CSP 640 Consultation Case Study
Key Assignment Description

Complete a consultation experience in the school setting. Identify your cases within the first few weeks of the semester and start early because these will take time. For example, you may decide to address a problem identified by a teacher through a school's pre-referral intervention process (Student Success Team). *Select a consultation model to follow. You will need to take the necessary steps to identify the problem, collect baseline data, develop an intervention plan, and engage in progress monitoring data collection.* Parent involvement must be included in your consultation process. Chart the student's progress to provide feedback to the consultee and parent. Upon completion of the consultation experience, you will write up your experience describing:

1. The setting and relevant background information

2. The consultation model you selected

3. The interventions chosen, including rationale

4. Examples of how you met each step in the consultation process

5. Evaluation of the efficacy of the interventions

6. Challenges you faced in maintaining the consultation process

7. How well the model you selected worked in the selected setting

8. Alternative models you would try, if any

9. Future challenges for you to apply consultation in the applied setting

10. Goals for further training and how you will further develop your consultation skills

CSP 640: Case Studies Rubric

Student Name: _____   Semester and year: _____
Overall points and rubric score: _____

	Insufficient	Developing	Sufficient	Artisan	Score/Level
Advocacy	Student performance demonstrates unsatisfactory skills and attitudes essential for advocating for the learning and academic success of all pupils and poor ability to identify institutional, systemic, interpersonal and intrapersonal barriers for learning and to implement strategies to eliminate those barriers.	Student performance demonstrates inconsistent skills and attitudes essential for advocating for the learning and academic success of all pupils and vague ability to identify institutional, systemic, interpersonal and intrapersonal barriers for learning and to implement strategies to eliminate those barriers.	Student performance demonstrates appropriate skills and attitudes essential for advocating for the learning and academic success of all pupils and ability to identify institutional, systemic, interpersonal and intrapersonal barriers for learning and to implement strategies to eliminate those barriers.	Student performance demonstrates precise skills and attitudes essential for advocating for the learning and academic success of all pupils and critical ability to identify institutional, systemic, interpersonal and intrapersonal barriers for learning and to implement strategies to eliminate those barriers.	
Academic Development	Student achievement represents unsatisfactory understanding of the concepts, principles, strategies, programs and practices for enabling pupils' academic success and poor ability to implement counseling strategies maximizing learning and preparing pupils for a full range of opportunities after secondary school.	Student achievement represents partially satisfactory understanding of the concepts, principles, strategies, programs and practices for enabling pupils' academic success and ability to implement counseling strategies maximizing learning and preparing pupils for a full range of opportunities after secondary school.	Student achievement represents acceptable understanding of the concepts, principles, strategies, programs and practices for enabling pupils' academic success and sufficient ability to implement counseling strategies maximizing learning and preparing pupils for a full range of opportunities after secondary school.	Student achievement represents in-depth understanding of the concepts, principles, strategies, programs and practices for enabling pupils' academic success and nuanced ability to implement appropriate counseling strategies maximizing learning and preparing pupils for a full range of opportunities after secondary school.	
Format and grammar	Candidate's paper is not APA format. There are many grammatical, spelling, or punctuation errors.	Candidate's paper has few APA formatting errors and grammatical, spelling, or punctuation errors.	Candidate's paper has few or no APA formatting errors. Almost no grammatical, spelling, or punctuation	Candidate's paper demonstrates proper APA formatting and no grammatical, spelling, or	

	Insufficient	Developing	Sufficient	Artisan	Score/Level
			errors.	punctuation errors.	
Focus and sequencing	Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.	Most material is clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions.	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.	
Integration and synthesis of relevant literature	The literature review is annotated with almost no synthesis or integration. The literature review is lacking in up-to-date studies. Insufficient sources cited.	Very little integration and/or synthesis, which impedes flow of the paper. A large portion of the literature reviewed, most within the previous five years. Insufficient, or outdated, sources cited.	Generally, the literature is integrated and well synthesized. An exhaustive review of the literature with most sources from the previous five years. At least 20 total sources cited.	Exceptional integration and synthesis of the literature. An exhaustive review of the literature for the past five years. At least 20 sources cited.	
Content of assignment	Candidate's paper is missing important required elements in the assignment protocol.	Candidate's paper has most of the required elements in the assignment protocol.	Candidate's paper has all the required elements listed in the assignment protocol.	Candidate's paper has all the required elements listed in the assignment protocol but also makes creative and effective use of stylistic elements, such as choice of words, fluency, metaphorical language. The paper is fluid and truly interesting to read.	
Preparedness to be a professional	Candidate's paper does not yet reflect the depth of knowledge and quality of presentation appropriate for this level of graduate work.	Candidate's paper reflects a depth of knowledge and quality of presentation appropriate for this level of graduate work. Progress toward professional preparedness is on track.	Candidate's paper reflects a depth of knowledge and quality of presentation that would be considered strong for this level of graduate work. Progress toward professional preparedness is progressing well.	Candidate's paper reflects a depth of knowledge and quality of presentation that exceeds expectations for this level of graduate work. Progress toward professional preparedness is progressing very well.	