FAYETTEVILLE STATE UNIVERSITY

School of Education Department of Educational Leadership Fayetteville, NC

EDAM 652 --01

I. LOCATOR INFORMATION:
Instructor: Jerry Dale Jones
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   Office Telephone: (910) 672 – 2132; Email: jjone134@uncfsu.edu
   Cell phone: 304-550-5345 (best way to reach me)
   Office Hours: M-TU: 12-3pm Wed. 12-2pm

Course Number and Name: EDAM 652 – School---Based Program Evaluation and Improvement
Semester: Fall 2015
Credit Hours: 3
Course Location & Meeting Time: Online

II. FSU POLICY ON ELECTRONIC MAIL:

Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open—use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://catalog.uncfsu.edu/ug/academicregulaMons/email.htm

III. COURSE DESCRIPTION: EDAM 652

The focus of this course is to provide the student with a variety of opportunities to apply data analysis procedures using real or simulated school data sets. The student will be introduced to qualitative and quantitative methods and how these tools can be utilized to evaluate and improve school performance and program improvement. The student will use the following data types: student performance, teacher and community survey, and state and or local reports. The student will be required to work with school---based personnel as part of their field experiences to collect, analyze, and interpret relevant school
improvement data. The student will be able to analyze the data to facilitate school improvement decision-making and the development of real and simulated school improvement plans.

IV. DISABLED STUDENT SERVICES:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910---672---1203.

V. TEXTBOOKS:


Popham, James W. 2001. The Truth About Testing – An Educator’s Call to Action, Association for Supervision and Curriculum Development, Alexandria, VA. 2001. ISBN: 978---0---87120---523---0 (If not available, Streifer will provide overview): I am told this book is for purchase in the bookstore, or you can get on line...


Provided Electronically:


VI. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK:

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P---12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, simulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring
dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

VII. STUDENT LEARNING OUTCOMES for EDAM 652

Course Goals:

1. Provide school leaders with the knowledge necessary to improve instructional programs by relying on data driven decisions.
2. Provide school leaders with a working knowledge of data driven decision-making strategies and tools.

Course Objectives and Standards:

ELCC Standards specifically addressed through course activities and assessments:

2.2 Provide Effective Instructional Program
2.3 Apply Best Practice to Student Learning
6.3 Influence the Larger Context

Additional, Specific Course Objectives:

1. To develop a working knowledge of the principles for conducting effective data driven decision-making.
2. Understand and use descriptive and (basic) inferential statistics.
3. Effectively utilize web-based, online resources for district and school evaluation.
4. Understand and plan for the potential impact that the use of data can have on school programs and culture.
VIII. School Administrator Standards

ELCC Standards: Standards for Advanced programs in EducaMonal Leadership

Information concerning ELCC can be retrieved at this website: h=p://www.npbea.org/ELCC/ELCCStandards%20_5---02.pdf

2.2 Provide Effective Instructional Program

a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.

b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.

c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.

d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.

2.3 Apply Best Practice to Student Learning

a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.

b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.

b. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.

c. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

6.3 Influence the Larger Context

a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.

b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefits students and their families.

c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
NCDPI Pre—service School Executive Standards

Standard 1: Strategic Leadership — School execu8ves will create condi8ons that result in strategically re---imaging the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to con8nually re---purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

Standard 2: Instructional Leadership — School execu8ves set high standards for the professional prac8ce of 21st century instruc8on and assessment that result in a no nonsense accountable environment. The school execu8ve must be knowledgeable of best instruc8onal and school prac8ces and must use this knowledge to cause the crea8on of collabora8ve structures within the school for the design of highly engaging schoolwork for students, the on---going peer review of this work, and the sharing of this work throughout the professional community.

Standard 3: Cultural Leadership — School execu8ves will understand and act on the understanding of the important role a school’s culture plays in contribu8ng to the exemplary performance of the school. School execu8ves must support and value the tradi8ons, ar8facts, symbols and posi8ve values and norms of the school and community that result in a sense of iden8ty and pride upon which to build a posi8ve future. A school execu8ve must be able to “re---culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their tradi8ons in order to move them forward to support the school’s efforts to achieve individual and collec8ve goals.

Standard 4: Human Resource Leadership — School execu8ves will ensure that the school is a professional learning community. School execu8ves will ensure that processes and systems are in place that result in recruitment, induc8on, support, evalua8on, development, and reten8on of high performing staff. The school execu8ve must engage and empower accomplished teachers in a distribu8ve manner, including support of teachers in day---to---day decisions such as discipline, communica8on with parents/guardians, and protec8ng teachers from du8es that interfere with teaching, and must prac8ce fair and consistent evalua8ons of teachers. The school execu8ve must engage teachers and other professional staff in conversa8ons to plan their career paths and support district succession planning.

Standard 5: Managerial Leadership — School execu8ves will ensure that the school has processes and systems in place for budge8ng, staffing, problem---solving, communica8ng expecta8ons, and scheduling that result in organizing the work rou8nes in the building. The school execu8ve must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effec8vely and efﬁciently managing the complexity of every day life is cri8cal for staff to be able to focus its energy on improvement.
Standard 6: External Development Leadership -- A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community, and business representatives to participate as “stockholders” in the school such that continued investment of resources and good will are not left to chance.

Standard 7: Micro-political Leadership -- School executives will build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school’s vision for success. The executive will also creatively employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

Interstate School Leaders Licensure Consortium (ISLLC Standards)

Information on the ISLLC Standards can be retrieved: http://www.schoolbriefing.com/isllc---standards

IX. GENERAL REQUIREMENTS

Students are expected to read all assigned material prior to class. Assigned projects are to be turned in on time. It is the responsibility of the student to determine the location and time of the required off-campus activities, and to arrange for the acquisition of supplementary materials that may be required by an activity. Class will begin on time. If an emergency absence is necessary, students are asked to contact the instructor before the class session. All work is to be typed and adhere to the standards set by APA (6th ed.).

X. COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS/GRADING

Examinations/Assessments

It is the student’s responsibility to complete all the assignments and to submit them on or before the due dates. Your course grade will depend on several factors and completion of an assignment does not guarantee that you will receive the maximum number of points.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Assignments:
1. Assignment 1 – 20%.....send to blackboard
2. Assignment 2 – 20%.....send to blackboard
3. Assignment 3 – 40%--send to Task Stream ****
4. Assignment 4 – 20%........send to blackboard
All components of evaluation must be completed on time in order to receive full credit and a grade. Assignments have specific due dates. All late assignments will be accepted at the discretion of the instructor and if accepted may have points deducted. Your course grade will depend on several factors and completion of an assignment does not guarantee that you will receive the maximum number of points.

It is the student’s responsibility to complete all the assignments and to submit them on or before the due dates. Your course grade will depend on several factors and completion of an assignment does not guarantee that you will receive the maximum number of points.

**EvaluaMon Criteria and Requirements:**

**Grading**

**A 90---100 Superior**
You must do all of the below, plus provide me with evidence of graduate-level quality in personal-professional thought, collaborative engagements, and overall classroom interactions.

**B 80---89 Good**
You must do all of the below, plus provide me with evidence of serious reflection and with successful collaboration during any group or individual activities.

**C 70---79 Marginal**
Complete all required work.

**F 69 and Below Failure**

PLEASE NOTE: If I believe that any of your assignments warrant additional work, I will ask that you revise and resubmit it in order to have points assigned.

**XI. STUDENT OUTCOMES/RESPONSIBILITIES**

The following criteria will be used in judging the quality of a student’s work and in determining a student’s grade in this course.

1) Class participation and on time submission is important by its very nature, learning is collective and each student’s learning and synthesis of material is enriched through the class’ discourse and analysis. Your participation as readers, thinkers, and learners will enable all to make meaning together.
2) Neatness and promptness: All assigned work is to be typed (12 pts.), double-spaced, and free of errors, and adheres to APA 6th edition guidelines. Please submit work electronically in MS Word format. All work is due at the beginning of the class period of the assigned day. No work will be accepted late, unless, in my opinion, the circumstance is extenuating. If you are absent on the day an assignment is due and I choose to accept your late paper, the assigned grade shall be reduced by 10% for each day the paper/assignment is late (this includes weekends). There is to be no negotiation over this policy.

3) Originality and substance: written work is to reflect original, creative and substantive thought appropriate for graduate students. It is to be concise and free of ambiguity and verbosity.

4) Academic integrity: Graduate students are expected to complete all assignments in conformation to the ethics of scholarly standards. As such, students are responsible and obligated to be familiar with the university statements on academic honesty and to conduct themselves in accordance with the standards set forth in the Fayetteville State University Code of Student Conduct, found at

www.uncfsu.edu/handbook/pdf/Codeofconduct.pdf

Students must also follow the guidelines found in the Publication Manual of the American Psychological Association, (6th ed.) regarding the conventions of scholarly citation, which requires acknowledgement of the writings of another author.

XII. TEACHING STRATEGIES

This web-enhanced course will be a lecture/discussion/case study format with emphasis placed on students being actively engaged in the total learning process. Students will be asked questions and encouraged to explore beyond the boundaries of the text and class discussions. The teaching strategy supports the school of education conceptual framework in the following ways: the course has content in the areas of diversity, measurement and evaluation; the course covers attitudes, modeling and moral development; cognitive and behavioral learning theories are emphasized; the entire course is designed to enhance the student’s effectiveness as a leader and as a facilitator of learning.
XIII. PLANNED COURSE TIMELINE

This course schedule is tentative and has been developed to give you an overview of the sequence of the course and activities. Size of class and intensity of discussions as well as unexpected events may require adjustments in the schedule: More detail on each assignment expectations are found below...the calendar is used to keep us on target as we persist through the course...Each assignment will take several weeks to work through. I do want this to be busy work.....**so I am suggesting that if another classmate works in your school disctrict you may work together on the assignments other than assignment three which will be submitted to TaskStream**

<table>
<thead>
<tr>
<th>Date</th>
<th>Main Topic</th>
<th>Web Enhanced Research – Prepare for Date Listed</th>
<th>Readings and Assignment for Following Week – Prepare for Date Listed</th>
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</table>
| Wk 1 Aug. 17th | Introduction to Data Driven Decision Making  
Course requirements & expectations |                                                    | Read Chapter one in Creighton’s book. Look at week two assignment number one. |
Wk 2 Aug. 24th

| How does your school/district use data? (Report by each student) |
| Research your district’s and school’s data available on the Internet. |

Class Discussion: If you were the principal or superintendent, how would you want to change the reporting?

What improvement goals/objectives are being addressed?

What does the improvement trend look like over time?

Discuss the pros/cons of the teacher and administrator evaluation system?

Discuss the role of data teams - how well is that process working?

Assignment 1: Prepare discussion/handouts of how your school/district uses data as contrasted against key principles found in our texts.

1. Look at the questions in columns one and two of this week’s Assignment.

Note: you need not go into great detail on each question. This exercise or assignment is to get you thinking about how crucial areas of data are used in your system. If another classmate/s is in your school system you may work together on this assignment...to see if you see the same picture.
<table>
<thead>
<tr>
<th>Wk 3</th>
<th>Sept. 1</th>
<th>Program evaluation – why it is important. How it is accomplished. Discussion of how your school &amp; district conducts program evaluation and what they do with the results.</th>
<th>Try to determine how your district/school evaluates its programs. Are there any reports available? If so, how were the studies organized? Can you determine what was done with the results?</th>
<th>Assignment one (cont)</th>
</tr>
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<tbody>
<tr>
<td>Wk 4</td>
<td>Sept. 7</td>
<td>STREIFER OUT - UHART REGENTS Research the state waiver process currently underway by the US Department of Education. Why are they doing this? What are they requiring of states to receive a waiver? What do you believe this means for your school?</td>
<td>Read Popham, J. 2001. The Truth About Testing: An Educator’s Call to Action. Association for Supervision and Curriculum Development. Alexandria, VA (available at Amazon) (Assignment one, Cont)</td>
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<td>Wk 5 Sept. 14th</td>
<td>Presentation on systems thinking and the proper role of data driven decision-making. Discussion on Popham re: the use and abuse of student achievement results. Discussion: NCLB and why President Obama and Secretary Duncan are not providing state waivers that allow for moving the 2014 standard that every child be proficient and calling for growth/gains measurement of school success.</td>
<td>Review your district and schools website for presentations of achievement results. Formulate an opinion as to whether it is effective.</td>
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<td>Wk 6</td>
<td>9/26/12</td>
<td>Presentation on use of Effect Size; Streifer’s latest work – how it can be used for program evaluation. Discussion about how effect size is used in the social sciences.</td>
<td>Conduct a web search on effect size in the social sciences. Bring your notes to class.</td>
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| Wk 7 | 10/3/12 | Using and understanding North Carolina Data – Discussion of your web search Findings | Review the following websites for your school and district in preparation for class:  
  - www.ncpublicschools.org (NC Report Cards)  
  - www.ncpublicschools.org/recruitment/effectiveness (Educator Effectiveness Data)  
  - http://www.dpi.state.nc.us/accountability/policies/naep/naep (Accountability Services)  
  - http://abcs.ncpublicschools.org/abcs/ (ABCs Accountability Model) |


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<th>Wk 8</th>
<th>Assignment 2 discussion</th>
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<tr>
<td>Oct. 5</td>
<td>No more than seven slides to complete Assignment 2: Submit to blackboard</td>
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Assignment 2: Powerpoint presentation:

Prepare a written and verbal report for your school and school district that: (1) Provides an overview as if you were making a presentation to the faculty, staff and parents of the school, (2) Identifies the strengths and weaknesses of the school and school district in terms of student learning and the State’s “Framework for 21st Century Learning”, and (3) how your school and district evaluates teachers based on the “North Carolina Teacher Evaluation Process.”

A Final section of your report should include a discussion of your views of these requirements as contrasted against Popham.
| Wk 9  
Oct. 12th | School based data analysis project – Artifact: Assignment 3 – Major Project |
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<tr>
<td>This work will commence over weeks 9, 10 and potentially 11.</td>
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<td>I will provide a data set containing data related to a 9th grade transition program in a comprehensive high school. Your job is to determine if the program is effective and whether you would recommend keeping it to your superintendent.</td>
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<td>You will analyze the data set using traditional methods (see Creighton) and effect size only.</td>
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<td>Decide if the program is effective and worth keeping. Provide your rationale. Prepare a report as if giving it to faculty, staff and parents – and to your superintendent for budgetary purposes.</td>
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<td>This assignment will require a good deal of independent learning around the following issues. Use this time to research how to accomplish this work (outside the information I provide in class).</td>
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<td>How data are organized for analysis.</td>
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<td>How to use a statistical analysis tool such as SPSS.</td>
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<td>How to use online effect size analytical tools.</td>
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<td>How are schools today conducting program evaluation? Why are these efforts so difficult to implement?</td>
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<td>Wk 10</td>
<td>Oct. 19</td>
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<td>Wk 11</td>
<td>Oct. 26</td>
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<td>Wk 12</td>
<td>Nov.2</td>
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<td>Wk 13</td>
<td>Nov. 16</td>
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<td>Wk 14-15</td>
<td>Nov. 23-30</td>
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<td>Wk 16</td>
<td>Dec. 1-7</td>
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<td>Wk 16</td>
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XIV. COURSE ASSIGNMENTS & KEY ARTIFACT/ASSIGNMENT

Purpose of Pre-service artifacts

All students in the MSA program must demonstrate competency in all North Carolina School Execu8ve Pre-Service standards as evidenced by evaluations based on the elements that comprise the standards. To provide the student experiences prior to the internship, each core MSA course has a artifact activity designed to provide the student experiences at the emerging and developing levels. The artifact will be uploaded to TASK Stream and evaluated using a rubric specifically designed for said artifact. Each artifact is designed to simulate a task or role a practicing school executive may experience. Other assignments will be submitted electronically to the instructor.

Assignment 1: Prepare PowerPoint of how your school/district uses data as contrasted against key principles found in Week 1.

Prepare for Blackboard: If you were the principal or superintendent, how would you want to change the reporting? What improvement goals/objectives are being addressed? What does the improvement trend look like over time? Discuss the pros/cons of the teacher and administrator evaluation system. Discuss the role of data teams – how well is that process working?

Format: Short Paper (one page summary based on your PowerPoint Presentation summarizing your Findings. Submit electronically to the instructor. One a one page paper

Assignment 2: Review the following websites for your school and district in preparation for class:

www.ncpublicschools.org (NC Report Cards) and

www.ncpublicschools.org/recruitment/effectiveness (Educator Effectiveness Data).

http://www.dpi.state.nc.us/accountability/policies/naep/naep (Accountability Services)

http://abcs.ncpublicschools.org/abcs/ (ABCs Accountability Model)

Prepare a written report for your school and school district that: (1) Provides an overview of the North Carolina data as if you were making a presentation to the faculty, staff and parents of the school, (2) Identifies the strengths and weaknesses of the school and school district in terms of student learning and the State’s “Framework for 21st Century Learning”, and (3) discussion of how your school and district evaluates teachers based on the “North Carolina Teacher Evaluation Process.” A Final section of your report should include a
discussion of your views of these requirements as contrasted against Popham (2001).

Format: Paper submitted electronically submitted to instructor (length will vary depending on how many charts are included – text/discussion should be around 5 pages). Be prepared to review your work with this instructor.

Assignment 3 / KEY ARTIFACT:

Summary. School-Based Program Evaluation and Improvement. This artifact will be assigned in EDAM 652. The student will be expected to analyze various data sets to develop an understanding of the historical, present and future performance trends in a school. Once the data has been analyzed and understood, the student will then develop SMART goals and activities to guide the work of school-based personnel as evidenced in a simulated school improvement plan.

Assignment 3. School based data analysis project – Artifact – Assignment 3 – Major Project. This work will commence over weeks 9, 10 and potentially 11. (3 week project) you may start this early if you like depending on your busy schedule. I will provide a data set containing data related to a 9th grade transition program in a comprehensive high school. Your job is to determine if the program is effective and whether you would recommend keeping it to your superintendent. You will analyze the data set using traditional methods (see Creighton) and effect size only. Conduct a review of literature on these programs (using the library and Google Scholar). Decide if the program is effective and worth keeping. Provide your rationale. Prepare a report as if giving it to faculty, staff and parents – and to your superintendent for budgetary purposes.

Format: Written Paper (5 to 6 pages normally). Paper should include: discussion of your findings concerning research as to how well these programs work; discussion of your procedures, what research ques8ons you looked at and how they related to the problem presented (whether the program is working and should be retained), what your analysis found (be specific for each research ques8on), a sec8on on presentng your findings and discussion of whether you are recommending keeping the program coupled with your ra8onale. Finally, develop and discuss a set of SMART goals addressing this problem.
Rubric for Assignment/Key Artifact 3:

<table>
<thead>
<tr>
<th>ELCC Standards and Course Standards for Assessment 3</th>
<th>Meets or Exceeds Standard (3 or Proficient)</th>
<th>Partially Meets Standard (2 or Developing)</th>
<th>Does Not Meet Standard (1 or Emerging)</th>
</tr>
</thead>
</table>
| **2.2 Provide Effective Instructional Program**    | The program evaluation exercise demonstrates and understanding and use of quantitative and qualitative methods to evaluate an instructional program. The student selected the correct instructional research methodology to conduct the evaluation. The student described each method considered and discussed the strengths and weaknesses of each method considered or used.  
(ELCC 2.2a)                                         | The program evaluation exercise lacks substantial understanding and application of the theories and practices that support such a program (literature review). Thus the literature review is incomplete or lacks breadth and depth.  
The exercise provides the opportunity to select the correct techniques for completion and proper summary for decision-making. The student did not select the correct instructional research methodology to determine how to design this program. The student failed to describe each method considered and did not discuss the strengths and weaknesses of each method. | The program evaluation exercise lacks an understanding and application of the theories and practices that support such a program (literature review). The literature review is minimal or missing.  
The exercise provides the opportunity to select the correct techniques for completion and proper summary for decision-making. The student used the wrong analysis and/or background research in supporting the program. |
| **b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.** | As a result of the program evaluation exercise the student determined the strength of the district’s improvement and accountability systems (and relevant technology) and made rational recommendations for its improvement.  
(ELCC 2.2b) | The program evaluation exercise demonstrates limited ability to parse and analyze district assessments and mastery test data using statistical and database software to determine long-range decision-making. | The program evaluation exercise fails to demonstrate ability to parse and analyze district assessments and mastery test data using statistical and database software to determine long-range decision-making. |
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<tr>
<th>c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.</th>
<th>As a result of the program evaluation exercise the student demonstrates use of statistical software and assesses the adequacy of the existing information systems both available for the data used in the exercise but also within their own district if they attempted such an evaluation on their own. (ELCC 2.2c)</th>
<th>The program evaluation exercise demonstrates limited ability to understand and use technology and information systems to monitor curriculum and instruction for program improvement.</th>
<th>The program evaluation exercise demonstrates little ability to understand and use technology and information systems to monitor curriculum and instruction for program improvement.</th>
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<td>d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.</td>
<td>As a result of the program evaluation exercise, the student makes a rational and informed decision as to whether the program should be continued. The student justifies their decision based on a cost-benefit analysis of the value of the program to student high school success. (ELCC 2.2d)</td>
<td>The program evaluation exercise demonstrates limited judgment based on incomplete evaluation to justify resources to sustain and continue an instructional program.</td>
<td>The program evaluation exercise demonstrates poor judgment based on an incorrect evaluation to justify resources to sustain and continue an instructional program.</td>
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<td>2.3 Apply Best Practice to Student Learning</td>
<td>The student conducts a thorough review of literature and best practice to judge the program under review and to make recommendations for its continuance, discontinuance or modifications. (ELCC 2.3a)</td>
<td>The program evaluation exercise demonstrates limited understanding of best evaluation and research practices to improve the instructional program.</td>
<td>The program evaluation exercise demonstrates very poor understanding of best evaluation and research practices to improve the instructional program.</td>
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<td>b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.</td>
<td>The program evaluation exercise yields persuasive information to assist school and district personnel in decision-making about what works best for student learning. (<em>ELCC 2.3b</em>)</td>
<td>The program evaluation exercise yields incomplete or unpersuasive information to assist school and district personnel in decision-making about what works best for student learning.</td>
<td>The program evaluation exercise yields no useful information to assist school and district personnel in decision-making about what works best for student learning.</td>
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<td>c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</td>
<td>The program evaluation exercise reflects the ability to understand and apply learning theory and concerns for diversity in analyzing subgroups and underperforming populations. (<em>ELCC 2.3c</em>)</td>
<td>The program evaluation exercise reflects limited ability to understand and apply learning theory and concerns for diversity in analyzing subgroups and underperforming populations.</td>
<td>The program evaluation exercise reflects poor ability to understand and apply learning theory and concerns for diversity in analyzing subgroups and underperforming populations.</td>
</tr>
<tr>
<td>d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.</td>
<td>The program evaluation exercise demonstrates use of appropriate research and statistical strategies to analyze and present differences among subgroups. (<em>ELCC 2.3d</em>)</td>
<td>The program evaluation exercise demonstrates limited use of appropriate research and statistical strategies to analyze and present differences among subgroups.</td>
<td>The program evaluation exercise demonstrates poor use of appropriate research and statistical strategies to analyze and present differences among subgroups.</td>
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</table>

**Assignment 4:** Iden8fy a problem at your school based on the learnings from this course. Develop SMART goals for the problem and prepare a report to guide improvement as if presenting to faculty, staff and parents and also to your superintendent.

**Format:** paper submitted electronically to the instructor (length – around 2 to 4 pages)

**References.**


