



**College of Education and Psychology  
School of Education  
Ed.D. in School Improvement**

**EDRM 6350 – Program Evaluation in the Education Setting  
Fall 2020**

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**Course Description:**

This course will focus on theory and **practice** of evaluation including research methods and design strategies to measure program outcomes and skills to evaluate personnel and projects as it relates to school improvement. The course will include components of evaluation models and skills in preparing and communicating evaluation findings.

**Program Goals**

- a. Produce the next generation of educational leaders who understand the philosophical and historical perspectives of school reform, diversity, learning opportunities for all, and can address educational issues using a variety of strategies.
- b. Develop critical reasoning and a deep understanding of change theory to address challenges in school improvement contexts. This will include the skills to provide transformative leadership to schools that are failing to meet academic, social, and emotional standards.
- c. Provide opportunities to develop doctoral students' ability to approach challenges in innovative data-driven ways, including the use of interdisciplinary teams, as well as expand their problem solving, creative design, communication, and collaboration skills.
- d. Challenge the norms within educational systems using data and the engagement of other educators and stakeholders in professional learning to lead disruptive change through interdisciplinary work with experts in other educational fields.
- e. Conduct research of practice and responsiveness to improve teaching and learning experiences, counseling and support services, school leadership, educational organizations and structures, and all other educational disciplines.
- f. Prepare the next generation of educators with the knowledge, skills and tools to utilize data to guide school improvement and policy and to improve learning outcomes leading to college and career readiness.
- g. Prepare educators with a deep understanding of assessment and accountability systems.

- h. Produce scholar practitioners that have a P-20 perspective of the education system to address school improvement in the broader perspective including educator preparation, teaching and learning.

### **Student Learning Outcomes**

Upon completion of this course, the students should be able to:

1. Describe the role of educational evaluation and the purposes it serves in school improvement.
2. Compare and contrast the multiple approaches for evaluating educational programs and curricula.
3. Learn to pose evaluation questions appropriate for their unique settings.
4. Design and implement an evaluation plan for some aspect of school improvement in your professional setting.
5. Find educational evaluation resources to support school improvement.
6. Gain insight into the political, ethical, and interpersonal aspects of planning, implementing, and reporting program evaluations.

### **Required Text, Materials/Supplies, and Related Readings**

#### ***Required:***

1. U.S. Department of Education, Office of Elementary and Secondary Education, School Support and Rural Programs, Evaluation Matters: Getting the Information You Need from Your Evaluation, Washington, D.C., 2014.  
<https://www2.ed.gov/about/offices/list/oese/sst/evaluationmatters.pdf>
2. Improvement plans as relevant to your position in the district.
  - a. District Improvement Plan
  - b. Campus Improvement Plan
  - c. Targeted Improvement Plan

#### ***Recommended:***

- a. Fitzpatrick, J.L., Sanders, J.R. & Worthen, B.R. (2011). Program evaluation: Alternative approaches and practical guidelines. 4<sup>th</sup> edition. New York: Longman
- b. Publication Manual of the American Psychological Association 7<sup>th</sup> Edition

#### ***Additional Readings***

Additional readings as assigned can be found in Canvas.

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

### **Course Policies and Guidelines:**

**Teaching Strategies:** Instructional methods for this online course include:

- Lectures, videos, course activities, and assignments
- Canvas postings and discussions
- Research and pedagogy regarding best practices in school improvement

### **Assignment Submission:**

For assignments a “page” is defined as:

- 8½” x 11” paper
- Times New Roman or Arial 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.
- Put page numbers on the top right-hand side.
- Put your name, title of the assignment and date on your paper.
- **Upload written assignments on the Canvas Web site under the assignment tab**

**Papers that do not meet these specifications will not be accepted.** With respect to format and style, your paper should conform to the 7th edition APA Manual.

**Late Work:** Assignments and projects are expected to be handed in on time. Assignments are expected to be dropped in the assignment box on Canvas. You may turn in your assignment early. *Late assignments are not accepted unless prior arrangements have been made with the instructor.* Assignments for each lesson are due at the closing date of each lesson. Assignment dates are posted in Canvas.

**Attendance:** The attendance policy recommended by the University is followed in this course. Course objectives and performance outcomes cannot be met unless you participate in class activities. If you are absent for an extended period, you should plan to explore options such as retaking the course or taking an incomplete grade.

### **Technology Requirements:**

#### **Hardware:**

Desktop or Laptop computer with Internet access. This may be a Windows or MAC based computer; however, many of the applications will require downloads and tutorials specific to the device. You also need a camera, microphone, and sound.

**Note: If your Internet connection is down, it is your responsibility to seek access at a venue such as in the UTT computer lab or a public library to complete and submit your work on time.**

#### **Software:**

- A current operating system (Microsoft or Apple) • A web browser (e.g., Chrome, Safari, Firefox, etc.). If your browser is not working with a particular software, try an alternative one (e.g. IE, Firefox).
- Access to Canvas and Patriot Mail
- Microsoft Office (Available at no charge to students at <https://www.uttyler.edu/it/office365/proplus.php>)
- Also, standard plug-ins such as:
  - [Java](#)
  - [QuickTime](#)
  - [Adobe Reader](#) or another PDF reader such as Preview on the Mac
- *Other software as noted in each module*

**Read chapters assigned from the instructor in each module.**

You are responsible for this information to complete activities and participate in class discussions.

**Criteria for all assignments** will be posted online unless otherwise notified by the instructor.

**Canvas**– You are responsible for enrolling on **Canvas** (<http://www.Canvas.uttyler.edu/>) prior to the second day and monitoring the course Canvas site regularly for course information. Assignments will be turned in through the assignment tab in Canvas.

**Turn it In** is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating.

**Course Content and Evaluation:**

**1. Class Participation:** In each module, you will have the opportunity to earn points for participating in discussions and answering short assessments. These discussions will be held inside of Canvas. Please do not approach this component as simply a bunch of tasks to be completed each week, but an opportunity to truly collaborate and learn from each other.

**2. Class Assignments:** In addition to the participation activities, you will complete several preparation assignments. These will range in difficulty from simple to more complex and are designed to assist you in creating your evaluation plan.

**3. Final Exam:** A final evaluation plan and presentation will be submitted in lieu of an exam.

**4. Grading** is not based upon a curve.

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70-79% of total points
- D = 60-69% of total points
- F = 59% or below of total points

## Course Evaluation

Assignment	% of grade	Description
Participation	15%	Active participation includes posting responses on-time, logging in weekly, and attending any scheduled synchronous sessions.
Reflections and Discussions	15%	Reflections are to be posted by the deadline. Class and small group discussions are only effective if everyone participates. You are required to post multiple times during the week for discussions.
Assignments	25%	There are Preparation Assignments to help prepare you for developing and implementing the evaluation plan. These include: <ol style="list-style-type: none"> <li>1. Identifying Strengths and Weaknesses</li> <li>2. Defining Your Problem/Issue Statement</li> <li>3. Creating a Logic Model</li> <li>4. Designing Your Evaluation Questions</li> </ol>
Evaluation Plan	35%	Students will submit a detailed <b>Evaluation Plan</b> using the Evaluation Matters examples as a guide and implement the plan in their setting. Students will also submit a <b>final evaluation report</b> as an assignment in the EDRM 6351 – Design-Based Implementation Research Course. (See Canvas for Outline)
Presentation of Final Products	10%	PowerPoint Presentation

## Weekly Course Modules (A topical outline will be provided in Canvas)

- Module 1: Introduction to Educational Evaluation
- Module 2: The Evaluation Process- Theory of Change and Problem Statement
- Module 3: The Evaluation Planning- Stakeholders and Site Selection
- Module 4: Planning the Evaluation- Strategies and Activities
- Module 5: Evaluation Planning- Asking the Right Questions
- Module 6: Evaluation Planning- Mixed Methods/Participatory Evaluation Approaches
- Module 7: Evaluation Planning- Budgeting and Collecting the Evidence
- Module 8: Evaluation Planning- Analyzing the Data
- Module 9: Evaluation Planning- Interpreting the Results and Limitations to Data
- Module 10: Evaluation Planning- Informing and Lessons Learned
- Modules 11-13: Writing the Evaluation Report
- Module 14: Presenting the Report

## UNIVERSITY POLICIES

### UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

### UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

### [University Guidelines, Links and Policies](#)

## COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

## UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

**Texas Education Standards**: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).