Sam Houston STATE UNIVERSITY

A Member of The Texas State University System

Center for Research and Doctoral Studies in Educational Leadership

Course Syllabus EDL 761 Accountability and Measurement for Contemporary Education
Spring 2008, Cohort 16,17
CID 3931, Section 02, Wedns 4:45-7:15, UC
Instructor: Julie Combs, Ed.D.

I. Instructor Information

A. Combs has worked in a variety of administrative and teaching roles and served as a building administrator for 10 years. She was appointed to her first principalship at the age of 27 and had the responsibility of opening a new building. Five years later the school was recognized as a National Blue Ribbon winner. In addition to teaching and researching, she consults with school districts, conducting staff development and program evaluations. An assistant professor since 2002, she has taught at two state universities. Research interests include work conditions of principals, leadership burnout, research skills needed by practitioners, and student evaluations of faculty.

B. Philosophy of Teaching and Learning:

I believe that learning is facilitated by an instructor that offers safety, risk, relevance, and challenge. I have found that students appreciate choice and variety. Students are invited to set personal learning goals and to share additional materials that will support learning for themselves and others. Class meetings will be planned to include discussions and activities that will enrich theoretical understandings; therefore, participants will be asked to complete daily assignments so that they may actively participate during class meetings.

Regarding grading, work that 'meets expectation' for doctoral-level work will receive a B. Students earning A's will demonstrate work that exceeds expectations in quantity, quality, and levels of thought. "Knowing it not enough; we must apply. Willing is not enough; we must do." Goethe (pronounced goota)

C. Instructor Contact

Email: jcombs@shsu.edu   Office: 936-294-3181 Fax: 936-294-3886   Office: 319P. Your questions and concerns are important to me. I am available without an appointment before or after class. I prefer email as our primary communication tool. I am available to meet in person or by phone per your request.

D. Expectations of Doctoral Students

The purpose of a doctoral program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigations. From the association with scholars, the doctoral student is expected to gain many new concepts, a zeal for adding to the sum of human knowledge, and the development of the ability to conduct original research and to think clearly and independently. The student must also develop the professional competencies necessary for giving application of knowledge in the essential areas of human and public interest. Guidance toward extended reading and research is an integral part of graduate study.

Doctoral students are expected to submit work that demonstrates mastery of content and independent thinking. Students are expected to read beyond the work assigned, finding relevant resources to supplant learning. As with all graduate students studying Educational Leadership, doctoral students are expected to demonstrate regular attendance, active participation in class, timely completion of assignments, and respectful interactions with others. Students are expected to be prepared for class and interact in discussions in a way that clarifies

learning and adds new understanding. Debate is encouraged, assuming students demonstrate professionalism. Student dispositions will be factored in the final grade for the course.

II. Course Description & Objectives

A. Course Description (*SHSU 2005-07 Graduate Catalog*)

This course is designed for the study of educational problem solving and accountability and their relationship to needs assessment techniques, evaluation, methodologies, and decision-making processes.

B. Course Objectives

The curricula for this course (a) include knowledge of the literature of the discipline (evaluation, research, and topics of interest) and (b) ongoing student engagement in evaluation related to professional practice.

C. Course Goals

This course has three main goals:
1. to increase your understanding of evaluation procedures and research concepts,
2. to develop your appreciation of the importance of evaluation in education, and
3. to develop your skill in conducting an evaluation in a school setting.

D. Outcomes or Learning Objectives

Upon successful completion of this course, students will be able to:
1. Discuss the **purposes** of program evaluation.
2. Analyze **ethical** and political issues associated with program evaluation.
3. Given a specific situation, match appropriate **designs and methods of data collection** with specific evaluation questions of a program evaluation.
4. Appraise the relative merits of external and internal **evaluators**.
5. Develop a program evaluation **proposal**.
6. **Complete** and write a program evaluation.
7. Develop skills in finding, reviewing, and synthesizing research literature.

E. Student Evaluation of Instructor Effectiveness (IDEA)

Students will be asked to evaluate the instructor's teaching effectiveness related to course objectives and general effective teaching practices at the end of the course using the IDEA instrument. Students will be invited to provide feedback during the course which will be used for adjustments. Students will also evaluate their learning in these specific objectives:

Course **Essential or Important** Objectives:
1. Acquiring skills in working with others as members of a team.
2. Developing skill in written and oral expression.
3. Gaining factual knowledge (terminology, classifications, methods, trends).
4. Learning fundamental principles, generalizations, or theories.
5. Learning how to find and use resources for answering questions or solving problems.

III. Tools and Textbooks

Please bring the required texts to every class meeting.

A. Required textbooks & materials

Frechtling, J., & Sharp, L. (1997). User-friendly handbook for mixed methods evaluations. Arlington, VA: National Science Foundation. http://www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/START.HTM

Letendre, B. G., & Lipka, R. P. (2000). *An elementary school educator's guide to program evaluation: Getting answers to your questions.* Norwood, MA: Christopher-Gordon.

Galvan, J. L. (2006). *Writing literature reviews* (3rd ed.). Glendale, CA: Pyrczak.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

B. Required tools for this course include:

1. Students should have access to a reliable Internet connection and be familiar with basis Microsoft software programs including Word, PowerPoint, and Excel. In addition, students will need to establish a SHSU student email account to utilize the reference collections. SPSS software should be purchased for analysis.

2. Blackboard: Students will be expected to utilize Blackboard. Training guides and on-line tutorials are available.

3. Please become familiar with the resources managed by the Newton Gresham Library by visiting the website: http://library.shsu.edu/

C. Additional Resources

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (2nd ed.).* Upper Saddle River, NJ: Pearson.

W. K. Kellogg Foundation. (1998). *W. K. Kellogg Foundation Evaluation Handbook.* Retrieved from http://www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf

ERIC development team.(1995). *The Program Evaluation Standards.* (ERIC Document Reproduction Service No. 385612). Retrieved from http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/2a/23/d4.pdf

One to One, User Services Division, Newton Gresham Library

Writing Assistance: The Sam Houston Writing Center provides writing and editing assistance. 936-294-3680, http://www.shsu.edu/~wctr/

Electronic Reference Formats Recommended by the American Psychological Association, How to do references in APA style, with emphasis on Internet citations. http://www.apastyle.org/elecref.html

Strunk, W., Jr. (1918). *The elements of style*. An online edition of Strunk and White's timeless and authoritative Elements of Style. http://www.bartleby.com/141/index.html
Google Web Directory - Arts > Writers Resources > Style Guides A plethora of writing resources http://directory.google.com/Top/Arts/Writers_Resources/Style_Guides/

Facts and Reference: Best Source for Facts on the Net - Refdesk.com, comprehensive reference site http://www.refdesk.com/

IV. Course & SHSU Policies
A. Academic Honesty
Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213. See also **http://www.shsu.edu/syllabus/**
1. Students are expected to use conventions noted in the *Publication Manual of the American Psychological Association*, 5th edition, for citing sources.
2. Papers and reports will be submitted electronically and may be evaluated for originality of content and accuracy of quotes and paraphrasing using software such as *Turnitin*. Plagiarized work will receive a failing grade and possible program dismissal.

Sam Houston State University has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. We reserve the right to (a) request that assignments be submitted as electronic files and (b) electronically submit assignments. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For information about plagiarism in SHSU's website, go to http://www.shsu.edu/students/guide/dean/codeofconduct.html (see section 5.31 and 5.32 of the Code of Student Conduct

and Discipline) and http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf (see section 5.31 and 5.32 of the Academic Policy Statement 810213)

B. Attendance
Each faculty member will announce to his/her classes the policies for accepting late work. Academic Policy Statement 800401 *The policy for this class is as follows:*
    1. Attendance is taken for all class meetings. Notify **me in advance** if you will be absent or tardy.
    2. Assignments are due as stated. Late work at the graduate level will be considered unacceptable. The student may petition the instructor in writing for consideration of one extenuating circumstance.
    3. More than one class absence may result in a reduced participation grade.

C. Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.
D. Dropping the Class/Withdrawing from the University: If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.
E. Students with Disabilities Policy: Please see **http://www.shsu.edu/syllabus/**
F. Student Absences on Religious Holy Days: Please see **http://www.shsu.edu/syllabus/**
G. University Policies: Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. See:
http://www.shsu.edu/~vaf_www/aps/stualpha.html

V. Evaluation of Learning Objectives
    The syllabus is subject to change pending notification.

  A. The final grade will be based on the student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class (detailed in syllabus, section II) as measured by these assessments.
    Assessment #1 Graduate student dispositions, class attendance, and participation
    Assessment #2 Reading, written activities, & reflection papers
    Assessment #3 Program Evaluation Written Report & PowerPoint
    Assessment #4 Final Exam
    Assessment #5 Literature Review Project

  B. Grading Scale
    A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. "A" work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed reasoning, written, and verbal communication skills.
    B = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earning passing grades on assessments.
    C= Inconsistent performance that may be impacted by incomplete assignments, absences, or tardiness. "C" work is earned for submissions with several mechanical errors or issues related to quality and quantity standards.
    F= Failure to meet Standards as demonstrated by incomplete assignments, absences, tardiness, and failure to produce doctoral level work.

VI. Class Schedule

I will use a combined approach of classroom time, field projects, and Web-based instruction to achieve the objectives of the course. The allotment of instructional time will exceed the minimum requirements for the 3-credit hour course.

	Class Meeting Dates	Topics	Assignments Due
1	Jan 16	Introduction to Course. NSF Ch 2, 6 Possible PEs	
2	Jan 23	Program Evaluations: standards, types, criteria, planning, questions Literature Review Topics	LeTendre 1-3 & Read 3+ Toolbox topics Bring PE Standards NSF Ch 1
3	Jan 30	Program Evaluations: Data collection, analysis, interpretation, logic Literature Review Topics	LeTendre 4-6 & Read 3+ Toolbox topics NSF 3, 4 Reflection 1
4	Feb 6	PE Reviews or SERA conference reflection	
5	Feb 13	Needs Assessment, Effectiveness, Improvement Evaluations Literature Review Your PE & Planning Matrix Literature Review Topics	LeTendre 7-9 & Read 3+ Toolbox topics NSF 5, 7
6	Feb 20	Literature Review: Introduction Prog Evaluation Questions & Method Cooperation letter, Research ap	Galvan 1-3 PE1: Planning Matrix draft
7	Feb 27	Instrument Development Literature Searches: Find what you need, scanning	Galvan 4 Cooperation letter, Research ap PE1: Planning Matrix
8	Mar 5	Literature Searches and Note-taking Writing PE Introduction & Methods	Galvan 5-7 PE2: Instruments draft PE 3: Letter of cooperation, research application, cover letter, or consent & instrument Reflection 2
xx	Mar 12	Spring Break	
9	Mar 19	Synthesis, Outlining, Diagrams: Literature Review	Galvan 8-9 PE 4: Introduction & Method Section
10	Mar 26	Literature Review Writing	Data Collection Galvan 10
11	Apr 2	Data Collection, Analysis	Literature Review Project
12	Apr 9	Data Collection, Analysis	Reflection 3
13	Apr 16	Data Collection, Analysis	
14	Apr 23	PowerPoint Presentations: How To	
15	Apr 30	Executive Summaries & Share Findings	Presentation PowerPoint, Program Evaluation
16	May 7	Final Exam	Reflection 4

Program Evaluation Contents

I. Executive summary
   A. Purpose
   B. Plan
   C. Results
   D. Recommendations

II. Introduction
A. Purpose of the evaluation
B. Evaluators
C. Contents of report

III. Program Description
A. Program background, philosophy, description
B. Characteristics of the (instructional) setting (district/school)
C. Characteristics of student (and staff)

IV. Evaluation Design
A. Evaluation Objectives or Questions
B. Data Collection
C. Limitations

V. Findings, Conclusions, Recommendations
   A. Evidence (data or other information that has been collected, use data display, data reduction, and
verification processes.)
   B. Conclusions (what the data means)
   C. Judgments. Specify the standards, criteria, or review of literature to support your judgments.
   D. Recommendations (suggested courses of action or advice about what to do in light of the evidence)

References
Appendices

Note: The program evaluation project should also adhere to the program evaluation standards stipulated
by the Joint Committee on Standards for Educational Evaluation; students may be asked to discuss
evidence of adherence.

Written work should:
• be clear, well organized, and concise.
• be free from grammatical and spelling errors.
• be Typed (12 point) and double space with 1 inch margins on left and right, with name, date, course in
upper right hand corner. Paginate with page number in upper right hand corner and use a staple in upper
left corner. No report covers please.
• adhere to the conventions delineated in the 5th Edition of the APA Manual, including the use of bias-
free language.

Example. This is subject to change. Assignments may be revised. Students will be informed of changes at least a week in advance.

Assessment	Exceeds Expectations A-level work (Quality & Quantity)	Meets Expectations B-level work	Inconsistent Performance C or F-level work
Written activities & Reflections	All assignments are submitted on time. The text is clean and polished. The work demonstrates application of concepts learned in class on in independent study.	The work contains more than 3 errors. The work demonstrates application of concepts learned in class.	Activity less than meets expectations. The author has disjointed ideas. Errors are frequent and distracting.
Literature Review Project	Outline captures 20 or more recent and peer-reviewed sources. The work is error-free. The text is clean and polished. Strong conventions increase readability. Precise language presents a clear message. The review demonstrates an advanced understanding and level of thought. Additional sources may add to overall quality of review.	Background information is generally supported by some legitimate sources. Some errors in APA are evident but not distracting.	Source references are limited or irrelevant and do not support the topics.
Program Evaluation Written Report	The report contains all components. The text is error-free. The conclusions are supported by findings. The recommendations are meaningful. Logic is evident.	The work contains more than 3 errors. Although all components are addressed, the logic is unclear at times. Conclusions & recommendations may be inadequately supported.	The work contains multiple errors in content and format.
Final Exam	Student shows evidence of advanced thought and application of course concepts.	Student completes task with an acceptable level of accuracy.	Work shows limited thought and effort. Applications tend to be superficial.
Graduate student dispositions & synthesis of content	Attends all classes. Prepares by completing all assignments and adds to work with evidence of independent study beyond normal assignments.	Attends all or almost all classes. Submits all work on time. Prepares by completing almost all weekly assignments.	Less than meets expectations

The "U" Form
(will be kept confidential)
Return to instructor during 1st class meeting

What is your first/last name?	What do you prefer to be called?	Course/Semester/Year
Which organization employees you?	What is your work location?	What is your position or title at work?
How would I contact you within a few hours? (i.e., to cancel a class)	What is an alternative method to contact you?	What is your preferred email that I use?
What other course and instructors do you have this semester?	What are some things you like to do for fun?	What are some of your strengths?
What are your general feelings about taking this course?	What are some things that professors or instructors do that you appreciate?	What are some things that professors or instructors do that annoy you?

Is there other information that you would like to share?