School Counseling Program

Signature Assignment for COUN 606
Participatory Action Research Project

Student Learning Outcome(s) Assessed:

SLO #4: Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students and advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

SLO #5: Monitor and evaluate the results of a school counseling program.

Description of the Signature Assignment

Directed by literature on participatory action research (PAR), on urban school counseling, social justice, empowerment theory, and evaluation, candidates will be responsible for planning, organizing, and implementing a participatory action research (PAR) project that addresses a barrier faced by students that impacts learning and academic experiences. Candidates will utilize literature on action research and experiences in earlier courses to design a relevant PAR project based on needs of the school population and community. Candidates will present the program to both faculty and peers at university and stakeholders at selected school sites.

Directions for Students

- Conduct a multi-pronged data assessment protocol to direct the design of the urban school-counseling program. Multi-prong may include existing school data, interviews and focus groups of stakeholders and a survey/needs assessment to be completed by diverse school stakeholders.

- Format a data report to be included in portfolio of CSP for stakeholders and peers/faculty to view as a collaborative team. Meeting with stakeholders should occur to discuss and decide what program will be developed and implemented based on data results and in alignment with National Standards from ASCA.

- Organize programs and activities under the 5 C's of an urban school- counseling program in collaboration with stakeholders. The programs and activities are to be monitored.

- Create a multimedia presentation of the urban school counseling program to be presented to peers/faculty and stakeholders at fieldwork site. The presentation should utilize PowerPoint or Prezi. Students should also create a brochure to share among stakeholders that gives a comprehensive snap shot of program.

- Conduct a program evaluation to be included in the total portfolio and multimedia presentation showing results.

Scoring Rubric:

Criteria	Exceeds expectations	Meets expectations	Meets some expectations	Does not meet expectations	Unable to score; incomplete or missing work	Final Score
Statement of Rationale (SLO 4)	In addition to requirements of "3", provides comparative discussion on how PAR can be a more empowering research framework compared to traditional methods **(5 points)**	Provides a thorough (2.5-3 page) discussion of the importance and impact of PAR to addressing selected issues in urban schools and communities. Include 4-6 references to support rationale. **(4 points)**	Provides a (1.5- 2) discussion of the importance and impact of PAR to addressing issues in urban schools and communities. Include 1-3 references to support statements of rationale. **(3 points)**	Provides a brief (1 page or less) statement of the importance and impact of PAR to addressing issues in urban schools and communities. Fails to include references to support statements of rationale. **(2 - 1 point)**	No rationale for utilizing PAR framework in addressing barrier issue. **(0 point)**	
Collaborative Data Discussion (SLO 4)	In addition to requirements of "3", includes relevant agency services or outside experts as part of the Collaborative data discussion **(5 points)**	Facilitates collaborative data discussion at school site and peer group within class to select barrier or issue to explore. Collaborative discussion is held representative of all stakeholder groups at site (students, faculty/staff, parents, and community members including local businesses and colleges) **(4 points)**	Facilitates collaborative data discussion at school site and peer group within class to select barrier or issue to explore. Collaborative discussion is held representative of 2 stakeholder groups at site. **(3 points)**	Facilitates collaborative data discussion at school site and peer group within class to select barrier or issue to explore. However, discussion is held with only 1 stakeholder group at site. **(2 - 1 point)**	Does not facilitate collaborative data discussion at all. **(0 point)**	
Collaborative Data Assessment (SLO 5)	In addition to requirements of "3", includes relevant agency services or outside experts as part of the Collaborative data assessment **(5 points)**	Conducts a collaborative data assessment with all stakeholders (students, parents, and teachers/school staff). Utilizes both qualitative and quantitative measures in collecting and analyzing data. Facilitates a collaborative results discussion with stakeholders in examining data and making links the issue or barrier school site. Provides documentation of collaboration in portfolio and presentation. **(4 points)**	Conducts a collaborative data assessment with 1-2 stakeholders. Utilizes a qualitative or quantitative measure in collecting and analyzing data. Reports results to them instead of collaborating on what data to examine and collect in investigating the issue or barrier school site. No documentation of any collaboration in portfolio or presentation. **(3 points)**	Conducts a data assessment in isolation of stakeholders. Reports results to them instead of collaborating on what data to examine and collect in investigating the issue or barrier school site. No documentation of any collaboration in portfolio or presentation. **(2 - 1 point)**	Does not facilitate collaborative data assessment at all. **(0 point)**	

Criteria	Exceeds expectations	Meets expectations	Meets some expectations	Does not meet expectations	Unable to score; incomplete or missing work	Final Score
Collaborative Data Report Presentation (SLO 5)	In addition to requirements for "3", had Y (youth)PAR group who experienced training of assessment and reporting of data. **(5 points)**	Provides a thorough collaborative data report that includes multiple methods of reporting. Includes some charts and graphs that are clear and precise. Presentation was highly organized, professional, and involved representatives from ALL stakeholder groups. **(4 points)**	Provides a collaborative data report that includes multiple methods of reporting. Includes some basic charts and graphs, however some parts are incorrectly done. Presentation was organized, professional, and involved representatives from 1-2 stakeholder groups. **(3 points)**	Provides a data report to school stakeholders but does it in isolation. Report is choppy and incomplete. Presentation lacked organization and professionalism. **(2-1 points)**	Does not format data report with and for school collaborative to analyze toward an action plan. Handed off report but did not present. **(0 points)**	
Collaborative Action Plan (SLO 4)	In addition to requirements for "3", includes youth as an integral/tangible part of action plan to leadership. **(5 points)**	Provides a comprehensive action plan report including concrete follow up steps. Collaborative brainstorming and decision making documented among ALL stakeholder groups. Plan includes a timeline and resources needed and stakeholders responsible. **(4 points)**	Provides an action plan report. Collaborative brainstorming and decision making documented among 1-2 stakeholder groups. Plan lacks follow up steps to action plan implementation. **(3 points)**	Includes a brief summary of action steps. However not in a report format and done in isolation. **(2-1 points)**	Does not provide a action plan for PAR project **(0 points)**	
Multimedia Presentation of Project (SLO 4)	In addition to the requirements for "3", presentation is dynamic and engaging to both audiences. Provides question and answer period. **(5 points)**	Provides a comprehensive multimedia presentation (PPT or Prezi) both outlets (stakeholders and peers/instructor). Presentation engaging and is inclusive of entire PAR project. All Stakeholder groups involved in presentation. Comfortable with material. Style of presentation very professional and engaging **(4 points)**	Provides a comprehensive multimedia presentation (PPT or Prezi) both outlets (stakeholders and peers/instructor). Presentation engaging and is inclusive of entire PAR project. Stakeholder representatives involved in presentation. Somewhat comfortable with material. Style of presentation needs a more professional touch. **(3 points)**	Provides a very basic multimedia presentation (PPT or Prezi) to one outlet but not both (stakeholders and peers/instructor). Presentation is not inclusive of PAR project Uncomfortable with material and lacking professionalism. **(2-1 points)**	Does not include multimedia presentation to share with stakeholders and peers/instructor. **(0 points)**	
Total						

Legend

Total Points	College of Education Assessment Scale Equivalent
25-30	4 (Exceeds Expectations)
19-24	3 (Meets Expectations)
13-18	2 (Meets Some Expectations)
6-12	1 (Does Not Meet Expectations)
0-5	0 (Can't Score)