



California State University, Fresno
Department of Educational Research
Master of Art in Education
Option: Educational Leadership and Administration

Semester/Year

*Syllabus for ERA 288
Measurement and
Program Evaluation 3
units*

Leadership for Diverse Communities
**Our mission is to prepare credible and relevant
leaders in education.**

COURSE DESCRIPTION

Procedures and issues involved in the measurement and evaluation of educational programs. Applications in educational settings are emphasized.

Students will apply the theoretical and practical knowledge gained through assigned readings, lectures and other assignments to design a program evaluation proposal. In addition, students will be able to interpret standardized test score reports, locate reviews of published tests, and evaluate the reliability, validity, appropriateness and usefulness of assessment instruments typically used in program evaluation and other professional activities.

Class Information

Date and Time	Classroom number
Instructor	Instructor Email
Instructor Phone #	Office hours:

Prerequisites

The prerequisites for this course are admission to the Educational Leadership and Administration Program and the following courses: EAD 261 and EAD 272.

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

Specific outcomes for the course include the following standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards 1.2, 1.5, 1.6, 1.8, 3.3, and 4.1 of the National Council for Accreditation of Teacher Education (NCATE):

1. Each candidate develops knowledge and skill to be a critical consumer of educational research and to use research and site-based data to design, implement, support, evaluate, and improve instructional programs and to drive the professional development of staff. 6(b)(2)

2. Each candidate develops the knowledge and skill to evaluate the effectiveness of an instructional program using data and accountability systems. 6I(3)
3. Each candidate develops the knowledge and skill to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access. 6(e)(2)
4. Each candidate develops the knowledge and skill to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. 10(a)
5. Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students. 11I
6. Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning. 11(j)
7. Each candidate develops the knowledge and skill to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction. 12(j)

Required Texts and Instructional Materials

Popham, W.J. (2008). *Classroom assessment: What teachers need to know*. (ISBN 978-0-205-51075-7)

Additional materials will be available on the electronic Blackboard system for the course. **It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week**, preferably several days before the class, during the entire semester.

Signature Assignments

There are 4 Signature Assignments for this course: Website Review; Program Evaluation Preparation (Program Description and Stakeholder and Evaluation Questions); Assessment Instrument Evaluation Paper; and Program Evaluation Plan Paper and Presentation. The templates and requirements for each of those assignments are included at the end of this syllabus.

Other Assignments

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will assess the activities, processes and assignments used to support learning outcomes.

The professor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

Assist in continuing to make this course relevant for future students.

Grading

Grading will be as follows:

A = Outstanding achievement; exceeds expectations (900+ of possible points)

B = Graduate quality; meets expectations (800-899 of possible points)

C = Below expectations (700-799 of possible points)

F = Does not meet program requirements (D = 600-699 and F = < 600 of possible points)

Missed classes (for any reason) that result in missed in-class activities may not be made up.

Missed in-class activities = missed points that cannot be made up.

Assignments turned in late will have points deducted at the rate of -1 point per day late. Late assignments will not be accepted more than 3 weeks after the due date (and 0 points will be assigned).

Incomplete (I) Grade. University policy requires that in order for a student to be eligible for an I (Incomplete) grade, the student must have completed at least two-thirds of the required coursework with a passing grade. Lack of completion must have been caused by unforeseen, fully justified reasons.

University Policies and Regulations

Policy on Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

Cheating and Plagiarism: “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page: www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf.

Digital Campus course web sites may contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).

Course Schedule

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**.

The following topics will be covered: basic concepts & terms; definition of program evaluation & data-based decision making; issues & concerns; program evaluation models; methods & procedures; types of assessment; types of data; evaluation design & methodology; measurement & assessment; assessment reliability, validity; data gathering; data analysis; reporting results; and, using evaluation results. This will be a seminar-style course. The expectation is that students will have completed the assigned readings and other assignments before each class and will be prepared to discuss applications of information to their selected program evaluation area.

Class Sessions	Seminar Content Focus	Homework/Actions: Outside Class Sessions
Session 1	Review of course & Program Evaluation; Program evaluation overview; key concepts	Individual meetings with instructor. Assigned Reading
Session 2	Orientation to CSUF & other electronic databases; Review of course & Program Evaluation; Program evaluation overview; key concepts;	Individual meetings with instructor. Assigned Reading
Session 3	Measurement & assessment concepts	Individual meetings with instructor. Assigned Reading

Session 4	Measurement	Assigned Reading DUE: Review of a website that provides evaluations of assessment instruments. DUE: Description of a program or intervention – the focus of your evaluation plan for term paper.
Session 5	Measurement and Assessment	Assigned Reading
Session 6	Qualitative & quantitative approaches to program evaluation Class Presentations	Assigned Reading DUE: Assessment Instrument Evaluation paper and Class Presentations
Session 7	Planning program evaluation: Evaluation Questions	Assigned Reading
Session 8	Planning Program Evaluation	Assigned Reading DUE: Stakeholders & evaluation questions
Session 9	Program evaluation data collection designs	Assigned Reading
Session 10	Evaluation design: Internal validity issues	Assigned Reading
Session 11	Evaluation design issues	Assigned Reading
Session 12	Survey development & resources	Assigned Reading
Session 13	Program evaluation topics	Assigned Reading
Session 14	Presentation guidelines/tips Evaluation Plan Presentations	Assigned Reading DUE: Program Evaluation Plan term paper
Session 15	Evaluation Plan Presentations	

Signature Assignment 1: The student will review websites containing student achievement data for their own site and at least one other school in their district and one school in another district and present an analysis of the achievement needs of the three schools.

Signature Assignment 2: Write a description of a program to be evaluated, including the stakeholder(s) and the evaluation questions that will guide the program evaluation.

Signature Assignment 3: Write a critique of an assessment instrument that is used in schools.

Signature Assignment 4: Prepare a program evaluation and present to the class.

ERA 288

Signature Assignment 1

The student will gather archival data from websites (one website will be EdResults.org) on their own school and from two comparative schools at the same level in local districts. Comparative in this case means with a similar socio-economic student population. EdResults.org will provide example of similar schools. If similar school rankings are not available, the candidate will utilize schools as similar as possible.

The student will prepare an analysis of the three schools including student demographics and achievement and prepare statements of student achievement needs for each school.

ERA 288

Signature Assignment 2

Proposal for Program Evaluation

Write a description of a program to be evaluated, including the stakeholder(s) and the evaluation questions that will guide the program evaluation.

This assignment consists of completing activities 1 through 4 on Signature Assignment 4 and will be graded separately as a preliminary portion of the program evaluation

Signature Assignment 3

Assessment Instrument Evaluation & Presentation

ERA 288 Measurement and Program Evaluation

Do not advocate for the assessment instrument or defend it. Provide a fair and unbiased evaluation of the instrument based on the criteria listed below. This evaluation must be based on a published assessment instrument (i.e., commercially available). It cannot be an assessment system or database system (e.g., SASI) or program (e.g., READ180 or Accelerated Reader, Avenues). It must be on an assessment instrument. If you are unsure about this criteria, check with the instructor.

The following issues & criteria must be addressed in the paper. Address each issue. Do not combine issues. Provide evidence for each (not opinion). Write the paper in bullet/numeric format.

1. Publisher or Reference for the assessment instrument. (Max. 10 points)
2. Description of **assessment instrument**. (Max. 10 points)
3. Purposes for which the instrument was intended to be used.
(Max. 20 points)
4. Population for which the instrument was intended to be used.
Max. 20 points)
5. Evidence of reliability.
What types of reliability & levels (statistical) of reliability were reported?
(Max. 50 points)
6. Evidence of validity.
What types of validity & levels (statistical) of validity were reported?
(Max. 50 points)
7. Types of data or scores the instrument will yield. (Max. 20 points)
8. Your Conclusions & Recommendations supported by evidence.
Would you recommend that this instrument is used?
Why or Why not (evidence)?
(Max. 40 points)
9. Turned in on time (Oct. 5, 2009). (Max. 10 points)
10. 3-5 minute presentation to class (Max. 20 points)

Signature Assignment 4

Program Evaluation

For this paper, assume you are an evaluator that has been hired to design an evaluation of a program (or intervention). Approach this paper as if it were a proposal that you were presenting to a school board or management team. Address each of the items below. The paper should be written in number/bullet format.

Each of the following items must be addressed in the paper.

1. Describe the program or intervention to be evaluated. (Maximum 5 points)
2. Identify the Primary Stakeholders. Who needs to know or has concerns about the program (i.e., Who are the primary stakeholders)? At least one stakeholder must be an administrator. (Maximum 5 points)
3. Concerns of primary stakeholders about the program/intervention. What concerns do the primary stakeholders have regarding the program? (Maximum 5 points)
4. Convert stakeholder's concerns to Evaluation Questions. Limit three (3) evaluation questions. Develop evaluation questions that would provide stakeholders with answers to their questions or concerns about the program/intervention. Minimum two (2) evaluation questions. At least one (1) evaluation question must address the concern of an administrator. In addition, evaluation questions must be divided from among the following areas: process, context or product.
For each evaluation question, indicate:
 - a. The stakeholder(s) for the question, and,
 - b. Whether the evaluation question is a process, context or product question. (Maximum 25 points)
5. What information (data) will be needed to provide stakeholders with information that will provide an answer to each of their evaluation question(s)? (Maximum 25 points)
6. Assessment.
 - a. What assessment tools would be appropriate to measure the program/intervention effects that are related to a particular evaluation question (i.e., interviews, surveys, achievement tests, focus groups, demographic information, etc.)?
 - b. What levels of reliability and validity are reported for each assessment instrument or how will you assure that they possess acceptable levels of reliability and validity? (Maximum 50 points)
7. Procedures (What, Where, How): For each evaluation question, describe what information/data will be collected to provide answers to the question. Also, indicate where the information will be found and how it will be collected. (Maximum 25 points)

Evaluation Design/Methodology Issues

1. Basis of Comparison: What will provide an appropriate basis of comparison for the treatment (intervention) group you are evaluating? How will you know that any changes in the intervention group are due solely to the intervention?
 - a. What basis of comparison did you use?
 - b. What would be the ideal basis of comparison?
(Maximum 50 points)

2. Internal Validity: For each of the internal validity factors listed below, indicate whether or not it will likely be a factor in this evaluation and why (or why not):
 - History
 - Maturation
 - Selection
 - Attrition
 - Regression
 - Testing (Effects of a pretest)
 - Instrumentation. (Maximum 100 points)

3. What problems or limitations may be associated with the evaluation plan? (Maximum 5 points)

Table of contents/checklist. Indicate the page number where each of the following topics/issues are addressed in your evaluation plan. One topic may be addressed on more than one page. Setup the TOC exactly as illustrated below.

- Topic/Issue Page Number
- Program Description
- Primary Stakeholders
- Concerns of primary stakeholders
- Evaluation Questions
- Information needed to answer
- Evaluation questions
- Assessment
- Procedures
- Basis of comparison
- Internal validity
- Problems or limitations

Turned in on time = 5 points.

Total maximum points = 300

Class presentation: Maximum points = 50