Advanced Research Methods and Program Evaluation
CSP 692-80 Fall 2019
Tuesdays 5:00 – 7:30 p.m. Hybrid Course
Davis Hall 211

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Instructor	**Natalie R. Starling**, Ph.D., NCSP, BCBA Nationally Certified School Psychologist Board Certified Behavior Analyst Licensed Behavior Analyst in CT (LBA) Licensed Psychologist in CT (LP) 070 CT Professional Educator Certificate Holder	**Office Hours**	Davis Hall, 115B & by appointment.
Phone	203-392-7194	**Graduate Assistant**	
Email	Starlingn1@southernct.edu You may contact me using Blackboard Learn, email or phone.		

Course Description

Welcome! This course is designed to familiarize advanced graduate students with the application of commonly used qualitative and quantitative research methods in educational and clinical settings, including experimental, comparative, quasi-experimental, correlational, between- and within-subject, single subject and qualitative designs. The focus is on providing a more in-depth discussion and skill presentation of the understanding of methodology and program evaluation, advanced statistics and data analysis with use of SPSS and presentation of findings.

Prerequisites: CSP 691 Research and Evaluation in Schools and Community Agencies

This course has not been evaluated by the BACB as an approved course towards certification requirements for any BACB credentials. While ethics, measurement, assessment, intervention, and behavioral change systems are introduced, not all topics in this course are behavioral analytic in nature as outlined in the BACB's most recent edition of the Task List.

Modes of Instruction & Rationale: As this is a hybrid course, information will be delivered in a blended format to support on-going student engagement. Teaching methods include in-class and online lectures, readings, group discussions, case studies, video clips, hands-on program evaluation and data interpretation activities, small cooperative work groups, planning and conducting of a program evaluation, and reporting the results of evaluation findings, including charting of key data, analyses, summary & recommendations. Live in-class lectures may follow a "flipped" format, in which material is reviewed, discussed, and applied following student acquisition of material and introduction to content independently outside of and prior to live classes. This approach allows for more effective allocation of instructor support and increased student time with the instructor during hands-on applications which can be more challenging than the acquisition of underlying concepts. Applications simulate expected skills and activities in the professional setting.

Distribution of Learning Time (Fall Hybrid)

Expected Student Learning Activity	Weekly Hours Spent Towards Course	Total Hours Spent Towards Course Per 15 Week Semester	Semester Credits Earned
In-Class Time (Contact Hours)	2.5	(2.5 X 15) 37.5	--
Out-of-Class Time	--	--	--
1 Readings/Study/Quizzes	2	30	--
2 Project	2	30	--
TOTAL HOURS	**6.5**	**97.5**	**3**

Goals: Knowledge and Skill Outcomes ~ NASP STANDARDS

School Psychology Program Goals	Course Specific Objectives	NASP Domain(s)	Where Measured
1. Demonstrate a foundation in the knowledge bases for both psychology and education.	1. Students will demonstrate skills in determining the impact of primary, secondary and tertiary prevention program(s) on student development and learning.	**2.1, 2.5, 2.9**	Class Participation & Discussions Program Evaluation Project Process & Product Quizzes & Final Comprehensive Exam
2. Demonstrate knowledge and skills in data-based decision-making as a means to effective problem-solving, evaluation and accountability.	2. Students will demonstrate skills in data collection and interpretation throughout the program evaluation process and to develop recommendations.	**2.1, 2.5, 2.9**	Program Evaluation Project Process & Product
3. Demonstrate skills in research and program evaluation to allow them to help bring the latest in educational and psychological research to schools and to help schools determine the effectiveness of services.	3. Students will demonstrate skills in conducting a full program evaluation to determine the impact and effectiveness of behavioral, structural, and organizational interventions on student development and learning.	**2.1, 2.2, 2.5, 2.9**	Program Evaluation Project Process & Product
4. Demonstrate knowledge and skills in school consultation and collaboration and the ability to communicate and work with others in a team-based approach to meeting the needs of children, youth, families and systems.	4. Students will demonstrate skills in consultation and collaboration throughout the program evaluation process and in reporting findings and outcomes in a simulated oral presentation to a diverse audience of stakeholders.	**2.1, 2.2, 2.5. 2.8, 2.9**	Program Evaluation Project Process & Product
8. Demonstrate knowledge of the field and history of school psychology and the legal, ethical and professional standards of the profession and the skills to implement these standards through the use of effective technology, communication and interpersonal skills.	5. Students will demonstrate an understanding of research ethics and apply ethical principles to a program evaluation process.	**2.2, 2.5, 2.9, 2.10**	Class Participation & Discussions Program Evaluation Project Process & Product Quizzes & Final Comprehensive Exam

Connection to Accrediting Organizations
National Association of School Psychology (NASP) Applicable Domain List:

2.1: Data-based Decision Making and Accountability
School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2.2: Consulting & Collaboration
As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

2.5 School-Wide Practices to Promote Learning
School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

2.8: Diversity in Development and Learning
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

2.9: Research and Program Evaluation
School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10: Legal, Ethical and Professional Practice
School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Collection of Student Assignments for Accreditation and Certification Purposes:
Assignments completed for this course may be used as evidence of candidate learning in national, regional, or state accreditation reports of SCSU programs or for certification purposes of the instructor. Names and other identifying elements of all assignments will be removed before being included in any report or product. Students who do not wish their work to be used for these purposes must inform the instructor in writing by the end of the semester. Your participation and cooperation will enable the continued growth and development of SCSU programs and faculty. Thank you.

REQUIRED MATERIALS
Please note, there is a link on Blackboard which will allow you purchase course textbooks directly from the SCSU Bookstore.

- **Required Text/Materials:**
  - Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Support. www.pbis.org. (Version 2.1; February 2017)

  - Frechtling, J. A. (2007). *Logic modeling methods in program evaluation*. San Francisco: Jossey-Bass.

  - Morrison, J. Q., & Harms, A. L. (2018). *Advancing evidence-based practice through program evaluation: A practical guide for school-based professionals*. Oxford: Oxford University Press.

- **Technical Requirements**: Regular access to a personal computer with internet access and sufficient memory and speed to handle the class requirements including streaming audio and video files, as well as access to:

  - **Blackboard Learn**. Every student is expected to access Learn before, during, and after class (and independently print out materials to bring to class if desired). All materials will be posted on Blackboard. As this is a hybrid course, Blackboard Learn access is necessary in order to complete course requirements. Please contact SCSU Tech Support Services as soon as possible if you have trouble with Blackboard Learn.

- o Access to word processing software, **Microsoft Word/ Apple Pages**

- o Access to data processing software, **Microsoft Excel/Apple Numbers, & SPSS.**

- Required **TK20-Watermark Subscription**: All Students will be required to subscribe to *TK20-Watermark*: a comprehensive assessment system required by the School of Education. You may subscribe to the program directly online at https://southernct.tk20.com by clicking on the link in the bottom left hand corner, "Click here to purchase or register your account." Students may also subscribe via the bookstore at a slightly higher fee where they may use their financial aid to purchase Tk20-Watermark as they would other course materials. With the Tk20-Watermark subscription, students will be able to create and store electronic artifacts for coursework and fieldwork, which is utilized for their electronic portfolios and developmental assessment. They will be able to access their account even after graduation, allowing them to use this body of work to provide to prospective employers if they wish.

SUPPLEMENTAL TEXTS & READINGS
Recommended, but not required purchases.

Alkin, M. C., & Vo, A. T. (2018). *Evaluation essentials: From A to Z*. New York: Guilford Press.

Cronk, B. C. (2016). How to use SPSS (9th ed.). Glendale, CA: Pyrczak Publishing.

Barrett, T. & Sorensen, J. (2015). Human Services Program Evaluation: "How to Improve Your Accountability and Program Effectiveness" at http://eric.ed.gov/?id=ED557770

Bernhardt, V. L. (2017). *Measuring what we do in schools: How to know if what we are doing is making a difference*. Alexandria, VA, USA: ASCD.

Keith, T. Z. (2008). Best practices in using and conducting research in applied settings. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology (5th ed., pp. 2165–2175). Washington, DC: National Association of School Psychologists.

University & Program Policies and Resources

- **Writing Center.** One to one assistance and consultation in writing is available from the Campus Writing Center (EN A-014). Schedule an appointment by calling 203.392.8967 or by visiting the center. Additional information is available at www.southernct.edu/writingcenter

- **Accommodations.** Southern Connecticut State University provides reasonable accommodations in accordance with the Americans with Disabilities Act, the ADAA, and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University's Disability Resource Center (DRC) can work with you to determine appropriate accommodations. Before you receive accommodations in this class, you will need to make an appointment with the Disability Resource Center located at EN C-105A. To discuss your approved accommodations with me or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet as soon as possible.

- **Student Support.** Southern Connecticut State University values diversity in all of its forms. We welcome and support students of all races, genders, linguistic backgrounds, abilities, sexual orientations, religions, nationalities and immigration status. In particular, we stand in support of the some 5,000 undocumented students currently studying at colleges and universities in Connecticut, many of whom arrived as minors and who call Connecticut their home. We consider them a valuable part of our community and are committed to ensuring they continue to pursue their personal and professional goals in a supportive and welcoming environment. SCSU has an Undocumented Student Support Team which has compiled a variety of resources for members of our community. If you need

these resources, please visit https://www.southernct.edu/undocumented-students/ . Members of the team, listed on the website, are available to offer their support as well.

- **Ethical Behavior & Academic Honesty.** It is expected that every student will behave professionally and ethically in class, when performing coursework on-campus and off-site. Behaving professionally and ethically in class involves attending to topics and course material, completing assigned work (including readings), and refraining from interrupting the course (e.g., loud talking, using laptop for anything other than taking notes, using cell phone – including **texting, email, or online chat/messages**).

- **Technology Use**. Use of technology during class for purposes unrelated to the class activity at the time is not permitted. Please speak with me in advance if you are expecting an emergent issue. Get the most out of class by "unplugging" and remember we will take "Tech Breaks" during live classes to allow students the opportunity to access technology appropriately. Help your fellow classmates by modeling appropriate technology use, do not respond to classmates communicating to you via technology during class, responding reinforces this behavior.

- **Plagiarism**. Students are expected to follow the University Policy and policy within the CSP Student Handbook regarding Academic Honesty and Plagiarism. You must use proper citation for all work that includes contributions (however small) from others, including your own previous work. You must see me if you would like to use a portion of any previous work you have completed prior to this course. Additionally, under no circumstances will cheating, in any form, be tolerated and can also result in dismissal from the program. Students will be reminded throughout the course of these expectations.

  o Academic Honesty also includes honesty and **integrity with data collection practices**. This includes participating in the project and other assignments as instructed and outlined in the project rubric. Non-examples of integrity with data collection practices include but are not limited to: falsifying, "making up", or fabricating data, or recording or changing data in order to make the assignment "easier". Under no circumstances will falsification of data be tolerated and can also result in dismissal from the program. Under certain circumstances, the instructor may provide "sample" case study data for student learning purposes, and such data will be presented by the instructor as "sample" data.

  o For all violations not deemed minor, instructors shall file an Academic Misconduct Report with the Department Chair and School Dean. The Dean shall forward a copy of the report to the Student Conduct Office in order to monitor repeat offenses, and also send a copy to the affected student.

  o **Complaint by Person Other Than the Course Instructor**. Any member of the University community may file a complaint against a student alleging academic misconduct. Accusations of alleged violations by a person other than the student's instructor must be reported in writing within ten (10) calendar days of discovery of the alleged violation either to the instructor or to the University Student Conduct Office, which shall inform the instructor in writing within three (3) University calendar days. Upon receipt of notification, the instructor shall assess the merit of the allegation. An instructor who decides to pursue a claim of academic misconduct shall follow the procedure outlined in Section 1.c. of these guidelines, acting within three (3) University calendar days of receipt of the complaint.

  o Student human research participant activities, which are considered to be below the level of Special Project research, are completed in partial fulfillment of requirements for this course. *The instructor has an approved Course Instructor Certification Form on file with the SCSU HRPP and is available at any time upon request.* As a course requirement, students must complete a free on-line computer based **research ethics tutorial** presented by the Collaborative Institutional Training Initiative (CITI) Program. A certification of completion will be issued online when the tutorial has been successfully completed, which must then be submitted to the instructor for approval prior to beginning the informed consent process or the

collection of data. Prior training or certification in this area cannot be substituted for this course requirement.

- **Sexual Misconduct Policy.** Southern Connecticut State University is highly committed to providing you with an educational experience that is academically and socially enriching. In line with this mission, we enforce Title IX of the Education Amendment of 1972 which prohibits acts of sexual misconduct (sexual harassment, sexual assault, dating violence, domestic violence and stalking) at educational institutions. To report sexual misconduct students should contact University Police at (203) 392-5375 or 911, and/or Office of Diversity and Equity, at (203) 392-5491and/or Christopher Piscitelli, Office of Judicial Affairs, at (203) 392-6188. For advocacy and further information including your Title IX rights and reporting procedures visit the Sexual Assault Resource Team (S.A.R.T.) website at www.southernct.edu/SART/. Please contact Catherine Christy, Women's Center and S.A.R.T. Coordinator, at (203)392-6946 for assistance or with any questions regarding support and advocacy.

Assignments & Course Expectations

1. **Attendance & Participation.** A vital part of this course will involve class discussions and activities. Our live classes will be full and students are expected to attend all classes and be on time. Your effective participation will require prior reading and preparation for each class session.
   a. Discussion Questions: Prior to the majority of live classes, you are required to submit a question for discussion in class via Blackboard Learn for a total of 4 questions (**9/10, 9/24, 10/22, 11/5**) worth 2 points each (See rubric on Blackboard). Questions are based on your readings and analysis of the current Unit and any prior Unit topics. Questions may be shared by the instructor anonymously with the class during live class meetings for discussion and debate among the group.
   b. Attendance: As there are only 8 live classes, attendance is critical. Attendance is graded based on points for a total of 8 points (awarded at the start of term). For every missed class, unless it is a University-excused absence or attendance at a state/regional/national conference, you lose 1 point. However, missing more than 2 live classes may result in failure of the course.

Your submission of the 4 discussion questions, as well as your live class attendance for discussion and participation, together will comprise 25% of the final course grade.

2. **Weekly Quizzes.** There will be two online quizzes for each Unit. Quizzes will include material from the class lecture, readings, video clips and all other class discussions and activities. Quizzes are scheduled in a manner to reinforce consistent access to material and preparation for live classes and for the final exam.
   a. Practice Questions: A pre-assessment measurement. Practice Questions are shorter open-book quizzes designed to reinforce reading and analysis of material. Although you can access Unit materials anytime, all Practice Questions will open at the start of the semester and each will remain open until Tuesday of the week of their respective Unit, when they will close at 3:00 pm. Practice Questions must be *completed* by this time and may not be made up for any reason. The average of all Practice Questions will replace your lowest Quiz score, if the average of all Practice Questions is higher (see below).
   b. Quizzes: A post-assessment measurement. Quizzes are not open book. Although you can access Unit materials anytime, Quizzes for each respective Unit will open on Wednesdays at 8:00am of that week's respective Unit and will remain open until Saturday when they will close at midnight. Quizzes will be administered only at this time and may not be made up for any reason. The Quiz average will comprise 25% of the final course grade.

   **You may progress through course materials and Practice Questions earlier than scheduled and/or at any time prior to their due dates, however, remember that Quizzes have a specific window for completion, you must take Quizzes within this window.

Extra Credit: Quizzes are scheduled to ensure you stay on-track but allow for some overlap into the next Unit if you happen to need more time. It is <u>not</u> recommended that you wait until Saturday evenings to take Quizzes. Extra credit can be earned for completing Quizzes by Friday at midnight. Extra credit will be worth an additional 1 question correct at full-credit on the respective Quiz.

3. **Final Comprehensive Exam.** A cumulative final exam will be administered online on the date(s) specified. The exam must be taken in the same manner as you would an in-class exam, therefore <u>you must make arrangements to complete the exam on this date</u>. This exam will be composed of material from the entire course and the previous weekly quizzes. The exam is not open book. It may not be made up for any reason and must be completed by the assigned date and time. The final exam will comprise 25% of the course grade.

4. **Core Project – Program Evaluation Project.** Students are required to conduct a systems-level program evaluation project in a school setting in which they will apply the concepts learned in the course. This research learning project will involve multiple components including:
    a. Completing training in research ethics
    b. Communicating with stakeholders and obtaining informed consent
    c. Planning a comprehensive program evaluation
    d. Analysis of existing quantitative and qualitative data sources
    e. Development, implementation and analysis of new and existing qualitative and quantitative methods of data collection
    f. Reporting the results of the program evaluation including charting of all data, analyses, summary & recommendations
    g. Following best practices and ethical standards (including confidentiality) throughout the program evaluation process

Students will gain experience with the Tiered Fidelity Inventory (TFI), an empirically validated instrument that helps schools examine their positive behavioral support practices, a prevention model, across a multi-tiered systems of support (MTSS) framework. Students will complete all data collection components of the TFI including Appendices, evaluate their findings, and develop recommendations. Further information on the assignment will be given when the measure is presented in class.

The Program Evaluation Project will include both a **Process Grade** and a **Product Grade**, which together will comprise 25% of the course grade. (see separate rubric for more information).
    a. On the final due date, the full written Program Evaluation Project must be submitted to **both Blackboard** for grading**.**

    Please name your word document file:
    Last Name, First Initial_Program Evaluation Project_CSP 692 FA2019
    For example: Starling, N_Program Evaluation Project_CSP 692 FA2019

    b. **Late Projects**: Late Projects will ONLY be accepted with course instructor's explicit permission. Late Projects, even with instructor permission, accrue daily 5% deductions from the total grade for the assignment. It is imperative that assignments be submitted when due to avoid unnecessary loss of points. Significant point-loss on assignments can lead to course failure. Late assignments will be returned to students at instructor's earliest convenience.

5. **Instructor Support.** Students can expect the faculty instructor's high accessibility both inside and outside of live classes. Questions are welcomed and students can contact me using Blackboard, email or phone. Please reach out to me as soon as you have a concern or a question, even if you are not sure, ask anyway! I am very open to student feedback and my goal is your success! I am readily available and, under most circumstances, respond to email within 24 hours. Sometimes I

need more than 24 hours to respond. A delay in response is typically due to time needed to locate information pertaining to any questions you might have presented or time needed to arrange appointment options to connect with you. I offer my office hours for in-person appointments as well.

The graduate assistant listed for the course is also an available resource for students, and students can expect the same high level of access to this individual. They are also available via phone for added support and clarification. Essentially, you do not need to wait for the next live class for support, support is here at any time.

Students can expect a supportive approach from the faculty instructor with positive and corrective feedback ratios founded in behavioral and instructional science. Each live class, students can expect in-person feedback and support for course and project components due that day. Research supports progress monitoring, especially self-monitoring of progress, along with receiving timely feedback, which are linked to success in learning. Blackboard includes a section called "My Grades" that displays your progress in an on-going format. Your grades will appear the same day, often immediately, following your submission of discussion questions, quizzes, oral presentation, process grade components, and the final exam. As soon as the program evaluation final report is graded via the rubric, typically within 3-7 days of the due date, those points will also appear on Blackboard along with narrative feedback from the instructor. By reviewing the table below, you can also calculate "What if" scenarios to determine your potential grade for assignments not yet submitted. You can also connect with me any time to discuss your progress.

Assignment	Measure/Score/ Feedback	Proportion of Final Grade
Attendance (Live-Class) ☐ 8/27 ☐ 10/22 ☐ 9/10 ☐ 11/5 ☐ 9/24 ☐ 11/26 ☐ 10/15 ☐ 12/3	8 possible points Points awarded at start of term	**25%**
Discussion Questions (See rubric) ☐ 9/10 ☐ 10/22 ☐ 9/24 ☐ 11/5	8 possible points (2 points each) Feedback & points awarded same day as respective live class	
Practice Questions (Units 1-12)	% Average of 12 Practice Qs. Graded instantly	**Replaces lowest Quiz grade (if higher)**
Quizzes (Orientation; Units 1-12)	% Average of 13 Quizzes Graded instantly	**25%**
Final Exam (Units 1-12)	% Exam Grade Graded instantly	**25%**
Program Evaluation Project (See rubric)	*Process* Grade: 1. CITI Course (pass) 2. TFI Consent Form (& process notes) 3. TFI Appendix A: Walkthrough Tool 4. TFI Scores for Tiers 1 & 2; Appendix B 5. TFI Appendix C: Tier 3 Support Plan Worksheet	50 possible points (10 points per completed component) Feedback & points awarded same day as respective live class
	Product Grade: Final Report (Written & Oral Components) Upload to both: ☐ Tk20-Watermark ☐ Blackboard	50 possible points Oral component feedback & points awarded same day as respective live class Report feedback within 3-7 days*	**25%**
Total		**100%**

*every effort will be made to provide feedback within this timeframe, the instructor will inform students if a delay occurs

Letter Grade	Total %
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Course Schedule

Items in Red Indicate Required Live Attendance, In-Class Submission and Activities

Week	NASP Domain(s)	Topics	Readings	Assignments Due	Submission
1 **LIVE CLASS 8/27**	2.1, 2.9, 2.10	Course Orientation; Begin Unit 1; Program Evaluation Project- Tiered Fidelity Inventory (TFI) Overview Live Class Activities: *Planning a Program Evaluation - "Connecting with your School Leader(s)/Administrator(s)"*	Orientation Folder	**Orientation Quiz**	*Online Via Blackboard* **Saturday 8/31 by midnight**
2	2.2, 2.5, 2.8, 2.9, 2.10	Ethical Issues in Research & Program Evaluation Protecting Human Research Participants; Stakeholders; Informed Consent Process	Unit 1 Folder CITI Online Course Project Folder	**Unit 1 Practice Qs.**	*Online Via Blackboard* **Tuesday 9/3 by 3pm**
				CITI Course Certificate	*Online Via Blackboard* **Saturday 9/7 by midnight**
				Informed Consent Form (Unsigned)	*Online Via Blackboard* **Saturday 9/7 by midnight**
				Unit 1 Quiz	*Online Via Blackboard* **Saturday 9/7 by midnight**
3 **LIVE CLASS 9/10**	2.1, 2.2, 2.5, 2.9, 2.10	Introduction to Program Evaluation: Terminology; Purposes; Principles & Procedures Live Class Activities: *Program Evaluation Project- TFI Consent Process; Creating a Program Evaluation Task List; Stakeholders Activity*	Unit 2 Folder Project Folder	**Unit 2 Practice Qs. & Discussion Q.**	*Online Via Blackboard* **Tuesday 9/10 by 3pm**
				Unit 2 Quiz	*Online Via Blackboard* **Saturday 9/14 by midnight**
4	2.1, 2.2, 2.5, 2.9, 2.10	Tools of Multi-Tiered Program Evaluation: Quantitative & Qualitative Data Collection Methods	Unit 3 Folder	**Unit 3 Practice Qs.**	*Online Via Blackboard* **Tuesday 9/17 by 3pm**
				Unit 3 Quiz	*Online Via Blackboard* **Saturday 9/21 by midnight**
5 **LIVE CLASS 9/24**	2.1, 2.2, 2.5, 2.9, 2.10	Data-based Decision-Making in *primary* prevention programs Planning and Management of a Program Evaluation- Logic Models in Education and Program Evaluation Live Class Activities*: Logic Model Development; Finalize a Program Evaluation Task List; Practice Steps of TFI Administration*	Unit 4 Folder Frechtling, J. A. (2007) Project Folder	**Unit 4 Practice Qs. & Discussion Q.**	*Online Via Blackboard* **Tuesday 9/24 by 3pm**
				Signed Consent Form (hard-copy w/ attached notes)	*In-Person* **Tuesday 9/24 in Class**
				Unit 4 Quiz	*Online Via Blackboard* **Saturday 9/28 by midnight**
6	2.1, 2.2, 2.5, 2.9, 2.10	Qualitative Research Basics & Methods; Use of Qualitative Data for Answering Program Evaluation Questions; Qualitative Data Analysis	Unit 5 Folder	**Unit 5 Practice Qs.**	*Online Via Blackboard* **Tuesday 10/1 by 3pm**
				Unit 5 Quiz	*Online Via Blackboard* **Saturday 10/5 by midnight**

7	2.1, 2.2, 2.5, 2.9, 2.10	Data-based Decision-Making in *secondary* prevention programs Documenting & Reporting the Results of Program Evaluation Part I: Analyzing Raw Data & Reporting Results	Unit 6 Folder Project Folder	**Unit 6 Practice Qs.**	*Online Via Blackboard* **Tuesday 10/8 by 3pm**
				Unit 6 Quiz	*Online Via Blackboard* **Saturday 10/12 by midnight**
8 **LIVE CLASS 10/15**	2.1, 2.2, 2.5, 2.9, 2.10	Data-based Decision-Making in *tertiary* prevention programs: Introduction to Single-Subject Research Design in Educational Settings Live Class Activities: *TFI Appendix A Raw Data and Cumulative Data Analysis & Interpretation*	Unit 7 Folder	**Unit 7 Practice Qs.**	*Online Via Blackboard* **Tuesday 10/15 by 3pm**
				TFI Appendix A: Walkthrough Tool (hard-copy)	*In-Person* **Tuesday 10/15 in Class**
				Unit 7 Quiz	*Online Via Blackboard* **Saturday 10/19 by midnight**
9 **LIVE CLASS 10/22**	2.1, 2.2, 2.5, 2.9, 2.10	Single-Subject Research Design in Educational Settings *Continued*: Using experimental designs to demonstrate effectiveness of individualized academic, behavioral, structural, therapeutic and organizational interventions; Visual Analysis in Single Subject Design Documenting & Reporting the Results of Program Evaluation Part II: Action Planning Live Class Activities: *TFI Appendix B Raw Data and Cumulative Data Analysis & Interpretation; Constructing Action Plans*	Unit 8 Folder Project Folder	**Unit 8 Practice Qs. & Discussion Q.**	*Online Via Blackboard* **Tuesday 10/22 by 3pm**
				TFI Scores for Tiers 1 & 2; All Graphs/Tables Appendix B	*Online Via Blackboard & In-Person* **Tuesday 10/22 by 5pm**
				Unit 8 Quiz	*Online Via Blackboard* **Saturday 10/26 by midnight**
10	2.1, 2.9, 2.10	Additional research designs: correlational, between- and within-subject, group designs	Unit 9 Folder	**Unit 9 Practice Qs.**	*Online Via Blackboard* **Tuesday 10/29 by 3pm**
				Unit 9 Quiz	*Online Via Blackboard* **Saturday 11/2 by midnight**
11 **LIVE CLASS 11/5**	2.1, 2.2, 2.5, 2.9, 2.10	Quantitative Data Analysis & Statistical Procedures; Excel & SPSS Software; Effect Size Calculations in Single Subject Design Live Class Activities: *TFI Appendix C Raw Data and Cumulative Data Analysis & Interpretation; SPSS & Excel Activity, Calculating Effect Size*	Unit 10 Folder Project Folder	**Unit 10 Practice Qs. & Discussion Q.,**	*Online Via Blackboard* **Tuesday 11/5 by 3pm**
				TFI Appendix C: Tier 3 Support Plan Worksheet (hard copy)	*In Person* **Tuesday 11/5 in Class**
				Unit 10 Quiz	*Online Via Blackboard* **Saturday 11/9 by midnight**
12	2.1, 2.2, 2.5, 2.8, 2.9, 2.10	Review of Documenting & Reporting the Results of Program Evaluation Parts I & II: Reporting Results, Recommendations, & Action Planning	Unit 11 Folder	**Unit 11 Practice Qs.**	*Online Via Blackboard* **Tuesday 11/12 by 3pm**
				Full TFI Program Evaluation Report	*Online Via Blackboard* **Saturday 11/16 by midnight**
				Unit 11 Quiz	*Online Via Blackboard* **Saturday 11/16 by midnight**

13 **LIVE CLASS 11/19**	2.1, 2.2, 2.5, 2.8, 2.9, 2.10	Accountability Data; Measuring Ourselves: Use of data in determining the impact of the school psychological services & other behavior change systems on student development and learning	Unit 12 Folder	**Unit 12 Practice Qs.**	*Online Via Blackboard* **Tuesday 11/19 by 3pm**
				TFI Program Evaluation Presentations Group 1	*In Person* **Tuesday 11/19 in Class**
		Live Class Activities: Presentation of TFI Program Evaluation Projects		**Unit 12 Quiz**	*Online Via Blackboard* **Saturday 11/23 by midnight**
14		**No Class: Thanksgiving Week**		**Thanksgiving!**	**No Assignments** ☺
15 **LIVE CLASS 12/3**	2.1, 2.2, 2.5, 2.8, 2.9, 2.10	Final Exam Review Live Class Activities: Presentation of TFI Program Evaluation Projects; Course Evaluations	Unit 12 Folder	*TFI Program Evaluation Presentations Group 2*	*In Person* **Tuesday 12/3 in Class**
16	2.1, 2.2, 2.5, 2.8, 2.9, 2.10	Study for Final Exam	All Unit Folders	*Final Exam Online*	*Online Via Blackboard* **December 9th – 11th** **Opens at 12/9 8:00am** **Closes at 12/11 10:00pm**

Program Evaluation Project Assignment Rubric

	Competency 4	Emerging Competency 3	Foundational 2	Unacceptable 1
Process Grade (50 % of total project grade)	Student has completed all of the following (10 points each): 1. Research Ethics CITI Course (pass) 2. Consent Form (& process notes) 3. TFI Appendix A: Walkthrough Tool 4. TFI Scores for Tiers 1 & 2; Appendix B 5. TFI Appendix C: Tier 3 Support Plan Worksheet	Student has completed at least 4 of the following (10 points each): 1. Research Ethics CITI Course (pass) 2. Consent Form (& process notes) 3. TFI Appendix A: Walkthrough Tool 4. TFI Scores for Tiers 1 & 2; Appendix B 5. TFI Appendix C: Tier 3 Support Plan Worksheet	Student has completed at least 3 of the following (10 points each): 1. Research Ethics CITI Course (pass) 2. Consent Form (& process notes) 3. TFI Appendix A: Walkthrough Tool 4. TFI Scores for Tiers 1 & 2; Appendix B 5. TFI Appendix C: Tier 3 Support Plan Worksheet	Student has completed 2 or fewer of the following (10 points each): 1. Research Ethics CITI Course (pass) 2. Consent Form (& process notes) 3. TFI Appendix A: Walkthrough Tool 4. TFI Scores for Tiers 1 & 2; Appendix B 5. TFI Appendix C
Product Grade (50% of total project grade). All components listed below				
On-Time Submission	Submitted in full on classwide due date	Submitted after classwide due date but given extended time with permission	Submitted 1 day later than classwide due date without permission	Submitted more than 1 day later than classwide due date without permission
Writing Quality	All words spelled correctly and all rules of grammar followed, project contained appropriately cited references all in correct APA format	All words spelled correctly and all rules of grammar followed, project contained appropriately cited references some in correct APA format	Less than three spelling/grammar errors.	More than three spelling/grammar errors.
Abstract	The abstract follows APA format for word length, is informative, succinct, & offers specific details about the problem/need, as well as variables, context, methods of program evaluation, and outcomes	The abstract is relevant, offering details about the program evaluation.	Abstract lacks relevance or fails to offer appropriate details about the problem or need, variables, context, methods of program evaluation, or outcomes	Abstract was omitted or inappropriate given the problem/need, and methods
Introduction: Problem/Need, Purpose, Significance, Justification, Literature Review	Presents the purpose of the program evaluation project, describes a clear problem or need justifying the program evaluation, as well as an overview of the program evaluation design (step-by-step process). All constructs and variables have been appropriately defined. Research and theoretical literature provided to support the need to investigate the problem/need as well as to support the methods/instrument chosen	Identifies a relevant problem or need. Design/methods are connected to the problem or need, and supported by the literature, but lacking detail or well-defined constructs and variables.	Although a problem/need is identified, the statement is too broad or the description fails to establish the importance of investigating the problem/need. The purpose, questions, hypotheses, or definitions of constructs and variables are poorly formed, ambiguous, or not logically connected to the description of the problem/need. Connections to the literature are unclear or debatable.	Statement of the problem/need, significance, purpose, questions/hypotheses, or definitions of constructs and variables were omitted or inappropriate.
Methodology	The purpose and program evaluation design (step-by-step process) are clearly outlined in a coherent manner with a level of detail which could be replicated by a person unfamiliar with the project. Appropriate and important limitations and assumptions related to the methodology have been clearly stated.	The program evaluation design (step-by-step process) is adequately discussed. The process relates to the presented problem or need. Some limitations and assumptions have been identified. The manner in which the process is described will likely yield relevant results.	The program evaluation design (step-by-step process) is not adequately discussed. The process is questionable or confusing, lacking the ability to be replicated in an identical fashion. The manner in which the process is described will likely yield questionable results. Important limitations and assumptions have not been identified.	The program evaluation design (step-by-step process) is incomplete or inappropriate given the presented problem/need. The process is not described using appropriate terminology. Limitations and assumptions are omitted.
Results & Outcome Data	Clear, appropriate, and complete display of data in tables and graphs. Tables and graphs formatted appropriately and include all appropriately labeled components (Title, Headings, Legend, Axis Titles, etc.). Each data display is accompanied by (1) at least one paragraph which clearly describes the information contained in each display, and (2) one paragraph which clearly interprets this data.	Clear, appropriate, and complete display of data in tables and graphs. Tables and graphs may not be formatted appropriately and/or are missing appropriately labeled components. Each data display is accompanied by (1) at least one paragraph which clearly describes the information contained in each display, and (2) one paragraph which clearly interprets this data	Clear, appropriate, and complete display of data in tables and graphs. Tables and graphs may not be formatted appropriately and/or are missing appropriately labeled components. At least one data display is missing an appropriate accompanying descriptive or interpretative paragraph.	Display of data in tables and graphs is incomplete, inaccurate, or inappropriate (rendering any written paragraphs invalid).

Discussion: Data-Driven Decision-Making & Recommendations, Action Plan, & Limitations/Barriers	At least 5 specific, appropriate, and feasible recommendations presented. All recommendations are (1) evidence-based (when appropriate provide citation/reference) and (2) all recommendations include direct link to data w/ examples Sample action plan provided with all necessary components Appropriate and important limitations and barriers related to the entire program evaluation project clearly stated and discussed	At least 5 specific, appropriate, and feasible recommendations presented. All recommendations are (1) evidence-based (when appropriate provide citation/reference) and (2) all recommendations include direct link to data w/ examples Sample action plan missing some necessary components Appropriate and important limitations and barriers related to the entire program evaluation project lacking detail and discussion	At least 3 specific, appropriate, and feasible recommendations presented. or 1-2 recommendations are missing (1) evidence-base and/or (2) direct link to data w/ examples Sample action plan missing some necessary components Appropriate and important limitations and barriers related to the entire program evaluation project lacking detail and discussion	Less than 3 specific, appropriate, and feasible recommendations presented. or More than 2 recommendations are missing (1) evidence-base and/or (2) direct link to data w/ examples or Sample action plan is omitted or inappropriate or Appropriate and important limitations and barriers related to the entire program evaluation project omitted or inappropriate
Oral Presentation	Presentation adequately covered <u>all</u> of the following: (1) problem/need, (2) overview of methodology with limitations and barriers, (3) display of all data with interpretations (4) all recommendations and Oral Presentation Style / Public Speaking: Appropriate volume, eye contact, rate of speech, and articulation. Engages and responds to audience.	Presentation adequately covered <u>3</u> of the following: (1) problem/need, (2) overview of methodology with limitations and barriers, (3) display of all data with interpretations (4) all recommendations or Oral Presentation Style / Public Speaking: Appropriate volume, eye contact, rate of speech, and articulation. <u>Did not</u> engage or respond to audience.	Presentation adequately covered <u>2</u> of the following: (1) problem/need, (2) overview of methodology with limitations and barriers, (3) display of all data with interpretations (4) all recommendations or Oral Presentation Style / Public Speaking: <u>lack of</u> appropriate volume, eye contact, rate of speech, and articulation. <u>Did not</u> engage or respond to audience.	Presentation adequately covered <u>only 1</u> of the following: (1) problem/need, (2) overview of methodology with limitations and barriers, (3) display of all data with interpretations (4) all recommendations Regardless of Oral Presentation Style / Public Speaking skills