

Graduate Psychology, Rutgers University

Fall 2013

<u>Course Title:</u>	Community Psychology: Applying a Social-Ecological, Developmental Systems and Strengths-Based Consultation Perspective to Human Services, Social Action, Action-Research, and Sustainable Change
<u>Course:</u>	18:820:593:02
<u>Meeting Times:</u>	Tues. 1:00 p.m.- 3:45 p.m.
<u>Location:</u>	Busch Psychology Building, Room A317
<u>Instructor:</u>	Maurice J. Elias, Ph.D.
<u>Office:</u>	Livingston Campus, Psychology Building: Tillett Hall, Room 431
<u>Email/Telephone:</u>	RutgersMJE@AOL.COM/ 848-445-2444; 445-4036
<u>Office Hours:</u>	By arrangement via email; after class at Busch will often be the best time

Course Description & Objectives:

Community psychology is an empirically grounded field that employs an integration of research and action toward the goal of enhancing the well-being of individuals and the ability of communities to sustain that well-being. Community psychology is committed not only to the prevention of health-compromising and problem behaviors but also to the promotion of social competence and developmental socialization of skills needed for people to grow in healthy, satisfying, and productive ways.

Consultation is the vehicle by which community psychologists do much of their work. From a community psychology point of view, consultation is the method of indirect collaboration with individuals, groups, organizations, localities, media, and other systems toward the goal of their positive improvement. Values issues are at the core of community psychology, so the areas toward which improvement is directed and what constitutes positive improvement are negotiated as part of the consultative relationship. Community psychologists do not work with every potential Consultee.

Education settings are becoming increasingly important as sources of transmission of the knowledge, skills, attitudes, and values that future generations of children will bring with them into their adult roles. Relatedly, more and more adults are turning to formal and informal education settings as a source of fulfillment or a place to “catch up” on current issues, trends, or areas of interest. Either way, those who work in education settings in Public School, Private School, and Religious contexts will find themselves standing at the threshold of opportunities for impacting on people that are new, exciting, and important. Therefore, education settings are the focus of this course, though not the exclusive emphasis.

Combined with this are advances in the areas of “emotional intelligence,” “social-emotional learning,” “multiple intelligences,” “strengths, resilience, and competencies,” “implementation science,” “social climate,” and an understanding that learning occurs best in the context of caring communities of learners, among people whose life skills are positively directed and supported by living in competence-enhancing settings. This course will illustrate these concepts and the practical methods needed to bring them alive in educational settings using a strengths-based consultative approach.

In 2011, the U.S. Congress has reconsidered the Elementary and Secondary Education Act and has seen introduction of legislation for Social-Emotional Learning in all schools; we have had Races to the Top and Innovation grants; we have seen the end of Title IV/Safe and Drug Free Schools funding to all states. These and other actions that we will discuss from a community psychology point of view can either enhance or detract from children and schools having the power to advance all children toward the goal of being productive, healthy, contributing citizens of their families, schools, workplaces, neighborhoods, and democratic institutions. Further, how evidence-based programs and innovations, even if successful, will become a sustainable models scaled up to reach the state of New Jersey's 600 school districts is a key problem in community psychology. Indeed, the issue of sustainability of interventions is looming as the current challenge across various kinds and levels of school-based and other human services. Understanding and addressing this challenge will be a primary concern of this course.

Also part of our consideration is the larger backdrop of educational, child welfare and social services.. There is a great deal of turmoil in NJ government and this has a way of translating itself into difficulties with children's services. In particular, our system for educating urban and other disadvantaged youth has been under court order to reform for two decades. What insights and practical applications does community psychology have to these issues? We will also be mindful of the tenth anniversary of the tragedy of September 11, 2001, and the shadow that war and terror cast on how youth are now growing up, especially those in high-risk, high-need communities. What does community psychology have to say about this? The impact of media, ethnic issues, and family organization also will be part of our considerations. These reflect a changed context for psychologists and other professionals who work with children and adolescents.

The core reading for the course will be the newest version of the text, **Community Psychology: Linking Individuals and Communities**, which is based on the key concepts of ecology, context, citizen participation, support and coping, risk and resilience, prevention of problem behaviors and promotion of competence, empowerment, diversity, collaboration, community change, and empirical grounding. It takes the perspective of Community Psychology, a branch of psychology highly concerned with how our society produces competent or dysfunctional citizens. It is especially concerned with the socialization institutions through which our children and youth pass (such as schools, the health care system, and families) and with the systems we have set up to help people when they have difficulties. Our focus in this course will be on educational settings and the ecological surround that impacts so strongly on their effectiveness. Rather than focus on a conceptual understanding of the field of community psychology, as outlined in the text, our emphasis will be on showing how the concepts of community psychology are applied through consultation to solve common organizations and systemic intervention-related problems. This kind of consultation is driven by political, economic, and media forces and are not waiting for psychologists' or other professionals' input. How do we apply our knowledge and skills in such a fluid context?

Course participants will also become familiar with the operation of CASEL, the Collaborative for Academic, Social, and Emotional Learning, and the CASEL and other web sites that are the source of much energy and networking in the field, including international work. The course also involves workshops to show preventive/competence promotion interventions "in action" and build students' skills in carrying out this kind of community/preventive and consultative work.

Finally, we will touch upon the perspective and work of the Rutgers' new Collaborative, a Center for Community-Based Learning, Service, and Public Scholarship. The Collaborative focuses on the processes that lead college students to develop competence, strength, and resilience and how these are necessary if students are to become productive citizens in a democracy. It also promotes Rutgers mission, as a public university, to have a positive impact on the community at local and global levels and everywhere in between.

Course Objectives:

1. To increase understanding of the concepts that define the community psychology perspective and the historical factors that led to the development of these concepts.
2. To increase understanding of the interplay of individual, small group, organizational, community, and societal factors as they affect psychological well-being and human relationships.
3. To become familiar with consultation theories and methods
4. To learn how to design consultative interventions based on the community psychology perspective.

ACADEMIC EXPECTATIONS AND ASSIGNMENTS:

1. **ATTENDANCE:** Students are requested to attend all class sessions. If you cannot attend a class, **PLEASE INFORM ME IN ADVANCE VIA EMAIL.**

2. **CLASS PARTICIPATION:** Students are expected to come to class prepared to discuss and challenge the assigned readings. Many classes will include detailed text analysis and discussion of a focal article/chapter. Full involvement in class-based work groups is also expected.

3. **COMPLETION OF ASSIGNMENTS:**

a. Writeup of 3 sets of assigned readings using the R-E-Q format:

R = Revelations. Write 6 things that were revelations to you as you read them, **noting where in the readings they occurred and how and why they were revelations.**

E = Emotional Reactions. Write 3 things that led you to have strong emotional reactions as you read them. **Note where they occurred, what the emotional reactions were, and why you had these reactions.**

Q = Questions. Write 4 questions that occurred to you as you were reading, to which you would like answers, or area with which you had disagreements. Make sure they are thoughtful questions/concerns and not simple factual questions that you can actually look up if you were truly interested in the answer.

REQ's can be written in outline form and you should number and carefully label each R, E, and Q. Bring in a hard copy (preferably not hand written) on the day it is due because we usually will work with the write-ups in class. Use space and a half or double spacing so I can write comments on it and help you learn how to use this format well.

b. Responses to simulated consultation situations

Explanation: Students will be asked to participate in several write-ups of assigned readings, and in response to consultation simulations, you will also be expected to lead/participate in discussions in which these situations are analyzed with concepts, tools, and/or the related material being considered in class.

4. **TERM PROJECT:** Each student will produce a product related to consultation to education settings or related to organizations linked to topic areas studied. In most cases, this will take the form of a consultation/intervention plan, a participant/conceptualizer problem analysis, or intervention grant application, depending on the area of educational consultation chosen. Where possible, the

project will be linked to actual concerns in practicum, work, or volunteer settings, with realistic implementation considerations as a paramount grading consideration.

Please Note:

It is your responsibility to avoid plagiarism, which is becoming all too common, intentionally and accidentally, in this age of digital, cut and paste, copied and relabeled media. Please look at <http://gervaseprograms.georgetown.edu/hc/plagiarism.html> for excellent information about plagiarism. If you are not sure whether or not something is plagiarism, please feel free to check with me. It's better to be unoriginal and honest, than to plagiarize. Remember, the University and individual faculty use many anti-plagiarism filters on students' work, so the risks are higher than you may think.

<u>Date</u>	<u>Topic</u>	<u>Readings/Work Due</u>
9/3	Orientation to CP	"Lowell Housing Authority" Consultation Scenario #1 Principles of Action Research (bring) David Brooks: New Humanism articles (bring) Sarason, 2003; Kelly, 2003
9/10	The Community Psychology Perspective: History and Context for Participant Conceptualization 8/28/63 and 9/11/01 Rosa Parks and William Winter	Kloos Ch. 1,2 Bring in Kloos Ch. 1, 2 REQ writeup CP Value Propositions Revisit Lowell Consultation
9/17	Core CP Theoretical Concepts: Participation/Empowerment, Sense of Community, Social Ecology Consultation Scenario #2: Creating Motivation and Buy-in	Kloos Ch. 5, 6, 11 REQ Writeup of 5, 6, 11
9/24	Risk, Stress, Coping, Support, Resilience	Kloos Ch. 8
10/1	Application of CP Concepts Consultation Scenario #3: Creating College and Career Readiness for Urban Minority Youth	Read entire Savitz book And bring in ecological summary
10/8	Approaches to Consultation: Traditional and Ecological/CP Revisit Scenario #3	Readings from JEPC 22, 2012: Doll et al. Meyers et al., Trickett et al.
10/15	Creating Conditions for Change Consultation Scenario #4: Making a School or Workplace Safe	Casey Foundation Reading on Change (bring in) Kloos Chapter 13
10/22	The Legacy of Sargent Shriver & Civic Engagement/Community Service/Social Justice Consultation Scenario #5: Creating Motivation and Buy-In	Kloos Ch. 12
10/29	Prevention Concepts and Program Structures <u>Featuring: "Prevention: The DVD"</u> Final Consultation Project Assignment	Kloos Ch. 9 Web sites: character.org, CASEL, edutopia;
11/5	Consultation Simulation #6: How to Select a Prevention Program	CASEL Safe and Sound Guide CASEL meta-analysis (Durlak) Domitrovich article from School Psychology Review, 2011

11/12	Creating Sustainability/Lasting Organizational Change Final Project Updates	Kloos Ch. 10 Weick 1984 or Sarason 1978
11/19	In-Service Workshop in Implementation of School-Based SECD; Consultation Methods around Youth Engagement	CASEL Implementation Guides Bring in Top 10 Summary Elias & Leverett
12/3	Human Service Organization Consultation and Diversity Project Consultations/Presentations	Kloos Ch. 7
12/10	Final Project Consultation Course Summary and Evaluation	Project Deadline 12/16

Texts and Readings

- Kloos, B., & Associates. (2011) *Community psychology: Linking individuals and communities (3rd ed.)*. Belmont, CA: Wadsworth.
- Savitz-Romer, M., & Bouffard, S. (2012). *Ready, willing, and able: A developmental approach to college access and success*. Cambridge, MA: Harvard Education Press.
- Readings covering most class assignments will be provided **via e-College, not Sakai**. Log in at <https://ecollege.rutgers.edu/students.jsp> ; other readings/course materials also may be distributed via e-mail. **BE SURE TO PROVIDE ME WITH ANY RUTGERS E-MAIL ADDRESS YOU PREFER THAT I USE!**

Required and Optional Readings

AJCP Special Issue on Oppression and Liberation:

- Potts, R. (2003). Emancipatory education versus school-based prevention in African American communities. *American Journal of Community Psychology, 31* (1/2), 173-184.
- Prilleltensky, I. (2003). Understanding, resisting, and overcoming oppression: Toward psychopolitical validity. *American Journal of Community Psychology, 31* (1/2), 195-202.
- Sonn, C., & Fisher, T. (2003). Identity and oppression: Differential responses to an in-between status. *American Journal of Community Psychology, 31* (1/2), 117-128.
- Varas-Diaz, N, & Serrano-Garcia, I. (2003). The challenge of a positive self-image in a colonial context: A psychology of liberation for the Puerto Rican experience. *American Journal of Community Psychology, 31* (1/2), 103-116.
- Watts, R., & Serrano-Garcia, I. (2003). The quest for a liberating community psychology: An overview. *American Journal of Community Psychology, 31* (1/2), 73-78.
- Bencivenga, A. S., & Elias, M. J. (2003). Leading schools of excellence in academics, character, and social-emotional development. *NASSP Bulletin: The Journal of the National Association of Secondary School Principals, 87* (637), 60-72.
- Biglan, A., & Smolkowski, K. (2002). The role of the community psychologist in the 21st Century. *Prevention and Treatment, 5* (2).
- Caplan, G. (1970). *The theory and practice of mental health consultation*. New York, NY: Basic Books.
- Casas, J., & Ryan, C. (2010). How Latinos are transforming the United States: Research, theory, and policy. *Journal of Social Issues, 66* (1), 1-10.
- Collaborative for Academic, Social, and Emotional Learning (2003). *Safe and Sound: An educational leader's guide to evidence-based social-emotional learning (SEL) programs*. Chicago: CASEL. (www.CASEL.org)
- Cowen, E. L. (1991). In pursuit of wellness. *American Psychologist, 46* (4), 404-408.
- Doll, B., Spiers, R., & Champion, A. (2012). Contributions of ecological school mental health services to students' academic success. *Journal of Educational and Psychological Consultation, 22* (1-2), 44-61
- Dudley-Marling, C., Jackson, J., & Patel, L. (2006) Disrespecting childhood, *Phi Delta Kappan, 87* (10), 748-755.
- Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., & Schellinger, K. (2011). The impact of enhancing social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82* (1), 405-432.
- Elias, M. J., & Arnold, H. (Eds.). *The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom*. Thousand Oaks, CA: Corwin Press.
- Elias, M. J., & Leverett, L. (2011). Consultation to urban schools for improvements in academics and behavior: No alibis. No excuses. No exceptions., *Journal of Educational and Psychological Consultation, 21*(1), 28-45.
- Forman, S. B., et al. (2013). Implementation science and school psychology. *School Psychology Quarterly, 28* (2), 77-100.
- Fredericks, L. (2003). *Making the case for social-emotional learning and service learning*. Denver, CO: Education Commission of the States, www.ecs.org/clc.
- Haberman, M. (1991). The pedagogy of poverty versus good teaching. *Phi Delta Kappan, 73*(4), 290-294
- Haberman, M. (2004). Urban education the state of urban schooling at the start of the 21st century. <http://www.habermanfoundation.org/Articles/Default.aspx?id=10> .
- Hill, N., & Torres ,K. (2010). Negotiating the American Dream: The paradox of aspirations and achievement among Latino students and engagement between their families and schools. *Journal of Social Issues, 66* (1), 95-112.
- Jessor, R. (1993). Successful adolescent development among youth in high-risk settings. *American Psychologist, 48*, 177-126.
- Kelly, J. G. (2003). Science and community psychology: Social norms for pluralistic inquiry. *American Journal of Community Psychology, 31* (3/4), 213-218.
- Kozol, J. (2005). Apartheid in America? *Phi Delta Kappan, 87* (4), 264-275.

JSI Special Issue on Community Involvement:

- Batson, C. D., Ahmad, N., & Tsang, J. (2002). Four motives for community involvement. *Journal of Social Issues, 58* (3), 429-446.
- Clary, E. G., & Snyder, M. (2003). Community involvement: Opportunities and challenges in socializing adults

- to participate in society. *Journal of Social Issues*, 58 (3), 581-592.
- Eyler, J. (2003). Reflection: Linking service and learning-linking students and communities. *Journal of Social Issues*, 58 (3), 517-534.
- Penner, L. (2003). Dispositional and organizational influences on sustained volunteerism: An interactional perspective. *Journal of Social Issues*, 58 (3), 447-468.
- Singer, J., King, L., Green, M., & Barr, S. (2003). Personal identity and civic responsibility: "Rising to the occasion" narratives and generativity in community action student interns. *Journal of Social Issues*, 58 (3), 535-556.
- Li, C., & Vazquez-Nuttall, E. (2009). School consultants as agents of social justice for multicultural children and families. *Journal of Educational and Psychological Consultation*, 19 (1), 26-44.
- Meyers, A., Meyers, J., Graybill, E., Proctor, S., & Huddleston, L. (2012). Ecological approaches to organizational consultation and systems change in educational settings. *Journal of Educational and Psychological Consultation*, 22 (1-2), 106-124 .
- Meyers, J. (1973). A consultation model for school psychological services. *Journal of School Psychology*, 11, 5-15.
- Munsch, J., & Wampler, R. (1993). Ethnic differences in early adolescents' coping with school stress. *American Journal of Orthopsychiatry*, 63 (4), 633-646.
- Pearrow, M., & Pollack, S. (2009). Youth empowerment in oppressive systems: Opportunities for school consultants. *Journal of Educational and Psychological Consultation*, 19 (1), 45-60.
- Rasmussen, A., Aber, M., & Bhana, A. (2004). Adolescent coping and neighborhood violence: Perceptions, exposure, and urban youths' efforts to deal with danger. *American Journal of Community Psychology*, 33 (1/2), 61-75.
- Reynolds, A. (1998). Resilience among urban black youth: Prevalence, intervention effects, and mechanisms of influence. *American Journal of Orthopsychiatry*, 68 (1), 84-100.
- Rosado, J. (1986). Toward an interfacing of Hispanic cultural variables with school psychology service delivery systems. *Professional Psychology: Research and Practice*, 17 (3), 191-199.
- Sarason, S. B. (1978). The nature of problem solving in social action. *American Psychologist*, 33, 370-380.
- Sarason, S. B. (2003). The obligations of the moral-scientific stance. *American Journal of Community Psychology*, 31 (3/4), 209-212.
- Trickett, E. J., & Rowe, H. (2012). Emerging Ecological Approaches to Prevention, Health Promotion, and Public Health in the School Context: Next Steps From a Community Psychology Perspective. *Journal of Educational and Psychological Consultation*, 22 (1-2), 125-140.
- Weick, K. (1984). Small wins: Redefining the scale of social issues. *American Psychologist*, 39, 40-49.

School Psychology Review, 2011:

- Becker, K., & Domitrovich, C. E. (2011). The conceptualization, integration, and support of evidence-based interventions in the schools. *School Psychology Review*, 40(4), 582-589.
- Bradshaw, C. P., & Pas, E. (2011). A statewide scale up of positive behavioral interventions and supports: A description of the development of systems of support and analysis of adoption and implementation. *School Psychology Review*, 40(4), 530-548.
- Dishion, T. (2011). Promoting academic competence and behavioral health in public schools: A strategy of systemic concatenation of empirically based intervention principles *School Psychology Review*, 40(4), 590-597.
- Nadeem, E., Jaycox, L., Kataoka, S., Langley, A., & Stein, B. (2011). Going to scale: Experiences implementing a school-based trauma intervention. *School Psychology Review*, 40(4), 549-568.
- Shernoff, E., Marinez-Lora, A., Frazier, S., Jakobsons, L., Atkins, M., & Bonner, D. (2011). Teachers supporting teachers in urban schools: What iterative research designs can teach us. *School Psychology Review*, 40(4), 465-485.

Web Sites

- Rutgers SEL Lab: www.rci.rutgers.edu/~melias/
- Rutgers' Collaborative Center: engage.rutgers.edu
- The Society for Community Research and Action/ APA Div. 27 (Community Psych.): www.scra27.org/
- George Lucas Educational Foundation: www.GLEF.org
- Character Education Partnership: www.character.org

Collaborative for Academic, Social, and Emotional Learning: www.CASEL.org
Compact for Learning and Citizenship: www.ecs.org/clc
National School Climate Center www.schoolclimate.org
6 Seconds: www.6Seconds.org
Responsive Classroom: www.responsiveclassroom.org
Center for Learning and Citizenship: www.ecs.org/clc
New Jersey Coalition for Bullying Awareness and Prevention: www.njbullying.org/

Chapters in Kloos Text:

1. Introducing Community Psychology.
2. How Has Community Psychology Developed?
3. The Aims of Community Research.
4. Methods of Community Psychology Research.
5. Understanding Individuals Within Environments.
6. Understanding Community.
7. Understanding Human Diversity.
8. Understanding Stress and Coping in Context.
9. Prevention and Promotion: Key Concepts.
10. Prevention and Promotion: Implementing Programs.
11. Citizen Participation and Empowerment.
12. Community and Social Change.
13. Program Evaluation and Program Development.
14. Looking Ahead.

Brief Summary of SCRA/APA Div. 27 Mission Statement and Connection to the Course:

SCRA is an international organization devoted to advancing community theory, research, and action, especially as these relate to promoting empowerment and preventing problems that diminish human potential.

Four broad principles guide SCRA: 1) Community research and action requires attention to and respect for diversity among peoples and settings; 2) Human competencies and problems are best understood by viewing people within their social, cultural, economic, geographic, and historical contexts; 3) Community research and action is an active collaboration among researchers, practitioners, and community members that uses multiple methodologies; 4) Effective change requires strategies implemented at multiple levels. We welcome those sharing these values.

Community psychology is an empirically grounded field that employs an integration of research and action toward the goal of enhancing the well-being of individuals and the ability of communities to sustain that well-being. Community psychology is committed not only to the prevention of health-compromising and problem behaviors but also to the promotion of social competence and developmental socialization of skills needed to for people to grow in healthy, satisfying, and productive ways.

Education settings are becoming increasingly important as sources of transmission of the knowledge, skills, attitudes, and values that future generations of children will bring with them into their adult roles. Relatedly, more and more adults are turning to formal and informal education settings as a source of fulfillment or a place to “catch up” on current issues, trends, or areas of interest. Through the application of community psychology in educational contexts, broadly speaking, professional psychologists are standing at the threshold of opportunities for impacting on people that are new, exciting, and important.

Combined with this are advances in the areas of “emotional intelligence,” “social-emotional learning,” “social-emotional and character development,” “multiple intelligences,” “strengths, resilience, and competencies,” “community psychology,” and an understanding that learning occurs best in the context of caring communities of learners, among people whose life skills are positively directed and supported by living in competence-enhancing settings. This course will illustrate these concepts and the practical methods needed to bring them alive in educational settings using a strengths-based approach.

Community psychology is an empirically grounded field that employs an integration of research and action toward the goal of enhancing the well-being of individuals and the ability of communities to sustain that well-being. Community psychology is committed not only to the prevention of health-compromising and problem behaviors but also to the promotion of social competence and developmental socialization of skills needed to for people to grow in healthy, satisfying, and productive ways. Among the concepts we will explore are those that reside at the intersection of “emotional intelligence,” “social-emotional learning,” “social-emotional and character development,” “multiple intelligences,” “strengths, resilience, and competencies,” and an understanding that learning occurs best in the context of caring communities of learners, among people whose life skills are positively directed and supported by living in competence-enhancing settings. This course will illustrate these concepts and the practical methods needed to bring them alive in educational settings using strengths-based approaches.

Final Project Guidelines-- Community Psychology Consultation Fall 2013

The final project is an application of CP concepts, values, approaches, and methods to a consultation situation you are facing in a setting in which you are currently working or have worked recently. This is because it is essential for you to be aware of contextual factors, vs. hypotheticals.

The final project should be written up based on Wandersman et al.'s approach to systems-level consultation, detailed below and elaborated in the text on pp. 446 ff. Included as part of Question #1 or #2 would be a description of your setting and the consultation situation you are addressing. Question #3 is where you would describe the basics of what you are trying to do and how it exemplifies approaches to CP consultation (see below) and lead to second order change. You would do well to present a logic model of how you would see the consultation approach you are using leading to a sustainable solution to the issue that you are addressing. Pages 426-8 offer an approach to thinking about logic models.

Please note that you are NOT responsible for Question #8, i.e., there is NO expectation that you will implement what you are proposing in the context of this semester's work. However, the feasibility of what you propose is an important element in evaluating your work. Therefore Questions #6, 7, 9, and 10 are relevant in that you would want to have a sense of the ongoing monitoring of your approach to implementation, evaluation and sustainability of your intervention, once implemented.

As part of your write-up, include specific reference to CP ideas, values, and approaches to consultation. You MUST refer explicitly to the consultation approach discussed in Weeks 5-6. Focus on ideas that are likely to lead to a second-order change solution, which is your goal. Pay particular attention to the ecological level(s) at which you choose to work, how your approach links to sense of community, and what element(s) of the prevention equations you intend to impact. If you are addressing a policy-related problem, then you are going to have to focus on the locality or macrosystemic levels, most typically. But the macrolevel is rarely going to be invoked for a local-level consultation problem.

It is possible for people to work on the project in teams, either because you are working in the same setting or because you are working on a related consultation situation in different settings. One common write-up can be used if you like, or you can choose to have some of the write-up elements in common and others where you might diverge.

Timeline

On 10/29, we will be discussing the project in class. While you will give me an initial indication of the setting in which you plan to focus and the consultation situation you will be addressing, I would like a confirmatory email by 11/4, along with an indication of whether you will be working alone or with one or two others.

On 11/12, be prepared to present a 3-5-minute overview of your consultation situation and entertain up to 3-5 minutes of questions and suggestions about your project.

On 12/3 and especially on 12/10, you will have the opportunity to use the class as consultants to your consultation project; you will need to contact me in advance to reserve time to present on either of the two days. At the same time, YOU will have the opportunity to function in the role of consultant to your classmates. This will be an important opportunity to practice the CP/consultation ideas in this course. I also will entertain questions about your project as you proceed.

The project will be due on 12/16.

The Ten Consultation Accountability Questions and How to Answer Them (Dalton et al., 2007)

Accountability Questions

1. What are the needs and resources in your community/state?
2. What are the goals, target population, and school/ community/state?
3. How does the intervention incorporate best practices in consultation literature?
4. How does the intervention fit with other programs currently in place?
5. What capacities do you need to put this intervention place into place with quality?
6. How will this intervention be carried out?
7. How will the quality of implementation be assessed?
8. How well did the intervention work?
9. How will continuous quality improvement consultation strategies be incorporated?
10. If the intervention (or a component) is successful, how will it be sustained?

Strategies for Answering the Questions

- Needs assessment organization/school/
Resource assessment
- Goal setting desired outcomes (objectives) for your
- Theory and best practices from
consultation literature
- Collaboration; contextual analysis
Cultural competence;
- Capacity building
- Implementation and sustainability planning
- Process evaluation
- Outcome and impact evaluation
- Total quality management; consultation
strategies; Continuous quality improvement
- Sustainability, institutionalization

ASSESSING AND SUPPORTING SCHOOL *READINESS TO IMPLEMENT* COMMON CORE: A GTO EXAMPLE OF CONSULTATION FOCUS

Quality implementation is a key ingredient to program success. Research shows that when schools proactively plan for, monitor, and evaluate implementation over time, desired outcomes are more likely to be achieved. High-quality implementation requires a strategic process and provision of support.

An important aspect of implementation emerging in the scientific literature is *readiness*. Readiness refers to the school climate and conditions within which a program or curriculum (like Common Core) is being implemented. Schools that are “more ready” for a curriculum change will experience greater ease and success with implementation, thereby improving the likelihood of achieving positive outcomes.

Readiness comprises three distinct dimensions:

1. Motivation for curricular change, which refers to the school-wide organizational reasons why schools may (or may not) wish to engage in a curricular change.
2. Innovation-specific capacity, which refers to the school-wide knowledge, skills, and abilities needed to implement a curricular change.
3. General capacity, which refers to general school functioning and structures that may support implementation of curricular change (e.g., leadership).

Schools will vary across each readiness dimension. While some schools may have a strong school structure and leadership but lack motivation for curricular change, others may be highly motivated but need more curriculum-specific knowledge and skills. Isolating specific areas of need allows for a data-informed and differentiated plan for implementation support.

ASSESSING AND SUPPORTING READINESS TO IMPLEMENT COMMON CORE

Readiness is a dynamic and malleable process. This means that with appropriate assessment and support, all schools have the potential to implement Common Core with quality!

Assessment. Boosting school readiness for Common Core involves using a data-informed approach for implementation support. A pro-active assessment of school readiness for Common Core can provide critical information about school strengths and areas in need of improvement. Consistent with an empowerment evaluation approach, the GTO team believes that this assessment should be developed in collaboration with the district to ensure optimal fit with the district’s broader vision, and to promote transparency in data. The result of the assessment would provide a district-level snapshot of readiness for Common Core, as well as individual school profiles of school readiness.

Supporting Implementation of Common Core. Based on the results of a comprehensive readiness assessment, a data-informed, strategic plan for implementation support can be developed. This may come in stages, in which we first focus on district-level readiness to implement Common Core then provide support at the school-level:

- District-level support for planning large-scale implementation of Common Core (Quality Implementation Process, including use of the Quality Implementation Tool)
- District-wide implementation support for all schools during the transition to Common Core
- Intensive implementation support provided to selected schools

For more information on readiness and implementation support (including examples of implementation support provided by GTO on other Richland Two projects), please contact:

Dr. Abraham Wandersman, PhD at wanderah@mailbox.sc.edu