Psychology 5392: Program Evaluation - Spring 2014

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Office Hours: 2:00 – 3:00 on Wednesday: Other times by appointment.

*Psy5392(Program Evaluation)* is a course covering the basic concepts and procedures for evaluating educational programs. It will serve as a graduate-level introduction to school based program evaluation for students preparing for careers in education. You will be introduced to **theoretical models**, **data analytic methods** and **program evaluation strategies**. In addition, you will have the opportunity to read a number of annotated public school program evaluation reports and to discuss these reports in detail.

At a minimum, you will be expected to understand the basic approaches to the evaluation of school based programs and to present and discuss these approaches in class.

**Course assignments and activities:**

1. M**idterm paper**: Summarize a program evaluation presently existing in a school or school district and identify the theoretical model(s), data analytic methods and evaluation strategies used. You will need to draw from chapters 1-3 in our textbook.

 **Note:** There will be a detailed outline for this paper on TRACS and a handout during our first class.

2. F**inal paper**: Working with a staff member of a school district, identify a new or ongoing program. Using the basic program description (activities, training, resources, times, length of program etc.), develop a detailed evaluation plan following the procedures learned in our class. DO NOT USE AN EXISTING EVALUATION PLAN! This should be your opportunity to demonstrate your grasp of the evaluation process. ***We will have class presentations of your final paper***. You can use a district or school response to an RFP **but ignore the evaluation plan section.**

Note: There will be an outline of the elements required for this paper on TRACS as well as a handout during our first class meeting.

3. **Weekly readings from the class textbook:** The assigned chapters form the basis for class participation in discussions, presentations and exams. You will need to read each chapter carefully and work through the concepts presented. There may be supplemental readings on TRACS as well.

4. **Weekly class and group discussions over lecture and text material**.

5. **Weekly exams covering assigned chapters**.

**Textbook**: Program Evaluation in Practice, Spaulding, Dean T. John Wiley & Sons Inc., 2nd edition (Jossey-Bass). (ISBN 978-1-118-34582-5) (pbk.).

 (You will need the new 2nd edition! It is should be available by December. I will keep you informed)

**Exams**: There will be weekly exams over the material covered during class; the assigned textbook chapter and any additional readings.

**Grading**: Your grade will be based on the two papers, classroom participation and your grades on the weekly exams. Classroom participation will be used to adjust borderline grades upwards – so be an active participant!

**Tentative Schedule**:

PART ONE: Introduction

Jan 15: CHAPTER ONE: FOUNDATIONS OF PROGRAM EVALUATION

Jan 22: CHAPTER TWO: ETHICS IN PROGRAM EVALUATION AND AN OVERVIEW OF EVALUATION APPROACHES

 Exam (Chapter 1—Week 1 material)

Jan 29: CHAPTER THREE: IN-DEPTH LOOK AT THE OBJECTIVES-BASED APPROACH TO EVALUATION

 Exam (Chapter 2 – Week 2 material)

PART TWO: CASE STUDIES

Feb 5: CHAPTER FOUR: IMPROVING STUDENT PERFORMANCE IN MATHEMATICS THROUGH INQUIRY-BASED INSTRUCTION

 Exam (Chapter 3 – Week 3 material)

Feb 12: CHAPTER FIVE: EVALUATION OF A COMMUNITY-BASED MENTOR PROGRAM

 Exam (Chapter 4 – Week 4 material)

Feb 19: CHAPTER SIX: TEACHER CANDIDATES INTEGRATING TECHNOLOGY INTO THEIR STUDENT TEACHING EXPERIENCE

 Exam (Chapter 5 – Week 5 material)

Feb 26: CHAPTER SEVEN: EVALUATION OF A PROFESSIONAL DEVELOPMENT TECHNOLOGY PROJECT IN A LOW-PERFORMING SCHOOL DISTRICT

 Exam (Chapter 6 – Week 6 material)

Mar 5: CHAPTER EIGHT: EXPANSION OF A HIGH SCHOOL SCIENCE PROGRAM

 Exam (Chapter 7– Week 7 material)

Mar 19: CHAPTER NINE: EVALUATION OF A PROVEN PRACTICE FOR READING ACHIEVEMENT

 Exam (Chapter 8– Week 8 material)

Mar 26: CHAPTER TEN: PROJECT PLAN FOR EVALUATION OF A STATEWIDE AFTER-SCHOOL INITIATIVE

 Exam (Chapter 9– Week 9 material)

Apr 2: CHAPTER ELEVEN: EVALUATION OF A TRAINING PROGRAM IN MATHEMATICS FOR TEACHERS

 Exam (Chapter 10 – Week 10 material)

Apr 9: CHAPTER TWELVE: AN EVALUATOR - IN - TRAINING’S WORK ON A SCHOOL ADVOCACY PROGRAM

 Exam (Chapter 11 – Week 11 material)

Apr 16: CHAPTER THIRTEEN: EVALUATION OF A SCHOOL IMPROVEMENT GRANT TO INCREASE PARENT INVOLVEMENT

 Exam (Chapter 12 – Week 12 material)

Apr 23: CHAPTER FOURTEEN: EVALUATING THE IMPACT OF A NEW TEACHER TRAINING PROGRAM

 Exam (Chapter 13 – Week 13 material)

Apr 30: Exam (Chapter 14) Final Papers are due. Presentation of Final Papers begins.

May 7: Presentation of Final Papers continued

\*\*\*\* Note: This syllabus is meant as a guide. It may be necessary to change dates and/or content as we move through the semester!!

**Statement on Students with Disabilities**

In accordance with university policy and federal law, all members of the university community are responsible for ensuring that students are not discriminated against because of a disability. To accomplish this goal, reasonable and appropriate academic accommodations may be necessary for qualified students with disabilities. If you have a disability, please contact the Office of Disability Services which will coordinate with me to facilitate necessary accommodations for you.

**Statement of Academic Honesty**

The study of psychology is done best in an atmosphere of mutual trust and respect. Academic dishonesty, in any form, destroys this atmosphere. Academic dishonesty consists of any of a number of things that spoil a good student-teacher relationship. A list of academically dishonest behaviors includes, but is not limited to: (1) passing off others’ work as one’s own, (2) copying off of another person’s examination, and (3) engaging in plagiarism.

The faculty of the Psychology Department believe that appropriate penalties for academic dishonesty include an “F” in the course and/or prosecution through the Student Justice System (which might result in suspension from the university). You should also be familiar with the statement of academic honesty in the Texas State University-San Marcos Student Handbook.

Students may be requested to submit their papers to TurnItIn.com for an assessment of potential plagiarism. Instructions on doing this will be provided to you if necessary.

For additional information on academic honesty and the university honor code, please refer to UPPS 7.10.1 available on-line at:

 <http://www.txstate.edu/effective/upps/upps-07-10-01.html>