Department of Educational Leadership

Syllabus

Course Number -	EDAD 711 -
Title:	Studies & Practicum in Ed Assessment & Evaluation
Semester and Year:	Summer 2004
Instructor:	Marvin H. Jeter, III, Ph.D.
Office Location:	School of Education Building Room 204
Office Hours:	Before class, after class, or by appointment
Email:	mjeter@ihl.state.ms.us
Telephone:	(601) 981-0892 H / 432-7803 O / 953-3114 C

Required Text:

Fitzpatrick, J.L., Sanders, J.R.& Worthen, B.R. (2004). *Program evaluation: Alternative approaches and practical guidelines* (3rd ed.). Boston: Pearson.

Supplementary References:

Newman, D.L. & Brown, R.D. (1996). *Applied ethics for program evaluation.* Thousand Oaks, CA: Sage.

Rossi, P., Lipsey, M., & Freeman, H. (2004). Evaluation: A systematic approach. Sage Publications: Thousand Oaks.

Stufflebeam, D.L. (2001, Spring). Evaluation models. *New directions for evaluation*, 89. San Francisco: Jossey-Bass.

Shadish, W.R. Jr., Cook, T.D. & Leviton, L.C. (1991). *Foundations f program evaluation: Theories of practice.* Thousand Oaks, CA: Sage (Chapters 3-5) [On reserve in the Curriculum Materials Library in the basement of Willard Hall].

Stufflebeam, D.L. & Shinkfield, A.J. (1985). *Systematic evaluation.* Boston: Kluwer-Nijhoff [Edmon Low Library].

Other Requirements: Secure e-mail account from the Information Technology Office

Course Description:
This course will provide an introduction to the theoretical and practical aspects of program evaluation in education and other institutional settings. Evaluation models will also be examined. The course will study programs ranging from individual lessons to nationwide multi-year, multi-site projects, and ethical issues that influence the practice will be explored.

Prerequisite: Admissions into the doctoral program

Program in Which the Course is Required: PhD in Educational Administration

Course Objectives:
Jackson State University functions as a community of learners where teaching, research, and service are central to its total learning environment. The University embraces the core values of tradition, accountability, learning, nurturing, service, and responsibility. These core values are the starting point for the School of Education's Responsive Educator model, the conceptual framework for both initial and advanced programs. The objectives of this course are grounded in the Responsive Educator outcomes and are aligned with the New NCATE Standards for Educational Administration), and the Mississippi Curriculum Framework for K-12.

Responsive Educators:

Foster learning that is grounded in active inquiry, and requires critical thinking and problem solving. (NCATE Standard #1; Educational Administration Standard #2, #3, #4, #5, #6)

The candidate will be able to:

- Choose among various evaluation models to answer questions of interest.
- Link evaluation results conceptually and substantively to theory and practice.

Facilitate collaborations that support and enrich the educational process within a community of learners. (NCATE Standard #1; Educational Administration Standard #2, #3, #4, #5, #6)

The candidate will be able to:

- Critique two (2) articles on evaluation issues

Nurture diversity that encourages an understanding of the knowledge, skills, and dispositions necessary to work effectively in a multifaceted society. (NCATE Standard #1; Educational Administration Standard #2, #3, #4, #5, #6)

The candidate will be able to:

- Demonstrate how data can be used to evaluate affective related goals
- Demonstrate how data can be used to evaluate academic related goals
- Demonstrate how data can be used to evaluate behavior related goals
- Demonstrate how data can be used to evaluate school related goals

Integrate technology that enhances learning environments and extends performance. (NCATE Standard #1; Educational Administration Standard #2, #3, #4, #5, #6)

The candidate will be able to:

- Utilize SPSS for data storage and analysis
- Use Power Point to share summarized articles.
- Write a summary of Mississippi the Department of Education's data base system

Implement accountability systems that are proactive, data driven, and conducive to a safe, efficient, and effective learning environment. (NCATE Standard #1; Educational Administration Standard #2, #3, #4, #5, #6)

The candidate will be able to:

- Design an accountability/evaluation system to track student performance

Develop instruction that is based on current content and assessment knowledge and encourages academic development for all students. (NCATE Standard #1; Educational Administration Standard #2, #3, #4, #5, #6)

The candidate will be able to:

- Analyze student assessment data.

Objectives: Upon completion, students should be able to:

1. Define evaluation
2. Define and distinguish between informal and formal evaluation
3. Distinguish between evaluator's purposes, roles and activities
4. Distinguish between formative and summative evaluation
5. Distinguish between needs assessment, a process and outcome evaluation
6. Identify circumstances under which formative or summative evaluations would be utilized in conjunction with internal and/or external evaluators
7. Identify the potential and limitations of program evaluation
8. Identify developments and trends that have emerged in program evaluation from 1800-to the present
9. Determine if/what current trends in performance measurement and standard-based education are or are not similar to earlier stages of evaluation
10. Determine how advocacy emerged as a controversial issue in evaluation
11. Determine why there are son many different approaches to evaluation
12. Distinguish between objectivists' and subjectivists' approaches to evaluation
13. Determine why evaluation theory, as reflected in different approaches to evaluation, important to learn
14. Determine the unique contributions of qualitative and quantitative methods to evaluation studies
15. Discuss what practical issues influence the diversity of the evaluation approaches
16. Compare and contrast varying evaluation approaches
17. Provide specific examples of evaluation approaches that are associated with each of the six approaches discussed in this part of the course as well as their strengths and limitations
18. Identify those who contributed to the development of each evaluation approach

Instructional Strategies:

Lecture, Individual Presentations, Discussions, and Projects

Student Activities:

Article Critiques
Reflections
Assessment #1, #2

Method of Student Evaluation:

Name of Evaluation	*Number of Points Possible*
Article Critiques (2 @ 50 points each)	100
Assignments (2 @ 100 points each)	200
Accountability Study	100
Assessment Study	100
Reflections	100
Final Project	200
Total Points	**800**

Grading Scale:

A	720-800
B	640-719
C	560-639
D	480-559
F	0-479

Method of Course Evaluation:
Jackson State University Student Instructional Rating System (SIRS)
School of Education mid-term Instructional Feedback Rating Form

Clinical and Field-Based Experiences:
15 Hours to collect data

Source of Knowledge:
American Education Research Association

Special Needs Learners:
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of the Americans with Disabilities Act (ADA) Coordinator and Compliance Officer, P.O. Box 17999, Jackson, MS 39217, telephone (601) 979-2485 as early as possible in the term.

Diversity Statement:
Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

Caveat:
In the event of extenuating circumstances, the schedule and requirements for this course may be modified.
This course is an intensive exposure to advanced statistics and the use of the personal computer for statistical analysis.

Assessment #1, & #2

Four in-class examinations will be given. Examinations will be on the theory and application of concepts and principles learned. Each examination will allow the instructor to compare the students to each other. Students will be compared to the highest score made on the test. After this transformation, the higher possible score on a test will remain at 100.
A= 100 – 90
B= 89 – 80
C = 79 -70
D = 69 -60
F = 59 - and below

Class Attendance Policy:
Graduate students at Jackson State University are expected to give their scholastic obligations first consideration. Regular and punctual attendance is required of all students in activities scheduled for credit. When, for any reason, a student is absent from class, it is the student's responsibility to present to the instructor a reason for the absence. Any instructor may require all statements from the student with respect to absences be submitted in writing.
The satisfactory explanation of absence does not, in any sense, relieve the student from the responsibility to do the work required during the absences.

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References

The following references may be borrowed:

Bartz: A. (1999). Basic statistical concepts (4th ed).). Upper Saddle River, New Jersey: Merrill /Prentice Hall.

Anderson, D., Sweeney, D. & Williams, T. (1999), Statistics for business and economics. Cincinnati, Ohio: South-Western College Publishing.

Arhar, J., Holly, M., & Kasten, W. (2001). Action Research for Teachers: Traveling the Yellow brick road. Los Angeles, CA: Pyrczak Publishing

Babbie, E. (2001). The practice of social research (9th). Belmont, CA: Wadsworth.

Bartz: A. (1999). Basic% statistical concepts. (4th ed).). Upper Saddle River, NJ: Merrill Prentice Hall.

Berg, Bruce. (2001). Qualitative research methods for the social sciences. Boston, MA: Allyn and Bacon.

Brizuela, B. , Stewart, J., Carrilo, R. & Berger, J. (eds.) (2000). Cambridge, MA: Harvard Educational Review.

Creswell, John. (2002). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Upper Saddle River, NJ: Prentice Hall.

Dooley, David. (2001) Social research methods. (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Field, Andy. (2000). Discovering statistics using spss and windows. Thousand Oak, CA: Sage.

Frankfort-Nachmias, C. & Leon-Guerrero, A. Social statistics for a diverse society (2nd ed.) Thousand Oaks, CA: Pine Forge Press.

Gall, J, Gall, M. & Borg, W. (1999) Applying educational research: A practical guide. (4th ed.). New York, NY: Longman.

Gravetter, F. J. & Wallnau, L (1999). Essentials of statistics for the behavioral sciences.
Pacific Grove, CA: Brooks/Cole Publishing Company.

Grimm, L.& Yarnold, P. (2000). Reading and understanding multivariate statistics. Washington, DC: American Psychological Association.

Hittleman, D. and Simon (2002). Interpreting educational research: An introduction for consumers of research. Upper Saddle River, NJ: Merrill Prentice Hall.

Hitchcock. Graham and David Hughes. (1995). (2nd ed.) Research and the teacher. A qualitative introduction to school-based research. New York, NY: Routledge.

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Johnson, B. & Christensen, L. (2000). Educational research.: Quantitative and qualitative approaches. Boston, MA: Allyn and Bacon.

Lockhart, R (1998). Introduction to statistics and data analysis: For the behavioral science. New York, NY: W. H. Freeman and Company.

Mason, J. (1996). Qualitative researching. Thousand Oaks, CA: Sage.

Minium, W., Clarke, R. & Coladarci, T. (1999). Elements of statistical reasoning (2nd ed.). New York, NY: Wiley.

Jalongo, M., Gerlach, G. & Yan, W. (2000). Research methods. Connecticut: McGraw-Hill/Dushkin.

Johnson, R, & Wichern, D. (1999) Applied multivariate statistical analysis (5th ed) Upper Saddle River, NJ: Prentice Hall. Upper Saddle River: Prentice Hall.

McCall, R. (2000). Fundamental statistics for behavioral science (8th ed.) Belmont, ,CA: Wadsworth.

McMillan, J. &Wergin, J. (2002). Understanding and evaluating educational research. New York, NY: Longman.

McMillan. J. (2000). (3rd ed). Educational research: Fundamentals for the consumer. New York, NY: Longman.

Pyrczak, F. (1996). Success at statistics: A work text with humor. Los Angeles, CA: Pyrczak Publishing.

Rossman, Allan. (1996) Workshop statistics: Discovery with Data. New York, NY: Springer.

Schloss, P. & Smith, M. (1999). Conducting research. Upper Saddle River, NJ: Prentice Hall.

Shank, Gary.(2002). Qualitative research: A personal skills approach. Upper Saddle River, NY: Prentice Hall.

Shavelson, Richard. (1996). Statistical reasoning for the behavioral sciences. (3rd ed.). Boston, MA: Allyn 7 Bacon,

Sprenger, M. (1999. Learning & memory: The brain in action. Alexandria, VA: ASCD.

Thorndike. R.& Dinnel, D. (2001). Basic statistics for the behavioral science. Upper Saddle River, NY: Prentice Hall.

Wiggins, G. & McTighe. Understanding by design. Alexandria, VA: ASCD.

Wiseman,D. (1999). Research strategies for education. Belmon, CA: Wadsworth.

Wraga, W. & Hlebowitsh, P. (eds.) (200) Research review for school leaders Vol. III Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

EDAD 711 - Studies & Practicum in Ed Assessment & Evaluation

Tentative Schedule & Outline of Topics

► ***Friday, June 18, 2004.....Jeter.....University Center Room 1-5***

I. Overview of Program Evaluation F, S, & W pp. 1-29
- A. Definition of evaluation/characteristics of program evaluation
- B. Informal vs. formal evaluation
- C. Basic Types of Evaluation
- D. Evaluation's importance—and its limitations

II. Origins & Trends in Modern Program Evaluation F, S, & W pp. 30-52
- A. The history & influence of evaluation in society
- B. Recent Trends influencing program evaluation

III. Tailoring Evaluations R, L, & F pp. 31-65
- A. What aspects of evaluation must be tailored?
- B. What features of the situation should evaluation plan take into account?
- C. The nature of the evaluator-stakeholder relationship
- D. Evaluation questions and methods

IV. Identifying Issues and Formulating Questions R, L, & F pp. 67-99
- A. Good evaluation questions
- B. Specific questions to answer
- C. Collating evaluation questions

V. Alternative Views of Evaluation F, S, & W pp. 57-70
- A. Diverse conceptions of program evaluation
- B. Origins of alternative views of evaluation

► ***Friday, June 25, 2004.....Class Members.....University Center Room 1-5***

VI. Alternative Models of Program Evaluation F, S, & W

Assignment 1:

1. Each student will randomly select an approach identified by Fitzpatrick, Sanders, & Worthen.
2. Each group will summarize of their assigned evaluation approach and share an evaluation report that utilized the approach [See checklist for details to include in each summary].

- A. Objectives-oriented approaches pp. 71-87 _____
- B. Management-oriented approaches pp. 88-99 _____
- C. Consumer-oriented approaches pp. 100-111 _____
- D. Expertise-oriented approaches pp. 112-128 _____
- E. Participant-oriented approaches pp. 129-151 _____

VII. Assessing the Need for a Program R, L, & F pp. 101-132
- A. Diagnosing social conditions and service needs
- B. Defining the problem to address & targets of interventions
- C. Describing the target populations & nature service needs

VIII. Expressing and Assessing Program Theory R, L, & F pp. 132-168
- A. The evaluability assessment perspective
- B. Eliciting program theory
- C. Assessing program theory
- D. Outcomes of program theory assessment

► ***Email Articles by Friday, July 2, 2004*** (2 @ 50 points each):

The candidate will select two articles from referred journals.
Each article must address an aspect of teaching and learning
Each article must utilize statistical procedures
A written description of the articles **must** address:

Purpose	Justification	Hypotheses
Review of Literature	Methodology	Data Analysis
Findings	Reflection on the Articles	

For a grade of A, all of the components must be clearly and adequately covered.
For a grade of B, six of the above items must be clearly and adequately covered.
For a grade of C, four of the above items must be clearly and adequately covered.

► ***Email Accountability Study: by Friday, July 9, 2004***

The candidate will interview the administrator responsible for the system's accountability plan. S/he will inquire about the formation of the plan, its purpose and objectives, the various data components of the plan, and how the system is maintained. An oral report is to be made.

For a grade of A, all of the features must be clearly and adequately covered.
For a grade of B, 80% of the features must be clearly and adequately covered.
For a grade of C, 60% of the features must be clearly and adequately covered.

► ***Email Assessment Study: by Friday, July 16, 2004***

Plan an assessment workshop at the elementary, middle or high school level.
All state mandated tests for the specified level must be addressed
The Assessment Workshop should include

Test Purpose	Test Objectives	Test Administration procedures
Scoring	Score interpretation for Teachers	Score interpretation for Parent
Instructional Implications for Teachers		Instructional Implication for Parents

For a grade of A, all of the features must be clearly and adequately covered.
For a grade of B, 80% of the features must be clearly and adequately covered.
For a grade of C, 60% of the features must be clearly and adequately covered.

► ***Friday, July 23, 2004.....Jeter.....University Center Room 1-5***

IX. Assess and Monitoring Program Process R, L, & F pp. 169-201
- A. Program process evaluation and monitoring
- B. Perspectives on process monitoring
- C. Monitoring service utilization
- D. Monitoring organizational functions

X. Measuring and Monitoring Program Outcomes R, L, & F pp. 203-232
- A. Program outcomes
- B. Identifying relevant outcomes
- C. Measuring program outcomes
- D. Monitoring program outcomes

XI. Assessing Program Impact R, L, & F pp. 233-263
- A. What is an impact assessment appropriate?
- B. Randomized field experiments
- C. Limitations on the use of randomized experiments

XII. Assessing Program Impact: Alternative Designs R, L, &F pp. 265-300
- A. Bias in estimation of program effects
- B. Quasi-experimental impact assessments
- C. Cautions about using quasi-experiments for impact assessments

► **Fri*day, July 30, 2004.....Jeter.....University Center Room 1-5***

XIII. Detecting, Interpreting, and Analyzing Program Effects R, L, &F pp. 301-330
- A. The magnitude of a program effect
- B. Detecting program effects
- C. Assessing the practical significance of program effects
- D. The role of meta-analysis

XIV. Measuring Efficiency R, L, &F pp. 331-368
Cost-benefit analyses

XV. The Social Context of Evaluation R, L, &F pp. 369-419
- A. The social ecology of evaluations
- B. Professions of evaluations
- C. Evaluation standards, guidelines, and ethics
- D. Utilization of evaluation results
- E. The future of evaluations