



SCHOOL OF EDUCATION AND  
COUNSELING PSYCHOLOGY

**Department of Education**

**Educational Leadership Program**

**Education 368 (3 units) 44293**

**Program Evaluation**

**Fall 2016**

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Office Hours: Monday and Thursday by appointment; Tuesdays online

Course Meeting Dates: Mondays, 4:00 pm – 7:00 pm, 9/19- 11/28

**Mission and Goals of the Department of Education**

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

- Make student learning our central focus
- Engage continuously in reflective and scholarly practice
- Value diversity
- Become leaders who model ethical conduct and a commitment to social justice
- Seek collaboration with others in reaching these goals

*Department of Education goals:*

1. To prepare professionals who will work competently with individuals who have a variety of strengths; experiences, and challenges, those with diverse backgrounds, and those in greatest need;
2. To develop positive habits of mind, identify, and apply best practices in the field, and engage in critical reflection on practice;
3. To demonstrate mastery-level knowledge and skills in teaching and learning; and
4. To become leaders sensitive to the ethical and social consequences of their decisions.

## **Educational Leadership Program Learning Goals**

### Candidate Competencies

The mission of the Preliminary and Professional Clear Administrative Services Credential Programs is to educate students who are committed to social justice.

Our goal is to ensure that our administrators act effectively (competence), have the determination to reason morally (conscience), and the capacity to feel solidarity with the poor and powerless (compassion).

**Administrators who earn their credential/s at Santa Clara University are ready to:**

**1. Develop a shared vision, mission, and goal for their community.**

- A. Define and refine their personal vision of education,
- B. Develop and communicate a vision with all constituencies
- C. Develop and document school mission, goals and planning processes,

**2. Ensure a safe school environment for students, faculty, and staff.**

- A. Understand and develop policies for a safe school environment,
- B. Examine student management policies and procedures for equity,
- C. Examine and value the goals of diverse cultural groups, families, and communities in school management practices,
- D. Work effectively with multiple systems, parents, and other professionals to create safe, effective learning environment,

**3. Collaborate with stakeholders, families, teachers, and the larger community to support students' and school/district success.**

- A. Build consensus among diverse stakeholders in a school community
- B. Articulate and apply principles of systems management and organizational development
- C. Build community partnerships in diverse communities
- D. Collaborate and participate in interdisciplinary teams with parents and professionals across systems,

**4. Maintain ethical and legal standards of professionalism and model reflective practice and continuous growth.**

- A. Identify significant school issues from law, policy, politics, and ethics
- B. Appropriate, confidential analysis and response to school legal issues
- C. Understand fundamental legal and constitutional framework of American education at federal and state level
- D. Use tools of social science and educational research for reflection and improvement of educational practice

**5. Improve and guide in the implementation of instructional practices that are supported by multiple forms of assessment data.**

- A. Design, implement, and evaluate a program of standards based instruction,
- B. Design, implement, and evaluate differentiated instruction
- C. Use technology for accountability systems
- D. Create and analyze a school plan with appropriate actions
- E. Effective design and use of demographic, perception, student learning, and school processes data for continuous improvement in schools
- F. Practice is guided by research and reflection
- G. Evidence of effectiveness with students with special needs, who are English learners, and who have alternative needs

**6. Advocate a school culture that ensures equity for every student and all members of the school community.**

- A. Include family in school-community partnerships
- B. Leverage community resources
- C. Professional leadership including shared decision-making, problem solving, and conflict management
- D. Create and maintain a welcoming school environment
- E. Recruitment, monitoring, and retention of faculty and staff
- F. Legal and contractual agreements that foster professional work environments
- G. Advocate equity from engaged reflection based in research

*Based on the California Professional Standards for Education Leaders (CPSELs) and the Department of Education Learning Outcomes*

## **2. Course Description**

### **Program Evaluation and Principles of Assessment: The Role of Data in Continuous School Improvement**

This course is part of the Educational Leadership sequence of study. It is intended to provide students with an introduction to program evaluation and the principles of assessment; it includes an overview of various assessment tools and strategies with a focus on data analysis and the use of evidence in decision-making. Students will read empirical and conceptual works as well as a foundational guide for practitioners to anchor reflection and experiential learning related to the principles of assessment and school improvement. The relevance and application of these principles for instructional leadership is explored, with an emphasis on the continuous school improvement framework in lieu of compliance-oriented reform. Students have the opportunity to gather comparative information through a well-designed process of assessment, analysis, and evaluation. Evidence and results will be analyzed within the appropriate context to determine judgment, size, and worth. Students will grapple with common misconceptions in assessment and the challenges, limitations, and possibilities that assessment holds for school improvement.

Leadership issues will be explored and practiced including building the credibility of results through careful choice of the evaluation design and assessment tools and communicating assessment results to myriad stakeholders in communities. Students will work collaboratively and individually to create a systematic accountability process and develop pragmatic steps to design, implement, evaluate and effectively promote school improvement.

### 3. Course Outcomes

*Students will...*

- 1) develop familiarity and expertise regarding the use of data within organizations, including the classroom, school, district, state, national and international context
- 2) hone the skills to be an informed and critical evaluator of assessment tools
- 3) reflect upon the practical and ethical use of assessment in education
- 4) apply principles of assessment to the evaluation of programs and practices in schools and other non-profit organizations
- 5) synthesize and evaluate frameworks for problem-solving and continuous school improvement planning; understand how to leverage these processes as leaders
- 6) articulate a plan to use data in decision-making and long-range institutional planning
- 7) draw connections between students' own professional experiences and the specific concepts addressed in the course to critically assess the challenges and possibilities for leading their own organizational improvement
- 8) address the content expectations and hone the performance indicators related to assessment, data use and school improvement embedded in the *California Professional Standards for Education Leaders (CPSELs)*, *California Administrator Performance Expectations* and the *California Administrator Content Expectations*

The following table illustrates which content expectations are addressed specifically as objectives in this course.

### Course Objectives

EDUC 368 Program Evaluation [3] Elizabeth Guneratne		
Course	CACE	Description
368	B-5.	Teacher observation and evaluation systems grounded in standards-based teaching and learning
368	B-7.	Types of evidence need to support making evidence-based decisions regarding instructional improvement, including changes in practice
368	B-8.	Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions
368	B-9.	Methods/approaches to providing constructive feedback to teachers based on classroom observations and analysis of student work and/or assessments
368	B-11.	Valid processes for developing appropriate and effective classroom assessments as one source of multiple data about teacher effectiveness and student learning
368	B-12.	Understand the purpose, role and use of multiple assessments to continuously evaluate student learning
368	B-19.	Effective uses of data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals
368	C-4.	Strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school's vision and goals
368	C-9.	Strategies for continuous progress monitoring of the school's growth plan and outcomes, and for using those data for updating the school growth plan as needed
368	D-6.	Understand how to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals

364 Leadership Field Lab [1 <sup>st</sup> ]	367 Contextual Field Lab [2 <sup>nd</sup> ]	370 Community Field Lab [3 <sup>rd</sup> ]
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#### 4. Required Text(s) & Readings

Bernhardt, V. (2013). *Data analysis for continuous school improvement*. Larchmont, NY: Eye on Education.

Darling-Hammond, L., Herman, J., Pellegrino, J., Abedi, J., Aber, L., Baker, E....Steele, C. (2013). *Criteria for high-quality assessment*. Stanford, CA: Stanford Center for Opportunity. Retrieved March 21, 2014, from <https://edpolicy.stanford.edu/publications/pubs/847>.

W.K. Kellogg Foundation. (2004). *W.K. Kellogg Foundation logic model development guide*.

Knapp, M.S., Swinnerton, J.A., Copland, M.A., & Monpas-Huber, J. (2006). *Data-Informed Leadership in Education*. *Center for the Study of Teaching and Policy*.

William, D. (2013). *Assessment: The bridge between teaching and learning*. *Voices from the Middle*, 21(2).

*\*Bernhardt 3<sup>rd</sup> Edition only please. This is the only text you should have to purchase. All other required readings will be available on Camino.*

#### Recommended Readings (*\*optional*)

Bambrick-Santoyo, P. (2010). *Driven by data: a practical guide to improve instruction* (1st ed.). San Francisco, CA: Jossey-Bass.

Bernhardt, Victoria L. (2005). *Using data to improve student learning in high schools*. Larchmont, NY: Eye on Education.

Bernhardt, Victoria L. (2005). *Using data to improve student learning in districts*. Larchmont, NY: Eye on Education.

Boykin, A. W., & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press.

Catholic School Standards Project. (2010). *National standards and benchmarks for effective Catholic elementary and secondary schools*. Chicago, IL: Center for Catholic School Effectiveness at Loyola University.

Chappuis, S., Stiggins, R., Arter, J., and Chappuis, J. (2006). *Assessment for learning, An action guide for school leaders* (2<sup>nd</sup> ed.). Portland, OR: ETS Assessment Training Institute.

Concise Rules of APA Style, 6th ed. Washington, DC: American Psychological Association, 2010.

Guskey, Thomas R. (2009). *The principal as assessment leader*. Bloomington, IN: Solution Tree Press.

Koretz, D. (2008). *Measuring up: What educational testing really tells us*. Cambridge, MA: Harvard University Press.

Kowalski, T. J., & Lasley, T. J. (2009). *Handbook of data-based decision making in education*. New York: Routledge.

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational Researcher*, 35(7), 3-12.

Popham, W. J. [2010]. *Everything school leaders need to know about assessment*. Thousand Oaks, CA: Corwin Press.

Renz, D. O., & Herman, R. D. (2010). *The Jossey-Bass handbook of nonprofit leadership and management* (3rd ed.). San Francisco: Jossey-Bass.

Slavin, R. E. (2008). Perspectives on evidence-based research in education—What works? Issues in synthesizing educational program evaluations. *Educational Researcher*, 37(1), 5-14.

## **5. Course Requirements/Assignments**

- Attendance at scheduled directed studies sessions.
- Completion of all readings, including everything handed out and/ or posted on Camino. This includes knowledge of all technical vocabulary necessary for the field.
- Completion of all in class assignments or exercises. If an in class assignment or exercise is missed because of an absence, it must be made up. Active participation in all class activities, including note taking and study of all concepts. Whether attendance is online or in person, the activities for the session must be completed.
- Completion of signature assignments 1-3 as indicated in the sequence of instruction. Signature assignments 1-3 are detailed below in the Assessment section and will also be clarified in class.
- Class activities require the use of a laptop computer or tablet and access to the internet with an SCU ID and required software installed.

## 6. Course Outline & Class Schedule

Class	Date	Class Focus	Homework for Next Class
1	Monday, Sept. 19	<ul style="list-style-type: none"> <li>• Welcome, introductions, &amp; establishment of norms</li> <li>• Review of syllabus</li> <li>• Program evaluation &amp; assessment</li> <li>• Exploration of frameworks</li> <li>• Continuous Improvement Continuum Assessment</li> </ul>	Please read Bernhardt pp.11-41 and complete Appendix B-1. Gather some data to bring to our next class to explore together.
2	Monday, Sept. 26	<ul style="list-style-type: none"> <li>• 4 types of data</li> <li>• Demographic data in your organization</li> <li>• Exploring our organization's data together</li> </ul>	Please read Bernhardt pp. 41-78 and the Darling-Hammond article posted in Camino.
3	Monday, Oct. 3	<ul style="list-style-type: none"> <li>• Assessing the assessment - <i>Criteria for High Quality Assessment</i></li> <li>• Measures of student learning</li> <li>• Issues of quality in program evaluation</li> <li>• Designing questionnaires</li> <li>• Assessing and changing perception</li> </ul>	Please read Bernhardt pp. 79-92. Administer your group's short questionnaire to (n) people in your organization and bring the results to our 10/17 class.
4	Monday, Oct. 10 <b>Online class</b>	<ul style="list-style-type: none"> <li>• School Process Data</li> <li>• Data-informed leadership</li> <li>• Using evidence for decision-making</li> </ul>	Please read the Knapp Article and Bernhardt pp.93-114. Complete Signature Assignment #1 (due 10/17.) *Don't forget to bring your perception data (the responses to your group-designed questionnaire) to our next class.
5	Monday, Oct. 17  <i>*Signature Assignment #1 due today</i>	<ul style="list-style-type: none"> <li>• Applying data-informed leadership</li> <li>• Group analysis and presentation of perception data</li> <li>• System-level processes: Predictive analytics, contributing cause analysis, and problem-solving cycle</li> </ul>	Please read Bernhardt pp.115-144 and the Kellogg Logic Model guide.
6	Monday, Oct. 24	<ul style="list-style-type: none"> <li>• Logic modeling for program evaluation</li> <li>• Creating a shared vision</li> <li>• Implementing the shared vision through the CSI process</li> </ul>	Please read Bernhardt pp.145-166.  Work on Signature Assignment #2 (due 11/7.)
7	Monday, Oct. 31	<ul style="list-style-type: none"> <li>• Strategies that lead to effective data use</li> <li>• Assessment as the bridge between teaching and learning</li> <li>• Evaluating improvement efforts</li> <li>• Designing logic models</li> </ul>	Please read Bernhardt pp.167-182 and the Wiliam article.  Work on Signature Assignment #2 (due 11/7.)



## **Signature Assignment #2: Designing Logic Models (20%)**

DUE: November 7

Identify an actual program in your organization and design a 1-page, full logic model to share in class.

*\*Please be sure to upload your 1 page logic model via Camino.*

## **Signature Assignment #3: Final Presentation of Case Study (20%)**

DUE: November 28

In small groups, explore your assigned case study. Using Appendix F and H from our Bernhardt text, collaboratively analyze your data and create a plan to support continuous school improvement. Design a 20 minute presentation to share this plan with your assigned target audience.

Essentially, this is a culminating activity to share your synthesized learning from the course and apply it to an actual case. This is also an opportunity to practice the public speaking and visual communication of data that is critical for your success as leaders. The target audience for your presentation may be a school faculty, school board, parent group, or your organization's donors/ benefactors. The instructor will grade final presentations but invited guests from our profession may provide additional formative feedback for students.

*\* Please be sure to have 1 group member upload your final presentation to Camino; be sure all group members' names are identified so that everyone gets credit.*

## **8. Additional Information**

### **Academic Integrity**

As in all institutions of higher learning, academic ethics is an important part of the university ethos. At Santa Clara University, if a student is guilty of a dishonest act in an examination, course paper, or other required work for a course, or assists others in such act, they are subject to disciplinary action. In this course, you will be asked to certify that each submission is your own work, and has been completed within the norms of academic integrity. In this course, any student who engages in plagiarism, cheating, or any dishonest act in a test or examination, assignment, problem set, or course paper, or any other required work for this course, or who assists others in such an act, will receive a grade of "F" for the course and will be referred for University disciplinary action, which action could include dismissal. Further information is available at the university website:

<http://www.scu.edu/studentlife/resources/academicintegrity/>

### **Academic Integrity Pledge**

Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity.

The Academic Integrity Pledge states:

***"I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."***

Students are expected to uphold the principles of this pledge for all work in this class.

## **Accommodations for Pregnancy and Parenting**

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

## **Confidentiality & Professionalism**

Our learning community is a respectful and safe space to grapple with complex intellectual and social issues in education. Collaboration and communication are essential to your growth and success in this course. While we will handle conversations and data with discretion, please be aware that there is no assumption of confidentiality. Comments shared on Camino as well as in class should reflect the professionalism and integrity expected of a graduate level practitioner scholar. Please speak with me if you have any questions or concerns regarding this matter.

## **Discrimination and Sexual Misconduct (Title IX)**

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

## **Requirements for written work**

1. Use APA as the standard style manual for academic papers. Use Google if you are not familiar with APA standard style requirements: **APA Writing Format - How to Write Academic Papers in APA**. Excerpts: One-inch margins on each side of the paper and Times New Roman, 12 point font. Footnotes for electronic sources must be very specific, including functioning links embedded in the student's submitted work. Consider buying the very helpful *Concise Rules of APA Style* – it is a resource that will prove useful for all of your courses in this program. The reference details are above under recommended reading.
2. Adherence to formal grammar and spelling is required. (Advice: Be sure to use spell check.) Note: SCU provides free writing assistance.
3. For prose documents, use “Word” for all submissions, not “keynote” or other software.
4. Written work may be screened for plagiarism by commercial software provided automatically by Camino. Please adhere to the standards of integrity when submitting your work. For more detail, see the section of this syllabus titled, “Academic Integrity.”
5. Written homework that is sequenced to be done after one given class session is due one hour before the immediately next class session is scheduled to begin. The only exception to these deadlines is the end of the course presentation which has its own deadline.

Any extension of a normal deadline must be approved in writing by the instructor at least 24 hours before the deadline, or the grade on the late submission will be reduced by one half of a grade for each day overdue.

### **Resources for Students with Disabilities or Special Needs**

Santa Clara University values all learners, and it is important to me that all students feel welcomed, supported, challenged, and included our learning community.

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](http://www.scu.edu/disabilities) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

### **Support for Written Assignments**

Any students who are experiencing difficulty meeting this course's expectations for written work can receive support at SCU's Writing Center, called "The HUB." The Writing Center is located in Room 22 of the Benson Center. Drop-in tutoring is available Sundays– Thursdays from 3:00 p.m. to 11:00 p.m. Some of the writing tutors at The HUB have experience and/or specialized training in working with non-native English speakers. Please see the Writing Center website at <http://www.scu.edu/provost/writingcenter/> for more information.

### **Support for Reading, Research and Beyond**

Please avail yourself of the incredible resources offered to you in the Santa Clara University Library. The Learning Commons Building and Help Desk are staffed from early in the morning until late in the evening, making it possible for working professionals to access services. Additionally, there is 24/7 online help from live librarians via the webpage (under Contact Us, click Ask A Librarian, and then Chat with a Librarian.) <http://www.scu.edu/library/>