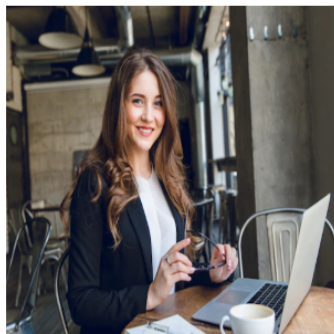Online Course Syllabus for

Data, Data, Data:

Designing, Implementing, Evaluating & Improving School Counseling Programs

Course Description

This course is designed to be taken in collaboration with The Use of Data in School Counseling text (chapters 3 and 4).

- It is an introduction to how school counselors and educators can begin to use data in designing, implementing, evaluating and improving school counseling and other programs in schools.
- Students who take this course will gain the following attitudes, knowledge, and skills.

Attitudes

- Believe in the value of collecting data
- Believe using data can effect change in students
- Believe it is important to chart goals, objectives, and outcomes
- Believe it is important to disaggregate data
- Believe it is important for school counselors to be experts in certain data sets
- Believe it is important to use data to design interventions

Knowledge

- Identify accessible sources of school data
- Identify achievement-related data
- Describe the purpose of data collection
- Compare and contrast process, perception, and results data Explain the ASK acronym
- Define immediate, intermediate, and long-range data

Skills

- Locate data via online data resources
- Draw a visual that explains data linkages
- Create measurable outcome goals
- Draw the Hatching Results conceptual diagram
- Explain the conceptual diagram for intentional guidance
- Create the conceptual diagram for systems change

Instructor Methods and Course Design

This course is designed to be self-paced to accommodate hectic schedules. Course goals will be met using a combination of readings from the included e-textbook, videos, activities, and other supplemental readings. Learnings from each lesson can be immediately implemented in the school building."

Course Textbooks & Readings

Hatch, T. & Hartline, J. (2021). The use of data in school counseling: Hatching results (and so much more) for students, programs, and the profession. Thousand Oaks, CA: Corwin.
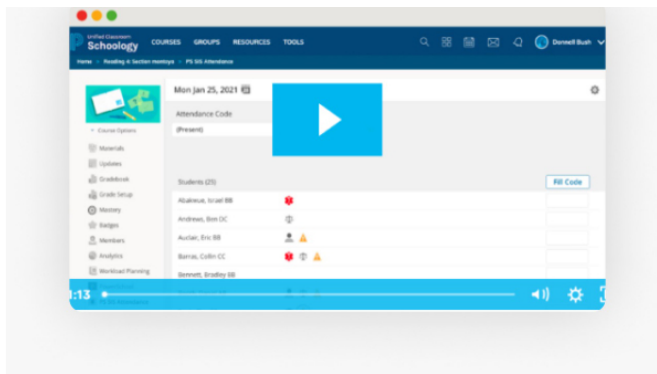
Suggested Readings

American School Counselor Association. (2019). The ASCA national model: A framework for school counseling programs (4th ed.). Alexandria, VA. Author.

Course Format

This is an online class taught exclusively through Our Learning Management System. Instructions regarding navigating the course can be found in the "Data, Data, Data Course Navigation" document located in the SST Course Introduction file. Course topics will be covered through readings, various individual activities, and instructional videos.

Choose the course option that's right for you

Self-Paced Course

Challenge yourself to become an expert in creating comprehensive school counseling programs. Learn how to utilize data to design, implement and evaluate your school counseling program to ensure that all students are supported in the academic, social/emotional, college and career readiness domains.

Learn More

Self-Paced Course + Continuing Education Units (CEUs)

Offered in partnership with California State University San Marcos (CSUSM) Extended Learning, these courses earn continuing education units that apply to recertification and the maintenance of professional credentials

Learn More

Self-Paced Course + University Credits

Offered in partnership with California State University San Marcos Extended Learning to connect educators with a variety of professional development opportunities, these courses earn university credits, generally honored by school districts for the purpose of advancement and salary increments/increases on the district step and column pay schedule.

Learn More

Let's Get In Touch

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Name:

Name

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HATCHING RESULTS

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