

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

EDL 211: Educational Evaluation, Assessment, and Planning

Fall 2008

Units: 3 Semester Units

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Course Description

Examines assessment practices, planning strategies, and evaluation processes in K-12 and higher education settings. Addresses current issues and trends in the field of education related to school accountability. Contains fieldwork component.

Core Elements

Systematic Educational Reform, Visionary Leadership, Complexity in Organizations, Collaborative Management, Diversity and Equity, Educational Policy Environments, Educational Accountability, School and Campus Cultures, Curriculum and Instructional Reform, Assessment and Evaluation, Data-driven Decision-making, Research, Professional Practice.

Student Learning Objectives

- 1.1 Graduates of the DPELFS will know how to provide visionary leadership in educational reform in complex education organizations with respect to instructional practices and policies, creating healthy school and campus cultures, implementing appropriate curriculum, and in establishing school-community relations and home and school learning environments.
- 1.2 Graduates of the DPELFS will demonstrate visionary educational leadership in the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; by modeling a personal code of ethics; and by developing professional leadership capacity.
- 1.3 Graduates of the DPELFS will demonstrate leadership in the application of effective instructional strategies in advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- 2.1 Graduates of the DPELFS will be able to undertake educational program evaluations and assessments in educational settings, and be able to collect, disaggregate, and analyze data to be able to offer appropriately differentiated instruction.
- 2.2 Graduates of the DPELFS will be able to provide instructional leadership through: policy development; collaborative team building; conducting research; and devising solutions and taking appropriate actions to implement proposed solutions.

- 2.3 Graduates of the DPELFS will be able to demonstrate, through an intense writing assignment, their understanding of educational issues and problems and relate such within their focus of study (Pre-K-12 Education Administration or Post-secondary Education Administration).
- 3.1 Graduates of the DPELFS will know how to access the current literature using available technology relative to educational leadership.
- 3.4 Graduates of the DPELFS will be able to demonstrate their understanding of how theory informs practice with respect to school effectiveness and in the academic development of children.

This course will provide the educational leader with the tools to successfully carry out program evaluations and lead productive educational planning initiatives. The course is designed to:

- Help students recognize the importance of educational evaluation and planning;
- Highlight appropriate practices and methodologies related to evaluation and to educational accountability, including accountability systems at individual sites;
- Provide knowledge about how to implement educational reforms through school planning and accountability systems; and
- Provide an understanding of the role educational leaders play in implementing educational reforms

In furtherance of these goals, students will be expected to:

- Critique an evaluation report (available through ERIC or from a local agency or school district) using the criteria described in **Critique of an Evaluation Report**.
- Utilize planning techniques to identify a need and develop a plan for a program or intervention.
- Utilize planning, measurement and program evaluation principles, strategies and techniques to develop a program or intervention (1) implementation plan and (2) evaluation plan.

Administrator Dispositions

In accordance with the aforementioned objectives, students will take part in course activities and assignments that will enhance their knowledge and contribute to the following leadership dispositions: Reflection, Critical thinking, Professional ethics, Valuing diversity, Collaboration, and Life-long learning.

The faculty of the KSOEHD fosters the development of the following professional dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Students will increasingly reflect these dispositions in their work with students, families, and communities.

General Statements

Students with special needs addressed by the American Disabilities Act who need course materials in alternative modes should notify the instructor and immediate reasonable efforts will be made to accommodate those special needs.

Further information on policies regarding plagiarism, cheating, sexual harassment and student conduct can be found in the University Catalog and the Schedule of Courses.

In the interest of safety, students are advised to leave the building in groups. University security escorts are available by calling 278-2132.

Required Texts and Readings

Posavac, E. J. & Carey, R. G. (2007). *Program Evaluation: Methods and Case Studies* (7th ed.). New Jersey: Prentice Hall.

Reeves, D. B. (2002). *The Daily Disciplines of Leadership*. San Francisco: Jossey-Bass.

Collins, J. (2001). *Good to Great*. NY: Harper Collins.

Collins, J. (2005). *Good to Great and the Social Sectors* (Monograph).

and other readings as assigned.

Download from Blackboard for October 16 class.

Scriven, M. (2007). *The logic and methodology of checklists*

Scriven, M. (2007). *Key Evaluation Checklist*

Patton, M. (2002). *Utilization-focused evaluation (U-FE) checklist*

Stufflebeam, D. (2007). *CIPP evaluation model checklist*

Patton, M. (2003). *Qualitative evaluation checklist*

Recommended Reading

NSF 02-057, The 2002 User-Friendly Handbook for Project Evaluation. Download from <http://www.nsf.gov/publications>,

U.S. Department of Education *What Constitutes Strong Evidence of Program Effectiveness*
Download from www.excelgov.org/evidence

Young, R.D. (2002). *The Baldrige Quality Process: Implications for Public Sector Organizations*. Download from <http://www.ipspr.sc.edu/ejournal/baldrigequality.asp>

Fieldwork

Assignments for this course will be based on projects, plans, and assessment data from actual sites. Students must be able to demonstrate to the instructor that these assignments are connected to real-life practical applications.

Student evaluation:

Please complete the assigned reading before class and be prepared to discuss how the information is relevant to your particular evaluation/planning interest. Grades are determined according to the usual (90%+ = A, 80%-89% = B, etc.) standard:

Discussions and Presentations	25%
Evaluation critique	15%
Online survey exercise	10%
Planning tools exercise	10%
Program/intervention plan AND Evaluation plan (including class presentation)	40%

- All assignments must be completed in order for a passing grade to be given in this class. Full credit requires that assignments be submitted on time.
- Student attendance at each class is **required (Absence from more than one class will result in a reduction of the final course grade)**
- **NO INCOMPLETES will be given in this course (i.e., the final course grade will be calculated based on papers/reports, etc., turned in by the final class date)**

Suggested Outline and Criteria for the Program/Intervention Planning document & Evaluation Proposal: to be distributed in class. Due Dec 4, 2008: Class presentation on Dec. 4 or 18.

Tentative Course Schedule

28 August: Course Overview and Context for Educational Evaluation and Planning

Reading:

- Posavac & Carey, Chapters 1,2,3

Discussion and activities:

- Overview of program evaluation issues and approaches
- Continual improvement for our educational systems

4 September:

Reading:

- Posavac & Carey, Ch. 5, 6
- Collins, Ch. 1
- Reeves, Ch. 1-4

Discussion and activities:

- Discussion of the final presentation criteria

Tasks:

- Select an evaluation report for critique. Many are available through ERIC or from local agencies or school districts. **Due: Nov. 13, 2008.**

11 September:

Reading:

- Posavac & Carey Ch. 7, 8, 9, 11
- Collins, Ch. 2

18 September:

Reading:

- Recommended: Background on the Baldrige Process (noted above)

Discussion and activities:

- The Baldrige Process

Tasks:

- Demonstrate use of Baldrige and other planning tools. **Due: Oct. 30, 2008.**

25 September:

Reading:

- Posavac & Carey, Ch. 4

Discussion and activities:

- Online surveys for needs assessments

Tasks:

- Develop and report on results of an online survey. **Due: Oct. 9, 2008.**

2 October:

Reading:

- Posavac & Carey Ch. 12

9 October:

Reading:

- Posavac & Carey Ch. 13, 14

Discussion and activities:

- **Online survey results due**

16 October:

Discussion and activities:

- Download program evaluation checklists from Blackboard and be prepared to share/discuss in class.

23 October:

Reading:

- Collins, Ch. 3-7 and monograph
- Reeves, Ch. 5, 6

30 October:

Reading:

- Collins, Ch. 8, 9
- Reeves, Ch. 7-10

Discussion and activities:

- **Planning tools exercise due**

6 November:

Reading: To be assigned

13 November:

Discussion and activities:

- **Critique of an evaluation report due (submit critique via email to ronu@csufresno.edu)**
- Mega and strategic planning

20 November:

Discussion and activities:

- Putting the plan together

27 November: (Thanksgiving break)

4 December:

Discussion and activities:

- Students' presentations of Program Implementation Plans and Program Evaluation Proposals (45 minute PowerPoint presentation) **Due Dec. 4, 2008**

11 December: (No class per the university schedule)

18 December: (Final examination)

- Continue Students' presentations of Program Implementation Plans and Program Evaluation Proposals (45 minute PowerPoint presentation) **Due Dec. 4, 2008**