examples include; critical questioning of the reading,

interested and engaged demeanor, relating current reading to previous reading in this or other courses and actively assisting in problem solving on cases. Inter-student participation is especially encouraged in this class and will be given special weight for the class participation grade. Examples of this include questions, constructive criticism, encouragement, agreement, etc.

### Interview Project (15 pts.)

The Interview Project will be done by each student. An interview will be conducted with an individual in the field of education, health, mental health, rehabilitation, or some other relevant human service field. The interview will center around the methods for creating change in the organization and the relationship between the organization and schools/school psychologists. Other issues may be proposed as they relates to the goals for the course. This project is broken up into three parts. Part # 1 will be the proposal in which the student proposes the issue(s), the methods, person to be interviewed, rationale, and expected outcomes for the Interview Project. Part #2 will include the interview, development of a transcript from the interview and coding using qualitative software like InVivo or Atlas. These software programs will be available in the SPEaR bay (632 JRP) for students to use for the project. Part #3 will include the interpretation, write up and the presentation of the data in class. Each part of this Project will be graded separately with each equal to five points. A rubric for scoring of this project will be made available in class. The Interview Project will be due and presented on April 9.

### Service Learning Project (25 pts.)

This project includes the program evaluation of this student assistance team in a local school district. This will be a whole class project and class time will be allotted for the work involved in completing it. Students will work as a program evaluation team to conceptualize the project, however there will be an assigned work for each student. This work will include research on student assistance teams, state requirements, federal requirements outcomes and other relevant background information on the student assistance process. The program evaluation work will include conceptualization of the project, selection of instruments and approaches, identification of time deadlines and plans for completing a final report on the project. Student activities in this project may include literature reviews, creating program evaluation plans, analyzing videotapes, interviewing school staff, initiating surveys, collaborating in team meetings and drafting the final report. Preliminary dates for completion of work on this project will be developed by the students and the instructor. The due date for the final report and presentation in-class is May 7, 2008. A 20 minute presentation (plus questions) will be prepared and made to the school staff where the project was completed.

### **Grade Schedule**

A = 92-100; A minus = 90-91  
B plus = 87-89; B = 83-86; B minus = 80-82  
C plus = 77-79; C = 73-76; C- = 70-72  
D plus = 67-69; D = 63-66; D minus = 60-62  
F = 59 or lower

### **Topics**

Check the Course Calendar (attached) for the topics to be presented in class. Readings and other assignments may be found on the Course Calendar.

## **Late Work and Plagiarism**

All work for this course should be turned in on time. Any work turned in late will have 5% or 1 pt. of the total points available for the assignment deducted for each working day the assignment is late. This deduction will be done prior to the grading of the assignment.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box or on disk) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please consider the use of the program as a learning tool for all of us.

## **Course Calendar**

### **Class #1 (1/23/08)**

Topic: *Introduction to the Course*. This will include the rationale the course, the course syllabus in the changing nature of school psychology.

Reading(s): Sheridan, S.M. & Gutkin, T.B. (2000). The ecology of school psychology: Examining and changing our paradigm for the 21st century. *School Psychology Review*, 29, 485-502.

Activities/Assignments: After reading the Sheridan and Gutkin, create a drawing or make a collage that depicts the article (or parts of it) and share/explain it in class. Scan your drawing (or collage) and send it to the instructor by noon on January 22.

### **Class #2 (1/30/08)**

Topic: *Program Evaluation 1*: The rationale for program evaluation, evaluation types, theories and steps in the process.

Reading(s): Sanders & Sullins – Chapters 1 & 2

Activities/Assignments: Quiz

### **Class #3 (2/6/08)**

Topic: *Program Evaluation 2*: Methods and techniques.

Reading(s): Sanders & Sullins – Chapters 3 & 6

Activities/Assignments: Write a brief proposal (no more than 250 words) to be sent to a principal about the methods and techniques that you might use to evaluate the student assistance process at your school. Assume that the principal will be somewhat resistant to evaluating the team and will only spend time reading something very short. Be sure to include the reasons for using the methods that you propose and the possible outcomes from them that might help the school and improve the process. Send your brief proposal to the instructor by noon on February 5.

### **Class #4 (2/13/08)**

Topic: *Program Evaluation 3*: Reporting and culturally responsive program evaluation

Reading(s): Sanders & Sullins – Chapters 4 & 5 and Tufte – Chapter 1 *Graphical Excellence*

Optional readings: Tufte, E. R. *The visual display of quantitative information* (2<sup>nd</sup>. ed.). Cheshire, CT: Graphics Press. [the remaining chapters of this book are available under the Course Documents button]

Activities/Assignments: Use educational data and create a unique/creative way to portray the data that might be interesting, engaging and descriptive of the data (for school personnel). Any educational data set that you can find (on the internet or anywhere) may be used. Ask the instructor for help if you need a data set. Send your creation to the instructor by noon on February 12.

**Class #5 (2/20/08)**

Topic: *Psychology of Organizations 1:* Organizational structure, culture and development.

Reading(s): Illback, R.J., & Pennington, M.A. (2008). Organization development and change in school settings. In W.P. Erchul & S.M. Sheridan (Eds.), *Handbook of research in school consultation*. (225-245). New York: Lawrence Erlbaum Associates.

Activities/Assignments: Quiz; Proposal for the Interview Project due.

**Class #6 (2/27/08)**

Topic: *Psychology of Organizations 2:* Influence, power and politics in organizations.

Reading(s): Brown, R. (2000). *Group processes: Dynamics within and between groups* (2<sup>nd</sup> ed.). Malden, MA.: Blackwell. [Chapter 4, pp. 123-166]

Activities/Assignments: Answer the question “Why do people conform?” use examples from our society (i.e. TV commercials or other media) to answer the question in relation to the reading. Prepare a brief presentation using material that you can obtain on the internet or elsewhere and present it in an interesting way. We will use the presentations as a springboard for a discussion of conformity in schools.

**Class #7 (3/5/08)**

Topic: *Group Processes 1:* Structural aspects, intergroup behavior and social influence

Reading(s): Harris, T.E., & Sherbloom, J.C. (2002). *Small group and team communication* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon. [Chapters 1 & 2]

Activities/Assignments: Quiz

**Class #8 (3/12/08)**

Topic: *Group Processes 2:* Conformity, cohesiveness, conflict and decision-making.

Reading(s): Harris, T.E., & Sherbloom, J.C. (2002). *Small group and team communication* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon. [Chapters 3, 11 & 12]

Activities/Assignments: In alphabetical order by last name, student in pairs will; 1) Run a nominal group technique on some educational problem/issue; 2) Run a RISK procedure on the solutions derived from #1; 3) Run a delphi technique on some educational problem/issue and; 4) Run a synectics technique on some educational problem/issue.

**March 19** - No class - spring break

**March 26** - No class – AERA

**Class #9 (4/2/08)**

Topic: *Group Processes 3:* School teams

Reading(s): Kovaleski, J.F. (2002). Best practices in operating pre-referral intervention teams. In A. Thomas & J. Grimes (Eds.). *Best practices in school psychology IV* (pp. 645-655). Bethesda, MD: NASP.

Iverson, A.M. (2002). Best practices in problem-solving team structure and process.. In A. Thomas & J. Grimes (Eds.). *Best practices in school psychology IV* (pp. 657-669). Bethesda, MD: NASP.

Activities/Assignments: Quiz

**Class #10** (4/9/08)

Topic: *Classroom Management 1*

Reading(s): Gettinger, M., & Kohler, C. (2006). Process-outcome approaches to classroom management and effective teaching. In C.M. Evertson & C.S. Weinstein (Eds.). *Handbook for classroom management: Research, practice and contemporary issues*. (pp. 73-96). Mahwah, NJ: Lawrence Erlbaum Associates.

Activities/Assignments: Quiz; Interview Project due and presented.

**Class #11** (4/16/08)

Topic: *Classroom Management 2*

Reading(s): Doyle, W. (2006). Ecological approaches to classroom management. In C.M. Evertson & C.S. Weinstein (Eds.). *Handbook for classroom management: Research, practice and contemporary issues*. (pp. 97-126). Mahwah, NJ: Lawrence Erlbaum Associates.

Lee, S.W. (2002). Flex model classroom management planning system.

Activities/Assignments: Prepare a one page description of an approach to classroom management that is new and creative. Use the literature to build your approach. Turn in your plan by noon on Feb. 15 and be ready to describe it and discuss how it is related to the relevant research.

**Class #12** (4/23/08)

Topic: *The Family: An ecosystemic approach to intervention.*

Reading(s): Christensen, S.L. (2004). The family-school partnership: An opportunity to promote the learning competence of all students. *School Psychology Review*, 33, 83-104.

Elizalde-Utnick, G. (2002). Best practices in building partnership with families. In A. Thomas & J. Grimes (Eds.). *Best practices in school psychology IV* (pp. 413-429). Bethesda, MD: NASP.

Activities/Assignments: Quiz

**Class #13** (4/30/08)

Topic: *The Community: Community consultation: An ecological approach*

Reading(s): Sheridan, S.M., Napolitano, S.A., & Swearer, S.M. (2002). Best practices in school-community partnerships. In A. Thomas & J. Grimes (Eds.). *Best practices in school psychology IV* (pp. 321-336). Bethesda, MD: NASP.

Activities/Assignments: Plan (as a class) a field trip to a community organization that would be interest to the class (and related to school psychology).

**Class #14** (5/7/08)

Student Assistance Team – Service Learning Project presentation and paper turn in.