

Manhattan College
ED 738 Evaluation of School Effectiveness
Fall 2010

Instructor: Sr. Mary Ann Jacobs, SCC
Office Hours: (by appointment only) class days: 8:00-8:45 a.m.
Class Dates: 9/11, 10/ 2, 16, 30, 11/12, 19
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Course Description:

Models, current practices, and strategies for determining school, personnel, and program effectiveness. Involving constituencies and staff in assessing school effectiveness and accountability; examination of self-study and accrediting agency school evaluation processes; authentic, integrated assessment including portfolio assessment.

Assessment Strand (2 courses required) 738

Course Texts and Required Readings:

McEwan, E. K., (2009). *Ten traits of highly effective schools: Raising the achievement bar for all students*. Thousand Oaks, CA: Corwin Press.

<http://www.corwin.com/booksProdDesc.nav?contribId=328688&prodId=Book226841>

New York State School Building Leader Preparation Materials. Albany, NY: State Education Dept. http://www.nystce.nesinc.com/NY_flds100-101_PG_opener.asp

Selected on-line readings on assessment

Recommended for your professional bookshelf:

ASCD (2009) *Educational leadership*: Volume 67, No. 3. Alexandria, VA: Association for Supervision and Curriculum Development.

Burke, K. (1999) *The mindful school: How to assess authentic learning*. (3rd ed.). Palatine, IL: Skylight Publishing, Inc.

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development..

Lewin, L., & Shoemaker, B. J. (1998). *Great performances: Creating classroom-based assessment tasks*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mager, R. F. (1997). *Measuring instructional results*. (3rd ed.). Atlanta, GA: The Center for Effective Performance, Inc.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Ozar, L. (2000). *Creating a curriculum that works*. Washington, DC: NCEA.

Popham, W.J. (2002). *Classroom assessment: What teachers need to know*. (3rd ed.). Boston, MA: Allyn & Bacon.

Stiggins, R. (1994) *Student centered classroom assessment*. New York, NY: Macmillan College Publishing Company.

Professional Requirements include, but need not be limited to:

- cell phones silenced or turned off (emergency number 718-862-7333; identify room where class takes place),
- punctual attendance,
- enjoy refreshments before class or during the break

NYS Content areas treated in this strand:

Participants in ALL courses in the School Building Leadership Program at Manhattan College will give evidence of having acquired, developed or enhanced the knowledge and skills to:

(a) *Develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards*

(b) *Collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view and building understanding through direct and precise questioning*

(c) *Communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement;*

(d) *Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:*

- (2) *instructional strategies and the integration of technology;*
- (8) *student, family, and community relations;*

(e) *Effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;*

(g) *Set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;*

(k) *Apply statutes and regulations as required by law, and implement school policies in accordance with law;*

(l) *Maintain a personal plan for self-improvement and continuous learning*

In addition, participants in the assessment course will also give evidence of having developed, acquired, or enhanced the knowledge and skill to:

(d) Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:

(3) classroom organization and practice

(4) assessment

(10) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school's students

(f) Establish accountability systems to achieve educational goals and objectives

(h) Develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development

Learning Outcomes and Assessments

TEAC Claim	Outcomes	Assessment
Professional Knowledge	Participants will: A. know and understand theories, principles, and concepts of: 1. school, personnel, and program effectiveness 2. involving school constituencies and staff in assessing school effectiveness and accountability 3. integrated authentic assessment	1-4. Selections and choices from readings, viewings, and written submissions; log, self-evaluation, study group assignments, learning exhibit
Decision Making Skill	B. be able to: 1. assess the academic viability of a school 2. translate data into an educational plan 3. develop and evaluate integrated authentic assessment at the local level 4. write and use rubrics for school assessment 5. distinguish between testing, grading, and assessing 6. use State assessment plan for integrating authentic assessment in curriculum development at the local level 7. create a course assessment portfolio	• Assignments – in class and outside class • School assessment; on-line reports • School improvement plan/action research • Rubric development • Collaborative learning assignment • Course related leadership activities
Caring Leadership	C. be disposed to: 1. personal mastery 2. critical and creative thinking	1-7 Class participation, case studies, attendance, electronic

	3. learn from a variety of sources 4. hold an experimental frame of mind 5. apply learnings to "real life" 6. contribute to group learning 7. share learning 8. consideration of others with on time performance and professional behavior	learning journal, on-line class discussions, assignments, readings, course project and learning exhibit
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The cross-cutting themes of ***Learning to Learn, Multicultural Perspectives*** and ***Technology*** are integrated throughout the course in class presentations and discussions, in class assignments, collaborative course assignments, and field work.

Course Requirements and Expectations

1. Attendance and punctuality

punctuality, in-class attendance, preparation for and participation in class activities; participation in class discussions, contributions to group learning, class attendance reflection

2. Assignments:

readings and textbook assignments, reports, discussion board, electronic learning journal, case studies, State test

3. Individual and Collaborative Learning Activity:

prepare and share results of collaboration (Course Related Leadership Activities) with course participants and colleagues at field experience school; course portfolio

4. Application to current position:

use course learnings for designing a school improvement plan applicable to participant's specific field work

5. Shared learning

presentation and exhibit of participant course project, contribution to group learning beyond course requirements

Grading:

A (97 - 100%) - excellent, outstanding

A- (93 – 96%)

B+ (88-92%) - very good, highly credible performance

B (84-87%)

B- (80-83%) – good, credible performance

C+ (76 - 79%) - passing, but below the level expected of graduate students

C (72-75%)

C- (70-71%)

F - 69% or less – failure for not having substantially fulfilled the requirements of the course, or withdrawing from the course without permission of the Chairperson or Program Director

ED 738 Proposed Schedule of Course Activities

Session	Class Activities/Topics	Assignments
1	- Defining effectiveness - Self-studies' review - Course overview	- CRLA – Select school for field study, make contact, meet colleagues, select and use self-study - Discussion Board - weekly - E-Journal - Attendance Reflection - Readings – Introduction, Chapters 10 and 1
2	- Student learning - - school report card - NCLB requirements - Standardized testing	- CRLA – meet with colleagues, gather/review data, make tentative CLAIM for improvement - E-Journal - Attendance Reflection - Readings – Chapters 3, 4, & 5
3	- Forms of Assessments - Portfolio - Performance - teacher made - textbook	- CRLA – Gather assessments; review for authenticity - E-Journal - Attendance Reflection - Readings – Chapters 2, 6, and 7
4	- Rubrics – using and creating - Grading – from formative to summative assessment - grade books as legal documents	- CRLA – Create plan; prepare for presentation to colleagues in field experience school and in class - E-Journal - Attendance Reflection - Readings – Chapter 8 and 9
5	- Evaluating personnel and facilities - Project sharing and evaluating	- Attendance Reflection - Personal Learning Plan

1. Course Related Leadership Activity Project – 200 points

Throughout this course you will apply your learnings in the development of a school improvement plan. You will select one school that you will use for this field work project and work with at least two colleagues at that school in the development of this project. After each of the first four class sessions you will complete a section of this project as described in the CRLA section of the assignments. This plan will give evidence that you have developed, acquired, or enhanced the knowledge and skill to:

- Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:
 - classroom organization and practices;
 - assessment

(10) planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school's students

- *Establish accountability systems to achieve educational goals and objectives*
- *Develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development*

The project will have a written, oral, and visual presentation. In addition to these requirements, you will reflect on each of your CRLAs in an e-Journal reflection (see description below) and complete the required SBL forms for the leadership activity. These forms must be submitted in the following class session to be signed by the course instructor. (see *Course Documents* in Blackboard)

Project Directions

With at least two colleagues at your selected school, select a self-study instrument. Use the instrument to evaluate school, personnel, and program effectiveness. Focus on one area of student learning that needs improvement. Design a plan for improvement to promote more learning for more students in more ways more of the time. The plan needs to include:

- The CLAIM to improve student learning
- The data sources that give evidence of the area in need of improvement
- Models, current practices, and research strategies that will be used to improve student learning
- Calendar of steps/topics and resources to be used
- Description of how constituencies will be involved
- Evidence that will support the claim

Written

The final written project will consist of no more than three pages. The project will include the background information for the project, a summary of the data in a spreadsheet, the plan for improvement with the calendar and resources that will be used, the research that supports the plan, and an evaluation for the plan.

Oral

A fifteen-minute oral presentation describing the project will be given at the final class session.

Visual Exhibit

A visual exhibit of the project will be displayed at the final class session. The exhibit will include the collected data, the data analysis, the plan of improvement timeline, the research supporting the plan, and the evaluation for the plan.

Assessment of the Project

A rubric-scoring sheet will be designed by the participants in the course and will be used for the assessment of the project.

2. CRLA Cover Sheet, Summaries, and Log – 160 points

You will use the CRLA cover sheet to provide the information on your field experience leadership activity. After each of the class sessions you will have a specific part of the CRLA to complete. You will write a summary that includes your reflections on the leadership activity that you conducted “back home” to apply your leanings in supervision leadership. The

summary must be **submitted in Blackboard by 3:00 p.m. the Wednesday before the next class session.**

The CRLA summary consists of three paragraphs explaining:

1. What happened? (what was the supervision leadership activity?)
2. What was your reaction? (what was your experience with the activity? how did you feel? -- encouraged, confused, eager, enjoyed it, puzzled by it, frustrated, satisfied, pleased, etc., etc., etc.)
3. What use will you make of the experience and your reaction to it? (What application will you make to your current position? How will you use your learnings and reactions as a learning leader in your classroom, school, district or diocese? What use will you make of it in a future position you would like to hold?) (see *Assignments* in Blackboard)

3. Class Attendance and Class Attendance Reflection - 200 points

Class attendance includes punctuality, in-class attendance, preparation for and participation in class activities; participation in class discussions, contributions to group learning, consideration and respect of others and the class attendance reflection After each class session reflect on your own class attendance. Comment on: punctuality, preparation for class, participation in class activities and discussion, and how you contributed to group learning. Type your reflection in the assignment section of Blackboard by 3:00 p.m. the first Monday after each class session. (see *Assignments* in Blackboard)

4. Discussion Board – 4 points per discussion

Discussion board questions will be posted several times during this semester. These questions will be part of our class “study group” on-line. You are to read the question, give your response, and respond to your colleagues.

5. Readings

Readings for this course will include assigned readings from the text and Blackboard. In addition to these assigned readings, it is expected that you will read other scholarly journals that will contribute to your understanding and application of the principles and theories of this course. Other readings may be assigned.

6. Personal Learning Plan – 100 points

At the end of the course participants reflect on their learning and determine areas of the course that still need development. Based on this reflection, participants develop a personal learning plan that identifies one SMART goal that will enable the participant to continue learning in the area of assessment. (see *Assignments* in Blackboard)

7. Course Portfolio – 100 points

There will be four sections in this electronic course portfolio:

1. Vision for Learners - This is an in-depth analysis of what the learning leader believes about how children/adolescents learn and about the role of the leader in promoting learning. (1 page)
- 2a. CRLAs - Cover sheet, summaries and reflections, log
- 2b. Course project and reflective growth statement
3. Resources gathered for evaluating school effectiveness
4. Personal Learning Plan

Sample Rubric Scoring Sheet

	4 Yes!	3 Yes, but...	2 No, but...	1 No
Portfolio	visual presentation is attractive, easy and inviting to read, completed correctly	visual presentation is attractive but contents are incomplete or difficult to follow	visual presentation is not attractive, but contents are complete and easy to follow	visual presentation is not attractive and the portfolio is poorly developed
Leadership Framework	contains all elements and inspires leadership	contains all elements but needs to convey stronger leadership	does not strongly convey leadership, but includes evidence of some leadership in most of the elements	does not convey leadership
Inventory evidence	includes strengths and needs assessment, and a summary of the visual inspection, paperwork, and financial status with recommendations for improvements	includes strengths and needs assessment, and a summary of the visual inspection, paperwork, and financial status, but does not include recommendations for improvements	does not include all the assessments, but gives some recommendations for the assessments included	does not give complete inventory evidence
Goals and plan	goals are clear, measurable, and flow from assessments, and the plan correlates for goals' attainment	goals are clear, measurable, and flow from assessment, but the plan does not correlate with the goals	goals are not clear and measurable, but the plan reflects some possible correlation with the assessment	the plan and the goals do not clearly correlate with the assessments
Oral presentation	speaks clearly to major points and uses appropriate audio-visuals to convey the message to the audience; engages audience	speaks clearly to major points, but uses only speaking as a means for presenting the information	is not clear in presenting information but involves audience in presentation and uses appropriate materials to enhance presentation	presentation is hard to follow
Log reflection				

References

Critical Issues in Assessment. North Central Regional Educational Laboratory. Available: <http://ncrel.org/sdrs/areas/as0cont.htm> [2010, September]

This site will help you analyze the assessment practices in your school or classroom and point you to specific resources. <http://ncrel.org/sdrs/areas/as0cont.htm>

Educational Testing Service Network. ETS. Available: <http://www.ets.org> [2010, September].

This is a private nonprofit organization devoted to educational research and measurement through testing. <http://ncrel.org/sdrs/areas/as0cont.htm>

The ERIC Clearinghouse on Assessment and Evaluation. ERIC. Available: <http://ericae.net> [2010, September].

This site seeks to provide balanced information concerning educational assessment and to encourage responsible use of testing.

Bibliography

(2000a). *Critical Issues in Assessment*. North Central Regional Educational Laboratory. Available: <http://ncrel.org/sdrs/areas/as0cont.htm> [2010, September].

(2000b). *Educational Testing Service Network*. ETS. Available: <http://www.ets.org> [2010, September]

(2000c). *The ERIC Clearinghouse on Assessment and Evaluation*. ERIC. Available: <http://ericae.net> [2010, September].

(2000d, February, 2000). *The National Center for Research on Evaluation, Standards, and Student Testing*. CRESST. Available: <http://crest96.cse.ucla.edu/index.htm> [2010, September].

Bernhardt, V. L. (1994). *The school portfolio: A comprehensive framework for school improvement*. Princeton, NJ: Eye on Education.

Bryant, D., & Driscoll, M. (1998). *Exploring classroom assessment in mathematics: A guide for professional development*. Alexandria, VA: Association for Supervision and Curriculum Development.

Burke, K. (1994). *The mindful school: How to assess authentic learning*. Palatine, IL: IRI/Skylight Publishing, Inc.

Carr, J. F., & Harris, D. E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Costa, A., & Kallick, B. (1995). *Assessment in the learning organization*. Alexandria, VA: Association for Supervision and Curriculum Development.

DeFina, A. (1992). *Portfolio assessment: Getting started*. New York, NY: Scholastic.

Freiburg, H. J. (1998). Measuring school climate: let me count the ways. *Educational leadership*, 56(1), 22-26.

Jacobs, S. M. (1998). *Effective teacher evaluations: A guide for principals*. Riverdale, NY: Manhattan College.

Lewin, L., & Shoemaker, B. j. (1998). *Great performances: Creating classroom-based assessment tasks*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mager, R. F. (1997). *Measuring instructional results*. (3rd ed.). Atlanta, GA: The Center for Effective Performance, Inc.

Marzano, R. (1993). *Assessing student outcomes*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Nelson, K. (2000). Measuring the intangibles. *Classroom Leadership: A newsletter for K-12 classroom teachers*, 3(5), 1-3.

Paterson, K. D., & Deal, T. E. (1998). How leaders influence the culture of schools. *Educational Leadership*, 56(1), 28-30.

Popham, W. J. (2002). *Classroom assessment: What teachers need to know*. Needham Heights, MA: A Viacom Company.

Stiggins, R. (1994). *Student centered classroom assessment*. New York, NY: Macmillan College Publishing Company.

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

ASSESSMENT THAT INFORMS PRACTICE

Assessment Webliography

<http://www.sabes.org/assessment/webliography.htm>

Teaching Teachers: Professional Development to Improve Student Achievement

http://www.aera.net/uploadedFiles/Journals_and_Publications/Research_Points/RPSummer05.pdf

Teaching Teachers: Professional Development to Improve Student Achievement

http://www.aera.net/uploadedFiles/Journals_and_Publications/Research_Points/RPSummer05.pdf

Performance Evaluation – Selected Readings and Research

<http://www.ecs.org/html/IssueSection.asp?issueid=2&subissueid=90&s=Selected+Research+%26+Readings>

NO CHILD LEFT BEHIND

<http://www.ecs.org/clearinghouse/35/65/3565.htm>

Ramifications of the No Child Left Behind Act of 2001

A Case Study of Selected Schools in Economically Disadvantaged Districts

Rewarding Schools Based on Gains: It's All in How You Calculate the Index and Set the Target

Evaluating School Effectiveness - school improvement samples

National Center for Education Statistics

<http://nces.ed.gov/ccd/schoolsearch/>

Baldrige National Quality Program

Are We Making Progress As Leaders? (leadership inventory)

http://www.baldrige.nist.gov/PDF_files/Progress.pdf

**E-BALDRIGE SELF-ASSESSMENT AND ACTION PLANNING:
USING THE BALDRIGE ORGANIZATIONAL PROFILE FOR EDUCATION**

http://patapsco.nist.gov/eBaldrige/Education_Profile.cfm

Education Criteria for Performance Excellence

http://www.quality.nist.gov/PDF_files/2005_Education_Criteria.pdf

Getting Started with the Baldrige for Performance Excellence

http://www.quality.nist.gov/Getting_Started.htm