

ED 655
Evaluation in Modern Education
3 Semester Hours
Spring 2011

Prerequisite: Admission to Graduate School

Textbook: College LiveText edu solutions membership (this is sold in the bookstore and online at www.LiveText.com.)

Worthen, B., White, K.R., Fan, X. & Sudweeks, R. (1999). Measurement and Assessment in the Schools, 2nd Edition. Allyn and Bacon.

Course Description: Principles and Procedures for developing evaluation programs, including evaluation of pupils; programs, curricula, and teaching.

Rationale: Educational measurement is a concept created voluntarily by educators. It is not a phenomenon of nature waiting to be observed or defined. Evaluation in Modern Education includes the acquisition of knowledge and development of skills for designing the evaluation process, utilizing measurement procedures to collect necessary data, and employing appropriate analytical skills and procedures to interpret the resulting information. The teacher/student will gain initial practice in using this information for making judgments or evaluations concerning effective teaching styles and strategies, desired learner outcomes, the relationship between teaching and learning, selection and organization of subject matter, and student progress.

COMPONENTS OF THE KNOWLEDGE BASE PRIMARILY EMPHASIZED:

<u> X </u> Decision Makers	<u> X </u>	Experientially Broad
<u> X </u> Professionally Knowledgeable	_____	Human Relations Oriented
<u> X </u> Socially Aware	_____	Technically Proficient
<u> X </u> Future Oriented	_____	Systems Oriented

Course Objectives:

1. Students will become informed of the history and foundations of educational measurement.
Sub-objectives:
 - a. understand the history of educational measurement;
 - b. understand the role of educational measurement; and
 - c. understand the use and importance of educational measurement to educational leaders.

2. Students will be informed and conversant with the social, legal, and ethical issues in measurement.
Sub-objectives:
 - a. understand test bias and discrimination issues; and
 - b. understand the instructional contributions, validity of assessment-based interpretations, reliability of devices and comparative data.

3. Student will perform the selection, development and construction of assessment devices to aid in the selected purpose of the device.
Sub-objectives:
 - a. creating educational assessment devices with completed utilizing knowledge and skills acquired; and
 - b. differentiate between types of assessments based on the domain selected.

4. Student will understand the construct of several facets of measurement and evaluation as it impacts instruction in the classroom.
Sub-objectives:
 - a. the impact of teaching effectiveness and process;
 - b. student assessment and educational decisions; and
 - c. environmental, attitudinal and operational measures affecting educational decisions.
5. Student will demonstrate the use of educational tests.
Sub-objectives:
 - a. using classroom assessments;
 - b. using achievement tests results; and
 - c. interpreting tests results to adjust curriculum.
6. Student will understand and evaluate a school improvement plan utilizing various assessment devices.
Sub-objectives:
 - a. relationship of student improvement to evaluation;
 - b. relationship of learning environment to improvement; and
 - c. relationship of leadership to improvement.
7. Student will demonstrate knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and information assessment strategies. 290-3-3-.03(2)(c)5.(i)
8. Student will demonstrate knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. 290-3-3-.03(2)(c)5.(iii)
9. Student will demonstrate ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction. 290-3-3-.03(2)(c)5.(vi)
10. Student will demonstrate knowledge of Alabama's state assessment requirements and processes. 290-3-3-.03(5)(c)3.(ii)
11. Student will design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the Alabama Course of Study: Technology Education to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning. 290-3-3-.42(4)(b)2.
12. Student will model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. 290-3-3-.42(4)(b)3.
13. Student will promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies. 290-3-3-.42(4)(b)4.

Course Outline:

- I. Course overview and requirements
- II. History and foundation principles of educational measurement.
 - A. The genesis of educational measurement
 - B. Definitions, terms and rationale

- C. Ethics relative to measurement and evaluation
- III. Evaluating the factors of teacher effectiveness, curriculum, program, culture and climate of the learning environment.
 - A. Evaluating teacher effectiveness
 - B. Evaluating curriculum/program effectiveness
 - C. Evaluating the learning environment
- IV. Evaluating student achievement
 - A. Student learning and evaluation
 - B. Measuring student achievement
 - C. Statistical concepts used in the evaluation of student achievement
- V. Interpreting educational measures for decision making
 - A. Determining what is to be measured
 - B. Building the rationale
 - C. Implementing decision made
- VI. Evaluating student knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and information assessment strategies. 290-3-3-.03(2)(c)5.(i)
- VII. Evaluating student knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. 290-3-3-.03(2)(c)5.(iii)
- VIII. Evaluating student ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction. 290-3-3-.03(2)(c)5.(vi)
- IV. Evaluating student knowledge of Alabama's state assessment requirements and processes. 290-3-3-.03(5)(c)3.(ii)

All standards will be met by a combination of the following strategies:

INSTRUCTIONAL STRATEGIES:

<u> X </u>	Lecture	<u> </u>	Laboratory
<u> X </u>	Discussion/Questioning	<u> X </u>	Practicum
<u> X </u>	Practice/Drill	<u> X </u>	Role Playing/Simulation/Games
<u> X </u>	Viewing/Listening/Answering	<u> X </u>	Independent Learning/Self Instruct
<u> X </u>	Problem Solving	<u> X </u>	Other: Case Study/Group Work
<u> X </u>	Discovery		

290-3-3-.03(2)(c)5.(i); 290-3-3-.03(2)(c)5.(iii); 290-3-3-.03(2)(c)5.(vi); 290-3-3-.03(5)(c)3.(ii); 290-3-3-.42(4)(b)2.; 290-3-3-.42(4)(b)3.; 290-3-3-.42(4)(b)4.

METHODS OF COURSE EVALUATION:

The course and the instructor will be evaluated by using the Department of Secondary Education end of course evaluation. Informal evaluation will occur regularly based upon student input and instructor reflection.

METHODS OF STUDENT EVALUATION:

Demonstrated mastery of course objectives will be assessed based upon the analysis, evaluation and application of course content and evidenced through the course requirements. (See accompanying handout.)

COURSE REQUIREMENTS
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- A. Reading text and other required readings, class and small group participation (Maximum 280 points)
UNA Attendance Policy: Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Whenever a student's cumulative absences for any reason – excused or unexcused - exceed the equivalent of four weeks of scheduled classes and activities (one week in each four-week summer session or two weeks in the eight-week summer term), no credit may be earned for the course. (UNA 2003-2004 Graduate Bulletin, p. 32)
- B. Maintain Active Journal to include: (Maximum 270 points)
- Section One: Minimum of 10. Read and critique articles on topic of evaluation and measurement (30 points)
Prepare four (4) type-written critiques and submit by email to University address or in class. (60 points)
- Section Two: Notes on assigned readings including the text. (90 points)
- notes not to exceed two pages and/or five paragraphs.
 - respond to practice exercises on separate page.
 - reflection statements for each chapter and activity.
 - news clippings on evaluation
- Section Three: Complete assigned evaluation projects (90 points)
- C. Mid-term and final Exam (150 points)
- D. Other Assignments as provided (60 points)
- Total points = 760 points

The multiple assessment critique will be utilized to determine student's final grade. These ranges reflect levels of scores and grades. Determination of final grade is the responsibility of the professor.

Grading System: A = 95 - 100%; B = 86 - 94%; C = 77 - 85%; D = 68 - 76%; Below 67% = F

NOTE: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

UNA Policy for Students with Disabilities:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

- NOTE:** 1. MEN - Please do not wear caps or hats during class.
2. When presenting in class - No shorts, sweats or jogging suits.
 3. When presenting in class - Please refrain from chewing gum.
 4. TURN OFF all CELL PHONES, please - exceptions for emergencies (prior notice)
 5. No reading the newspaper or doing personal work during class time.
 6. Respect the rights of others during this time (talking, not interested in what is going on, etc.)

HONESTY: All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty and graduates.

SYLLABUS

Student's Copy

I have received a copy of the syllabus for Evaluation in Modern Education/ED 655 for Spring 2011. The syllabus has been reviewed with me and I have been offered an opportunity to ask questions about it. I understand and agree to the requirements and evaluation criteria in this syllabus.

Name: _____
(Please print)

Date: _____

Signature: _____

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SYLLABUS

Instructor's Copy

I have received a copy of the syllabus for Evaluation in Modern Education/ED 655 for Spring 2011. The syllabus has been reviewed with me and I have been offered an opportunity to ask questions about it. I understand and agree to the requirements and evaluation criteria in this syllabus.

Name: _____
(Please print)

Date: _____

Signature: _____

Holbrook, Hilary Taylor. Qualities of effective writing programs. (Online)
Available gopher://vmsgopher.cua.edu:70/OR135. 1993.

I. PREMISE

In developing a curricula for effective writing programs, schools must reconcile demands for educational improvement and accountability with research findings on composition and composition instruction.

II. DISCUSSION OF PREMISE

A successful writing program that meets the needs of students, teachers, and public demands places an emphasis on practice and process in writing. The Vermont Writing Program provides students with the opportunity to write an average of forty-five to ninety minutes daily. However, skill drills at elementary level and fill in the blanks or short answer at secondary level focus on mechanics and do not allow ample time for extended writing projects. The total writing process includes prewriting, drafting, and revising. The National Writing Program cites five concerns teachers consider important to writing instruction: the composing process, syntax, sequence that moves from personal to logical argument writing, small group techniques, and writing assessment.

Elements that should be included in classroom writing instruction include the following:

1. opportunity for all students to write frequently with as needed instruction in grammar,
2. teachers writing with students,
3. writing in many modes for many audiences, and
4. nonthreatening evaluation with an emphasis on revision.

Another key element of effective writing programs is the improvement of teachers' skills. One suggestion is modeling writing programs on successful programs already in operation. Inservice training programs that focus on enthusiasm, knowledge of current theory, and practical application of techniques is another element in developing a successful writing curricula. These training programs include qualities such as attention to skills in which teachers may be weak, feedback that instills confidence in the use of new skills, observation in classrooms, attention to issues that concern teachers, and administrator involvement.

When school and district administrators monitor current writing programs in their schools, writing programs become more effective. By developing a curriculum-wide program, students grasp the importance of writing outside the English classroom. To further guarantee success, interdepartmental cooperation can be encouraged by direct intervention of the English department in providing instructional material and assistance to students and teachers. The administrator's role is to determine needs and perceptions of content area teachers, develop objectives for teachers and students, and focus on elementary as well as secondary writing. One sign of commitment by the administrator is a staff development program such as half-day sessions or a reduced school day for the teacher who participates. Participation in inservice training allows the administrator to identify strong and weak teachers. Parents recognize school commitment to writing when the administration informs them of student progress at school and suggests ways to improve writing at home, provides assistance for parents who want to improve their own skills, and uses parents for tutoring or inservice consulting.

III. IMPLICATIONS FOR PREMISE

School systems are often criticized for their lack of knowledge and for their distance from skills necessary in the "real" world. The public, on the other hand, may also be ignorant of the day to day concerns of the school world. Public demands for improved education reflect parent expectations. Those tried and true methods of drill, drill, drill are expected to be part of homework each night regardless of their effectiveness. Parents sometimes have little knowledge of the importance of or the process of writing effectively. An emphasis on the finished product rather than its grammatical and mechanical correctness often seems foreign to them. Parent involvement and understanding seem to be necessary for an effective writing program.

Students themselves need to be educated on the reasons why writing instruction are continually evolving. Small group involvement teaches the importance of audience, evaluation, revision, and improves growth from writing on the personal to the intrapersonal level, yet students sometimes regard such an arrangement as play time or as an opportunity for others to do their work. The idea that the teacher is no longer the dominant figure in classroom instruction is threatening to them. Emphasis on the student as the person responsible for the completion of the writing process must be stressed in the elementary grades rather than waiting until middle or high school years.

Teachers also may have some difficulty in adjusting to a different type of writing instruction. Allowing students to be responsible for their work and a lack of emphasis on the "correctness" of a written product seems totally against teaching principles. Also, a lack of availability of inservice as well as little time to be spent in such training is discouraging to the teacher who truly wishes to improve personal writing skills as well as those of students. Content area teachers are sometimes reluctant to add writing to their own over-burdened curricula. For a writing curriculum to be effective, the support of parents, students, administrators, and school-wide cooperation among teachers is necessary.

Bakken, T., Smith, V., and Toothman, M. (1994/1995). What's your secret? The Reading Teacher, 48, 334-336.

I. PREMISE

The purpose of this article is to discuss the attributes of an effective reading program, as recognized by the International Reading Association.

II. DISCUSSION OF PREMISE

The reading program at Lincoln Elementary School in Iowa was recognized as exemplary by the International Reading Association. The program's components are no different than most other schools'. What makes Lincoln's reading program exemplary is how it is operated: through "commitment, collaboration, and perseverance."

The teachers at Lincoln were committed to professional development to incorporate the program into their curriculum. The school's philosophy moved from traditional to student-centered. The teachers began to take risks by incorporating nontraditional whole language activities. They began the shift from a skills-based program to whole language.

Teachers and the principal collaborate in large and small groups. Students are evaluated three times a year with a reading inventory. Teachers use the results to "decide how the information could be used to direct instruction, help students self evaluate, and provide information for parents." Lincoln also collaborates with the community through a mentoring program. Adults work with individual students weekly to "build self-esteem and to help improve their literacy skills."

The teachers at Lincoln persevere to give their students an opportunity for lifelong learning. They will not give up.

III. IMPLICATIONS OF PREMISE

Many schools across America are making the same shift from skills-based reading instruction to whole language. Teachers and administrators see the value of "real" reading and writing experiences as opposed to strict use of phonics. Some teacher integrate the two approaches to provide optimum reading instruction for their students. For example, a teacher who must use a basal reader may bring in children's literature that relates to the basal lesson. The literature and its activities can be used as a supplement to the skills-based lesson.

This article did not go into great detail about the methods used in reading instruction, but with the shift to whole language, a whole world of new activities are possible. Big books can be used in grades K-2. Children's literature can supplement basals. Teachers can integrate the curriculum by using LEA after experiences in many other subjects. This is commonly done in the primary grades. For example, after a science field trip to the NASA Space and Rocket Center, the students can engage in a class discussion about their experience. The teacher then transcribes the students' oral language and helps them read what was transcribed. Assessment can also take on different forms. For example, portfolios can be used over the course of a year to see improvement in the students' writing abilities. Also, cassette tape recordings can be made of students reading orally to the teacher each six weeks so the students can hear themselves improve.