

## **Systems Change Project**

The systems change project is intended to provide you with experiences as a change agent at a systems level. You will consult with your site supervisors and choose a program area at your internship site that may be in need of improvement. These programs may include Early Intervention Teams [a.k.a. SST, BCT], school climate, at risk programs, bullying or other systems issues agreed upon with your site supervisor. You may use extant data for problem/needs identification, but you must engage in a system change intervention and collect data to assess the system change. The project may be conducted with a classroom or larger population.

The final product will be a typed report that covers the following:

- A. Rationale for targeting the project for change
- B. Rationale for choosing the intervention and description of plan
- C. Baseline data and data collection method
- D. Discussion of results
- E. Suggestions for future improvement

The paper should be written in a manner that is consumable within the school setting. Statistics and graphs/figures should be used that are appropriate for the project's goals and intended audience.

This assignment meets the CCTC standards of:

1. Organizational Systems and Program Development
2. Research, Program Evaluation and Technology
3. Collaboration, Coordination and Team Building

### **Systems Change Project Report Outline**

Keep the report brief and to the point - 8-10 pages [including graphs, etc] should be more than sufficient - remember you are writing for school based readers, not for an academic setting - for an outline:

#### **IDENTIFICATION OF THE PROBLEM**

Briefly describe the problem - "The purpose of this systems change was to enhance the Student Services Team outcomes at Podunk High. [briefly describe the SST purpose/process]. A survey indicated that 82% of teachers found the SST process was unclear to them, 72% responded that there was little or no follow up, and 68% did not find the process useful for their students. Further, there was no method in place to track student improvement. Comments included....

#### **SYSTEMS CHANGE PLAN**

Briefly describe what you did - "Based on teacher and staff responses, the SST process was changed through the use of a clearer process, more user friendly forms, and a progress monitoring component. Specifically, we..." [also provide examples of the improvements/forms at the end of the paper]

### SYSTEMS CHANGE OUTCOMES

Briefly describe the outcomes - "The systems change plan was in place since November 2007. Outcomes as of May 2008 indicate that 83% of teachers found the new methods useful, 100% of students improved [yeah, I'm good], and participation increased from 30 to 75%." - Provide a graph or table or pre-post info on the survey [if you used one], GAS ratings if you used, student improvement, comments etc. Provide what is appropriate for your project and keep it simple!!!

### SUMMARY AND RECOMMENDATIONS

Overall the SST systems change plan was effective. Based on teacher and staff comments, the plan may be improved by... [also include your ideas - such as increasing intervention integrity]

**CSP 618: Systems Change Project Rubric**

**Student Name:** \_\_\_\_\_

**Semester and year:** \_\_\_\_\_

**Overall points and rubric score:** \_\_\_\_\_

	<b>Insufficient</b>	<b>Developing</b>	<b>Sufficient</b>	<b>Artisan</b>	<b>Score/Level</b>
<b>Organizational Systems and Program Development</b>	Student achievement demonstrates insufficient and/or shallow understanding of organization, structure, and cultural context of schools and ability to plan, develop, implement, and evaluate comprehensive counseling programs.	Student achievement demonstrates imprecise understanding of organization, structure, and cultural context of schools and ability to plan, develop, implement, and evaluate comprehensive counseling programs.	Student achievement demonstrates proper understanding of organization, structure, and cultural context of schools and ability to plan, develop, implement, and evaluate comprehensive counseling programs.	Student achievement demonstrates appropriate understanding of organization, structure, and cultural context of schools and apt ability to effectively plan, develop, implement, and evaluate comprehensive counseling programs.	
<b>Research, Program Evaluation and Technology</b>	Student work reflects poor knowledge of basic principles of research design, action research, program evaluation, measurement and statistics; and superficial ability to differentiate high quality from inadequate research and to understand and use computer technology and attendant technological applications for conducting program evaluation.	Student work reflects inconsistent knowledge of basic principles of research design, action research, program evaluation, measurement and statistics, and limited ability to differentiate high quality from inadequate research and to understand and use computer technology and attendant technological applications for conducting program evaluation.	Student work reflects appropriate knowledge of basic principles of research design, action research, program evaluation, measurement and statistics, and acceptable ability to differentiate high quality from inadequate research and to understand and use computer technology and attendant technological applications for conducting program evaluation.	Student work reflects deep knowledge of basic principles of research design, action research, program evaluation, measurement and statistics, and sophisticated ability to differentiate high quality from inadequate research and to understand and use computer technology and attendant technological applications for conducting program evaluation.	
<b>Collaboration, Coordination and Team Building</b>	Student work reflects weak ability to apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies, and poor competence in coordinating the services of community	Student work reflects inconsistent ability to apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies, and limited competence in coordinating the services of	Student work reflects satisfactory ability to apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies, and acceptable competence in coordinating the services of	Student work reflects proficient ability to apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies, and sophisticated competence in coordinating the services of community	

	<b>Insufficient</b>	<b>Developing</b>	<b>Sufficient</b>	<b>Artisan</b>	<b>Score/Level</b>
	members, agency personnel and parents, and knowledge and skills in building effective working teams of school staff, parents, and community members within a comprehensive school counseling program.	community members, agency personnel and parents, and knowledge and skills in building effective working teams of school staff, parents, and community members within a comprehensive school counseling program.	community members, agency personnel and parents, and knowledge and skills in building effective working teams of school staff, parents, and community members within a comprehensive school counseling program.	members, agency personnel and parents, and knowledge and skills in building effective working teams of school staff, parents, and community members within a comprehensive school counseling program.	
<b>Format and grammar</b>	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 errors.	Candidate's paper demonstrates proper APA formatting and no grammatical, spelling, or punctuation errors.	
<b>Focus and sequencing</b>	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.	
<b>Integration and synthesis of relevant literature</b>	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.	
<b>Content of assignment</b>	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.	

	<b>Insufficient</b>	<b>Developing</b>	<b>Sufficient</b>	<b>Artisan</b>	<b>Score/Level</b>
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.	