

**INDIANA UNIVERSITY OF PENNSYLVANIA
PROFESSIONAL STUDIES IN EDUCATION**

**ALS 852 School Evaluation
Fall 2012**

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 Wednesday 11:45 am – 12:45 pm
 Thursday 9:00 am – 12:00 noon
 Other days and times by appointment**

Sessions: Saturday: 9/22, 10/20, 11/3, 11/17, and 12/1

I. Course Description

This course is designed to provide our doctoral students with knowledge and skills in school evaluation. Current models of both formative and summative evaluation are presented with emphasis on their application to school programs and other education projects. The students will learn to conduct school evaluation in a non-threatening supportive manner. Through step-by-step, hands-on exercises, students will be able to build competencies in school evaluation.

II. Course Objectives

- To develop an understanding of establishing administrative policies for program evaluation. Standard 3.1
- To develop an understanding how program evaluation can be used and abused within the educational organization. Standard 2.2, Standard 2.3
- To develop an understanding of the strengths and limitations of paper/pencil evaluations and standardized tests. To articulate beliefs regarding program evaluation and develop strategies to implement the beliefs. Standard 1.3, Standard 1.5

- To develop an understanding of government directives regarding testing, government policies, and government regulations regarding local, state, and national testing.

III. Textbook

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). *Program evaluation: Alternative approaches and practical guidelines* (4th ed.). Boston: Pearson.

Reading Materials - Reference Materials:

Bryan, C., & Clegg, K. (2006). *Innovative assessment in higher education*. London: Routledge.

Gredler, M. E. (1996). *Program evaluation*. Upper Saddle River, NJ: Prentice Hall.

Huey-Tsyh Chen, H. T. (2005). *Practical program evaluation effectiveness*. Thousand Oaks, CA: Sage Publications, Inc.

Patton, M. Q. (1978). *Utilization-Focused evaluation*. London: Sage Publications, Inc.

Posavac, E. J. (1997). *Program evaluation: Methods and case studies* (7th ed.). Upper Saddle River, NY: Prentice Hall.

Torres, R., Preskill, H. S. & Piontek, M. (2005). *Evaluating strategies for communicating and reporting: Enhancing in learning and organizations*. Thousand Oaks, London: Sage Publication, Inc.

Websites for Planning Program Evaluations

U.S. Federal Government

- | | |
|---|--|
| • Agency of Healthcare Research Quality | www.ahrq.gov |
| • Centers for Disease Control | www.edc.gov/eval |
| • Department of Education | www.ed.gov |
| • Department of Health and Human Services (Planning and Evaluation) | aspe.os.dhhs.gov/pic/index.cfm |
| • Educational Resources Information Clearing House | www.eric.ed/gov/ |
| • Substance Abuse and Mental Health Services Administration | www.samhsa.gov |
| • U.S. Census | www.census.gov |

Foundations

- Kellogg Foundation

www.wkkf.org/

Universities

- Harvard University
- Western Michigan University

www.gse.harvard.edu/hfrp/eval.html

www.wmich.edu/evalctr/ess.html

Organizations

- American Evaluation Association
- UNICEF
- World Bank

www.eval.org/

www.unicef.org/publications/index.html

www.worldbank.org/ieg

Websites of Interest

- The National Center for Education and Statistics (NCES):
- Institute for Higher Education Policy:
- Lumina Foundation for Education:
- Higher Education Resource Hub:
- American Association of Colleges and Universities:
- Center for Creative Leadership
- National Association of Student Personnel Administrators:
- American Council of Education ACE Fellows Program and Office of Women in Higher Education:
- Academy of Leadership, University of Maryland:

<http://nces.ed.gov/>

<http://www.ihep.org/>

<http://www.luminafoundation.org/>

<http://www.higher-ed.org/>

<http://www.aacu.org>

<http://www.ccl.org>

<http://www.napsa.org>

<http://www.acenet.edu>

<http://www.academy.umd.edu>

IV. Course Requirements

This course is based primarily on a criterion-referenced in which the level of achievement is attained by the student is considered to be more important than a forced comparison among student. Your overall grade will be based upon artifacts in a portfolio, which will contain your work over the semester. That work will include (a) your reflection journal, (b) journal articles, (c) Literature Circle Leader, (d) Roundtable Presentations, (e) evaluation paper, and (f) anything that contains evidence that you have engaged in work. Your portfolio will be due at the last class meeting.

You should turn in your portfolio to me as a printed copy of all your graded and ungraded work in a three ring binder. I will mail you a copy of the rubric for your final evaluation project.

Course Requirements:

(a). Reflection Journals – (Four reflections at 10 points each)

You are required to write four one to two page reflections in an on-line journal, for class meetings one through four during the semester. You may organize your reflections by the following categories:

- Reflection on classroom instruction and discussion
- Reflection on the content/subject matter knowledge
- Reflection on professional growth
- Suggestions for improvement

(b). Journal Articles – (One at 15 points and four review/reflections at 25 points each)

A short version journal article review will be required for class one. Search for an article related to the topics covered in Chapter 11 in Fitzpatrick. Complete a one to two page double- spaced page written reflection that includes analysis, synthesis, and evaluation. This article will be used in the initial Literature Circle discussion as a way to initiate that process for future classes. (15 points) [See Rubric p.9]

Prior to class sessions two through five, you will be required to obtain three journal articles that align to the theme/chapter readings for that week. These articles should relate to your proposed or planned evaluation project topic. You should not look at each article separately. Rather, you should complete a written reflection that includes analysis, synthesis, and evaluation within and across the works you have found. These reflections, which should be three to five double spaced pages, will be used each week in your Literature Circle discussions. (25 points each) [See Rubric p.9]

Some journals that reflect the theme of our course and are available in our library are: *American Educational Research Journal*, *Educational Evaluation and Policy Analysis*, *Journal of Higher Education*, *Research in Higher Education*, *Review of Higher Education*, *Educational Administration Quarterly*, *Educational Leadership*, *Journal of College Student Development*, *Higher Education Abstracts*, *NASPA Journal*, and *Chronicle of Higher Education*.

**(c). Literature Circle Leader - (Discussion facilitator
25 points – See Rubric p. 10)**

The role of the literature circle leader entails facilitating one small group discussion session during classes two through five. The responsibilities of the leader are as follows:

- Obtain via email one questions from each member of the group no later than one week prior to the scheduled class. These questions should relate to each members review/reflection of his/her journal article topic for that class. These questions should promote higher level critical thinking (analysis, synthesis, and evaluation) within and across the ideas presented in the articles.
- Compile those questions as a list and send copies via email to each member of your Circle and to the instructor.
- During the class session, ask each member of the Circle to discuss the reflection of the journal articles they chose to review.
- Pose the discussion question to the group for discussion
- Facilitate the class discussion making sure that there is an exchange of multiple perspectives.
- Present an oral summary to the entire class of the key ideas that were discussed by each member of the Circle.
- Collect your Circle group members' reflections and discussion questions and submit them at the end of the session

(d) Roundtable Presentation – (One at 40 points)

The roundtable presentations held during sessions three, four and five, will provide you with the opportunity to share either your proposed evaluation project, the design of your project, or the outcome of your study, or a combination of these three phases of your study.

At each roundtable session, presenters will have the opportunity to give an in depth 10-15 minute presentation on their evaluation project to the audience that gathers around the table. Following the overview, the presenter will open the presentation to questions and discussion. Presenters will generally have the opportunity to present their plan/paper two to three times to different audiences during the one and one half hours devoted to this activity. After the discussion at one table comes to a close, the audience will move to another presenter's table.

Each member of the class will sign up to present at one of the three round table sessions. Based upon where you are in your evaluation project, you can receive feedback about your evaluative approach, your methodology, and/or

your interpretation of findings. If possible, you will be expected to use the feedback that you receive to improve your study and/or your report/

You should provide each participant who attends your session with a one-page handout that describes the design of your study (purpose, hypothesis/research question, relevant literature, proposed methodology, and the results – if your study is complete.) Please submit a copy of your handout and a copy of your presentation/discussion notes to your instructor before your roundtable session begins. Your grade will be based on the quality of your presentation and handout. (See rubric on p. 11)

(e) Evaluation Project – (100 points)

The major requirement of this course will be an evaluation project completed by the end of the semester. You are encouraged to discuss your draft paper with me early enough so that my feedback will be available in sufficient time to complete your paper. Your paper should include the following components to be satisfactory: (a) introduction, (b) conceptual framework, (c) evaluation method, (e) findings, and (d) summary.

Introduction. The introduction should present the purpose of the study and the significance of the study. You will need to outline your proposed evaluation of a program (department, college, or an entire institution) and related policies and practices. It should sufficiently state the nature of the program to be assessed, as well as the reasons or purposes for the assessment.

Conceptual Framework. In this section, an outline of the literature review, including key words should be included. The theories used to establish the framework should be segregated by subheadings that signal the transition from one to another. The focus of this particular section is on the following questions: What is already known about this topic? What gaps exist between what is known and unknown about this issue?

Evaluation Methods. In this section, you should describe the evaluation method(s) that is commonly used to investigate the issue under consideration. A critique review of the strength and weakness of this method should be presented. You should present (a) your evaluation questions, (b) the evaluation plan, and (c) statistics and analysis procedures.

Findings. In this section, you should (a) describe the procedure for sampling, (b) identify sources of evaluation instruments, (c) evaluate

quality of instrument including reliability and validity, (d) describe the statistics analysis procedure, and (e) present your major findings.

Summary. In this section, you should present (a) conclusions and recommendations, (b) description of evaluation's limitations and (c) suggestions for future evaluations. (See rubric on pp. 12-13)

The instructor reserves the right to make modifications to the assignments.

V. Grading

Assignments	Overall Percentage and Grades
Reflective Journals - 4 @ 10 points each	90 or Higher - A (Target)
Journal Article – Ch. 11 – 15 points	80 to 89 – B (Acceptable)
Journal Articles - 4 @ 25 points each	79 or lower – C (Not Acceptable)
Literature Circle Leader - 25 points	
Roundtables - 40 points	
Evaluation Paper - 100 points	
	Total Points - 320

VI. Expectations

Special Needs: Disability Support Services (a unit of the Advising and Testing Center) is the primary agent for the provision of access for IUP students with physical, learning, and other disabilities. Please inform the instructor if any adaptations are necessary for your success in this class. The need for special accommodations must be documented by the University's Advising and Testing Center. See the *IUP Graduate Catalog* for further information.

Attendance and Participation: Each student is expected to attend every class. If you miss one class, you miss 20% of the course. If an absence is necessary, you are required to contact me and discuss conducting an alternative project for your missed class.

Academic Integrity: You will be held accountable to the highest standards for academic integrity. Please read the university policies on academic integrity in the *IUP Graduate Catalog*.

APA Style: All formal work should utilize APA style as described in the Publication Manual for the American Psychological Association (6th edition).

Format of Assignments: Quality content and format is expected. This includes, but is not limited to typographical, grammatical, and spelling errors. All work submitted for this class must be completed via a word processor.

Assignment Deadlines: All assignments are to be submitted when due, unless the instructor has granted you an extension for a justifiable reason. If you are absent from class and an assignment is due that day, you may send it in with a colleague or send it to me via an email attachment prior to the day of the class.

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RUBRIC FOR LITERATURE CIRCLE JOURNAL
ARTICLE REFLECTION

Name: _____

Date: _____

Session: _____

	*15 Point Reflection				
1. <u>Analysis:</u> Ability to differentiate, diagram, estimate, separate, infer, order, and subdivide ideas	5	4	3	2	1
2. <u>Synthesis:</u> Ability to combine, create, formulate, design, compose, construct, rearrange, revise ideas, and arrive at new creative solutions	5	4	3	2	1
3. <u>Evaluation:</u> Ability to judge, critique, compare, justify, conclude, discriminate, and support ideas contained in the literature	5	4	3	2	1
4. <u>Introspection:</u> The willingness to look within yourself and the organizations you have worked with to examine and discuss your current and new views of the organization	5	4	3	2	1
5. APA	5	4	3	2	1
Total Points _____					

Comments: _____

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RUBRIC FOR LITERATURE CIRCLE LEADER

Leader Name: _____

Date: _____

Session: _____

Group Members: _____

1.	List of questions was emailed to instructor at least one week prior to class.	5	4	3	2	1
2.	The leader was well prepared and thoroughly addressed the topics.	5	4	3	2	1
3.	The leader closely aligned the questions to the key ideas contained in the literature.	5	4	3	2	1
4.	The leader involved all group members in the discussion and kept the conversation flowing.	5	4	3	2	1
5.	The leader (a) shared a succinct summary of the small group discussion with the whole class and (b) collected all the group members' reflections and turn them in along with the list of discussion questions to the instructor at the end of the session.	5	4	3	2	1

Total Points _____

Comments: _____

ALS 852 School Evaluation

RUBRIC FOR ROUNDTABLE PRESENTATION

Name: _____

Date: _____

Session: _____

ORAL PRESENTATION

1.	Knowledge (purpose, evaluative approach, and procedures)	5	4	3	2	1
2.	Clarity	5	4	3	2	1
3.	Confidence in presentation style	5	4	3	2	1
4.	Ability to engage members of group in discussion	5	4	3	2	1
5.	Willingness to elicit and respond to feedback	5	4	3	2	1

DOCUMENTATION

1.	Quality of handout	5	4	3	2	1
2.	Quality of presentation notes and data collection tools	5	4	3	2	1
3.	Reference List (APA)	5	4	3	2	1

Total Points _____

Comments: _____

RUBRIC FOR EVALUATION PAPER

Name: _____

Date: _____

Scale:

- 3 = **Target** - The student has exceeded the competencies outlined.
- 2 = **Acceptable** – Student has met most of the competencies outlined and there is evidence that real effort was made to meet criteria.
- 1 = **Not Acceptable** – The student failed to meet basic competencies outlined and there is no evidence that some effort was made to meet criteria.

<u>Rubric Criterion</u>	<u>Rubric Scale</u>
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Conceptual Framework and Rational of Your Evaluation Study

- | | |
|---|-------|
| 1. Topic of evaluation project is characterized by both practicality and interest | 3 2 1 |
| 2. Literature sources are identified and related literature is reviewed | 3 2 1 |
| 3. The technique of reviewing and synthesizing is demonstrated | 3 2 1 |

Evaluation Method

- | | |
|--|-------|
| 4. Characteristics of evaluation methods is clearly identified and described | 3 2 1 |
| 5. Strengths and weaknesses of evaluation design is presented | 3 2 1 |

Analysis and Findings

- | | |
|--|-------|
| 6. Procedure for sampling is described | 3 2 1 |
| 7. Sources of evaluation instruments is located and identified | 3 2 1 |
| 8. Quality of instrument including reliability and validity is evaluated | 3 2 1 |
| 9. Statistics analysis procedures is presented | 3 2 1 |

- | | | | | |
|-----|---|---|---|---|
| 10. | Conclusions and recommendations are presented | 3 | 2 | 1 |
| 11. | Evaluation's limitations are described | 3 | 2 | 1 |
| 12. | Suggestions for future evaluation is identified | 3 | 2 | 1 |

Total Points _____

Comments: _____

Tentative Calendar

Meeting 1 – 9/22

Introduction to Program Evaluation and “Intro” to Practical Guidelines for Planning Evaluation

Preparation:

- (1.) Purchase textbook. Read Chapters 1-3 and 11 in Fitzpatrick.
- (2.) Identify a program (this may be a department, college, or an entire institution) that you would like to evaluate. Use the checklist found in Fitzpatrick - figure 11.1 on page 272, to determine if the program merits evaluation. If not, identify another one that does. Bring two copies of a one page description of this program to class and be prepared to discuss your initial study ideas with the entire class in order to receive feedback.
- (3.) Using the topics found in Chapter 11 in Fitzpatrick as a guide, obtain a journal article related to the merits of conducting an evaluation. Complete a one to two page double spaced reflection that includes analysis, synthesis, and evaluation. This article will be used in the initial Literature Circle discussion as a way to initiate that process for future classes.

Focus:

Introductions, syllabus, and course expectations

Discussion and activities related to Chapters 1-3 and 11 in Fitzpatrick

Discussion of results from *Evaluation Readiness Survey** - *“How Your Organization Sees Evaluation”*

Qualtrics survey discussion and activity

***A link to this individual survey will be sent to all members of the class on or before September 10.**

Literature Circles – Merits of Evaluation Articles

Guest Speaker Topic:

Mr. Terry Appolonia - Dean of IUP Punxsutawney Regional Campus

Assignment Due

Journal article reflection on the merits of conducting an evaluation

Initial study idea overview

Meeting 2 – 10/20

Alternative Approaches to Program Evaluation – “Part I”

Preparation:

- (1.) Read Chapters 4-7 in Fitzpatrick
- (2.) Following the topics found in Chapter 4-7 in Fitzpatrick, obtain three journal articles that align to the information discussed. These articles should relate to your proposed or planned evaluation project topic. You should not look at each article separately. Rather, you should complete a written reflection that includes analysis, synthesis, and evaluation within and across the works you have found. These reflections, which should be three to five double spaced pages, will be used in the Literature Circle discussions.
- (3.) Consult at least two other secondary sources to learn more about the approach you plan on using in your evaluation project. Prepare two copies of a two-page summary (description of the program, evaluative approach, rationale for choice of that approach, and steps you will take to carry out the evaluation) for peer review.
- (4.) Explore several websites listed in the syllabus for resources you may use in your evaluation. Look for tools that may be of value in your study or could be modified and used in your study. Be prepared to orally share what you have found.

Focus:

Discussion and activities related to Chapters 4-7 in Fitzpatrick

Literature Circles – Reflection on journal articles related to topics found in Chapters 4-7 in Fitzpatrick

Peer review, critique and refinement of evaluation plan

Guest Speaker Topic:

Dr. Rhonda Luckey - IUP Vice President for Student Affairs

Assignment Due:

Journal article reflection on topics found in Chapters 4-7

Evaluation study methodology summary

Literature Circle leader – group discussion questions

Meeting 3 - 11/3

Alternative Approaches to Program Evaluation – “Part II”

Preparation:

- (1.) Read Chapters 8-10 in Fitzpatrick
- (2.) Following the topics found in Chapter 8-10 in Fitzpatrick, obtain three journal articles that align to the information discussed. These articles should relate to your proposed or planned evaluation project topic. You should not look at each article separately. Rather, you should complete a written reflection that includes analysis, synthesis, and evaluation within and across the works you have found. These reflections, which should be three to five double spaced pages, will be used in the Literature Circle discussions.
- (3.) Prepare for Roundtable Sessions: Develop evaluative questions and data collection tools.
- (4.) Explore additional websites listed in the syllabus for resources you may use in your evaluation.

Focus:

Discussion and activities related to Chapters 8-10 in Fitzpatrick

Literature Circles – Reflection on journal articles related to topics found in Chapters 8-10 in Fitzpatrick

Roundtables 1-6

Guest Speaker Topic:

Dr. Susie Fello – IUP Professor Department of Professional Studies in Education

Assignment Due:

Journal article reflection on topics found in Chapters 8-10

Roundtable presentation and handout for presenters 1-6

Literature Circle leader – group discussion questions

Meeting 4 - 11/17

Practical Guidelines for Planning Evaluations

Preparation:

- (1.) Read Chapters 12-14 in Fitzpatrick

- 2.) Following the topics found in Chapter 12-14 in Fitzpatrick, obtain three journal articles that align to the information discussed. These articles should relate to your proposed or planned evaluation project topic. You should not look at each article separately. Rather, you should complete a written reflection that includes analysis, synthesis, and evaluation within and across the works you have found. These reflections, which should be three to five double spaced pages, will be used in the Literature Circle discussions.

- (3.) Prepare for Roundtable Sessions: Develop evaluative questions and data collection tools.

- (4.) Explore additional websites listed in the syllabus for resources you may use in your evaluation.

Focus:

Discussion and activities related to Chapters 12-14 in Fitzpatrick

Literature Circles – Reflection on journal articles related to topics found in Chapters 12-14 in Fitzpatrick

Roundtables 7-12

Guest Speaker Topic:

Dr. Michael Driscoll – President Indiana University of Pennsylvania

Assignment Due:

Journal article reflection on topics found in Chapters 12-14

Roundtable presentation and handout for presenters 7-12

Literature Circle leader – group discussion questions

Meeting 5 - 12/1

Practical Guidelines for Using and Conducting Evaluations

Preparation:

- (1.) Read Chapters 15-18 in Fitzpatrick
- 2.) Following the topics found in Chapter 15-18 in Fitzpatrick, obtain three journal articles that align to the information discussed. These articles should relate to your proposed or planned evaluation project topic. You should not look at each article separately. Rather, you should complete a written reflection that includes analysis, synthesis, and evaluation within and across the works you have found. These reflections, which should be three to five double spaced pages, will be used in the Literature Circle discussions.
- (3.) Prepare for Roundtable Sessions: Develop evaluative questions and data collection tools.
- (4.) Explore additional websites listed in the syllabus for resources you may use in your evaluation.
- (5.) Complete evaluation project. Prepare class presentation.
- (6.) Complete and submit your portfolio with all your graded and ungraded work in a three ring binder. I will mail you a copy of the rubric for your final evaluation project. Your corrected portfolio will be available at the beginning of the next semester in Dr. Millward's office

Focus:

Discussion and activities related to Chapters 15-18 in Fitzpatrick

Literature Circles – Reflection on journal articles related to topics found in Chapters 15-18 in Fitzpatrick

Roundtables 13-17

Class presentations on evaluation projects

Guest Speaker Topic:

TBA

Meeting 5 - 12/1 - Continued

Practical Guidelines for Using and Conducting Evaluations

Assignment Due:

Journal article reflection on topics found in Chapters 15-18

Roundtable presentation and handout for presenters 13-17

Portfolio

The instructor reserves the right to make modifications or revisions that may become necessary to any class session.

The instructor may not go over specific material from the text on any given day. However, you will still be required to read the text and incorporate the literature in your assignments and classroom discussion.
