

EDAD 620
Educational Program Evaluation
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Spring 2006
Mondays

Purpose: This course will explore the theory and practice of evaluation of educational programs including evaluation models, research methods and design strategies to measure program outcomes, especially student and school performance and AEIS accountability issues. Also, skills in evaluating educational personnel and effective schools will be stressed. TEA Homepage: www.tea.state.tx.us or www.tea.state.tx.us/perfreport/account/2005/manual/index.html

Note: “The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.”

Class Schedule:

Date	Topic
Jan. 23	Orientation and Planning
Jan. 30	What is Educational Program Evaluation
Feb. 6	What Are the Latest Program Evaluation Standards?
Feb. 13, 20	Texas School Accountability System (AEIS) and School “Report Card”
Feb. 27, Mar. 6	Team Planning, Review for Mid-term Exam
March 13 – 17	SPRING BREAK
March 20	Mid-term Exam
March 27	Using Data to Help Each Child
Apr. 6	Research Design for Analyzing and Interpreting Evaluation Data
Apr. 10, 17, 24	Reporting Evaluation (AEIS) Results
May 1	FINAL EXAM

Texts :

McNamara, J. F., Erlandson, D. A., & McNamara, M. (1999). *Measurement and evaluation: Strategies for school improvement*. Larchmont, NY: Eye on Education

Supplementary Texts (not required)

Popham, J. W. (1993). *Educational evaluation*. (3rd ed.). Boston: Allyn & Bacon.

The program evaluation standards. (1994). (2d ed.). The Joint Committee on Standards for Educational Evaluation. (James Sanders, Chair). Thousand Oaks, CA: Sage Publications.

Guba, E. G., & Lincoln, Y. S. (1989). *Fourth Generation Evaluation*. Sage Publications.

Hoyle, English, & Steffy. (1994). *Skills for successful school leaders*. (2d Edition). American Association of School Administrators.

Hoyle, English, & Steffy. (1998). *Skills for successful 21st century school leaders*. (3rd ed.). Arlington, VA: AASA.

Worthen, Sanders, & Fitzpatrick (1997). *Program evaluation*. Sacramento, CA: Longman Press.

Requirements:

1. Readings—Students are expected to prepare for each class session using required textbook and selected readings related to the designated topic. Three to four page critiques of articles or book chapters for three of the major topics are required; citation of source (i.e., title of article, author, periodical, or book and page numbers should be located on the upper left hand corner of page 1). Each selection should come from a different journal or book. Due Feb. 6, Mar. 13, April 3.
2. Research paper—Each student at both sites will be assigned to an evaluation team. The teams will develop a comprehensive report of a selected school district that includes AEIS data over the past three years, e.g., TAKS scores broken down into white, Hispanic, black, and lower socioeconomic groups, attendance, drop outs, staff turnover, district wealth/child and extent of community collaborative activity in the district. The report will include graphs, tables, narrative, and other information to tell the district performance evaluation story. The team research papers will be approximately 14 pages. The first eight pages will be the team report for the district and the last six pages will be unique for each student reporting about a single school campus within the district. This last section of the team paper will provide additional evidence of the quality of each student's class performance. (Due May 1)

3. Class participation—The students should be well prepared for each class and the oral report. Practicing educational evaluation specialists will be invited to supplement information on selected topics.
4. Examinations—A mid-term and final exam will be given covering all topics discussed and textbook information.

Student Evaluation:

Each student will be evaluated for a final grade as follows:

Class Participation.....	10%
Article Critiques.....	10%
Oral Presentation.....	15%
Research Paper.....	15%
Mid-Term Exam.....	25%
Final Exam.....	25%

Date: Class meeting 1
Jan. 23

Topic: Orientation and Planning

Objective: Students will be introduced to EDAD 620 format and requirements for the semester and will demonstrate mastery of the following concepts:

- What is educational program evaluation?
- Historical events in educational program evaluation
- Events in educational policy and reform which intensified calls for accountability [IV-3]
- Texas Public School Accountability System (AEIS) and the “School Report Card” [III-5, V-2, VI-4, VII-4]
- Leading experts in educational evaluation since 1900 and their contributions
- Terminology and strategies in the field of educational program evaluation
- Program evaluation standards
- Ethics in program evaluation [I.1]

Evaluation: Students will demonstrate mastery of the above material on the mid-term exam.

Activity: The professors will present information on the concepts using lectures, class discussions, and multi-media techniques.

Resources:

McNamara, et al. Introduction and overview. Chs. 1-4.

Popham, Chapter 1.

Asher, W. (1976). *Educational research and evaluation method*. Chapter 9, Boston: Little/Brown.

Borg, W., & Gall, M. (1989). *Educational research*. Chapter 17, Longman Publishers.

Gredler, M. E. (1996). *Program evaluation*. (Chapters 1 & 2). Columbus, OH: Merrill & Prentice Hall.

Hoyle, J., English, F., & Steffy, B. (1998). *Skills for successful 21st century school leaders* (3rd ed.). Ch. 9.

Popham, J. (1975). *Educational evaluation*. Chapters 1 and 2, Prentice Hall.

Rothstein, R. (1997). *What do we know about declining (or rising) student achievement?* Arlington, VA: Joint Publication by Education Research Service and the American Association of School Administrators.

Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the black-white achievement gap*. New York, NY: Columbia University Press.

Dates: Class meeting 2
Jan. 30

Topic: Alternative views of Program Evaluation and TEA accountability rating standards

Objectives: Students will demonstrate mastery of the following concepts:

- Alternative views of program evaluation
- Strengths and weaknesses of objective-oriented approaches to evaluation
- Naturalistic/Constructivist models
- The CIPP model and other decision-facilitation approaches to evaluation [II-9, III-5]
- School accountability issues in Texas (AEIS) (TEA Home page: www.tea.state.tx.us/)

Evaluation: Students will demonstrate mastery of alternative views of evaluation via oral reports, research papers, and mid-term exam.

Activity: Student reports and presentations by professors and guests from school districts or regional service centers.

Resources:

McNamara, et al., & *Texas school accountability manual* and TEA Home page.

Popham, Chapters 1 and 2.

Borg, W., & Gall, M. (1989). *Educational research*. Chapter 17. Longman Publishers.

Gilberg, J., & Scholwinski, E. (1983). Improving the utility of school psychological reports through evaluation using Stefflebeam's CIPP model. *School Psychological Review*.

Gredler, M. E. (1996). *Program evaluation*. Chps. 3 & 4. Prentice Hall.

Hoyle, J., English, F., & Steffy, B. (1998). *Skills for successful 21st century school leaders* (3rd ed.). Chapter 9.

Popham, J. (1975). *Educational evaluation*. Chapter 2, Prentice Hall.

Randall, R. (1969). Operational application of the CIPP Model for evaluation. *Educational Technology*.

Stufflebeam, D. (et al.). (1971). *Educational evaluation and decision making*. F. E. Peacock Publishers.

Dates: Class Meeting 3
Feb. 6

Topic: What are the latest evaluation standards?

1. See Erlandson et al., pp. 13-17.
2. Sanders, James (Ed.) (1994). *The program evaluation standards* (2nd ed.)

Dates: Class Meetings 4 & 5
Feb. 13, 20

Topic: Texas School Accountability System
Academic Excellence Indicator System
(AEIS) and the School "Report Card"
TEA home page

Date: Class Meetings 6 & 7
Feb. 27, Mar. 6

Topic: Educational Objectives, TEKS, TAKS, Curriculum Alignment, Team Planning,
and Review for Mid-term exam

Date: March 13 – 17
SPRING BREAK

Date: Class Meeting 8
March 20

Mid-term Exam

Date: Class meeting 9
March 27

Topic: Using Data to Help Each Child (see *Class and Schools*, Rothstein)

Objectives: Students will grasp the following concepts about evaluating student performance:

- major obstacles in measuring student achievement
- Proper use of learning/behavioral objectives [III-5]
- Proper use of norm and criterion-referenced tests
- The TAAS/TASP tests and program evaluation [III-5]
- Analysis of qualitative information—data disaggregation [III-5]
- Using other indicators of successful student performance [IV-7, VII-7]
- Analysis of quantitative information
- The strategies and problems in determining effective schools [IV-7]
- The pros and cons of holding educators accountable for student performance.
- The pros and cons of the Professional Development and Appraisal System (PDAS) [IV-3, IV-7, V-1, V-3, V-10, VI-3, VII-1]
- Pros and cons of student minimum skills tests
- Methods and techniques for evaluating school climate and other hard-to-measure concepts [II-4]
- Contemporary strategies for evaluating teacher and administrator performance.

Evaluation: Students will demonstrate mastery of concepts through research papers, oral reports, and mid-term exam.

Activity: Lectures by professors and guests from school districts plus a student debate on the topic, “Test scores are the best indicators for educational program success.”

Resources:

McNamara. Chapter 5.

Hoyle, J., English, F., & Steffey, B. (1998). *Skills for successful 21st century school leaders* (2nd ed.). Chapters 1, 5, 6, 7, 8, 9, 10.

Popham, Chapters 3, 4, 5, 6, 7, 15, and 16.

Anderson, L. (1979). *Assessing affective characteristics in the schools*. Allyn & Bacon.

Bloom B. (1976). *Human characteristics and school learning*. New York: McGraw/Hill.

Ebel, R. (1975, October). "Educational tests: Valid? Biased? Useful?" *Phi Delta Kappan*.

Ebel, R. (1978, December). "The case for norm-referenced measurements." *The Educational Researcher*. December, 1978.

Gredler, M. E. (1996). *Program evaluation*. Chps. 6, 7, 8, & 9.

Harvey, K., & Horton, L. (1977, November). "Bloom's human learning characteristics and school learning." *Phi Delta Kappan*.

Hoyle, J. (1990). "Teaching assessment: The administrator's perspective." In B. S. Plake (Ed.), *Assessment of teaching: Purposes, practice and implications for the profession*. New Jersey: Erlbaum Publishers.

Lazarus, M. (1982). *Evaluating Educational Programs*. Arlington: American Association of School Administrators, Chapters 2, 3, 4, 5, 6.

Popham, J. (1978, December). "The base for criterion-referenced measurements." *The Educational Researcher*.

Rothstein, R. (1997). *What do we know about declining (or rising) student achievement?* Arlington, VA: Joint publication by Educational Research Service and the American Association of School Administrators.

Rothstein, R. (2004). *Class and schools*. New York, NY: Columbia University Press.

Date: Class Meeting 10
April 3

Topic: Data Gathering, Research Designs and Methods for Analyzing and Interpreting Evaluation Information

Objective: Students will demonstrate mastery of the following research designs and methods for conducting and interpreting evaluation:

- Basic types of research, descriptive, inferential, basic, applied, historical, and naturalistic
- Weaknesses of alternative research designs, i.e., pre-experimental, quasi-experimental, and experimental
- Internal and external validity
- Sampling Strategies
- Descriptive statistics

Evaluation: Students will demonstrate mastery of research concepts and design and basis statistics through research papers, oral reports, and the final exam.

Activity: Lecture by professors and guests from school districts plus four student reports on the topics of:

1. Considerations in analyzing and interpreting evaluation information
2. Weaknesses of research design
3. The role of descriptive and inferential statistics
4. Methods for qualitative and quantitative data analysis

Resources:

McNamara, Chapter 5.

Popham. Chapters 10, 11, and 12.

Hoyle, J., English, F., & Steffy, B. (1998). *Skills for successful 21st century school leaders* (3rd ed.). Chapter 9.

Asher, W. (1976). *Educational research and evaluating methods*. Chapter II.

Borg, W. A., & Gall, M. (1989). *Educational research*. Longman Publishers

Bracy, G. (1997). *Understanding education statistics: It's easier (and more important) than you think*. Arlington, VA: Joint publication of Education Research Service and the American Association of School Administrators.

Gredler, M. E. (1996). *Program evaluation*. Chs. 15 & 16.

Guba, E., & Lincoln, Y. (1981). *Effective evaluation*. Jossey-Bass.

Date: Class meetings 11, 12, & 13
Apr. 10, 17, & 24

Topic: Reporting Evaluation Results. (Student Reports)

Objective: Students will learn the major steps in preparing evaluation reports.

- Reading a PIEMS printout for the district and school
- School and district accountability report
- Interviews with central office and building administrators
- Review for final exam

Evaluation: Students will demonstrate mastery of concepts through research papers, oral reports, and final exam.

Activity: Lecture by professors and guests from school districts.

Resources:

McNamara, Chs. 4-5.

Popham, Chapter 13. Standards Book. pp. 48-126.

Gredler, M. E. (1996). *Program evaluation*. Ch. 11.

Hoyle, J., English, F., & Steffy, B. (1998). *Skills for successful 21st century school leaders* (3rd ed.). Chapter 9.

Date: Class meeting 14
May 1

Topic: Final Exam