

Manhattan College

ED 738 Evaluation of School Effectiveness

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.

Course Texts and Required Readings:

New York State School Building Leader Preparation Materials. Albany, NY: State Education Dept.

http://www.nystce.nesinc.com/NY_flds100-101_PG_opener.asp

http://www.nystce.nesinc.com/NY_annProgramUpdate.asp#TestMaterials

Selected on-line sources readings, research, webinars:

<http://engageny.org/resource/resources-about-state-growth-measures/>

<http://www.parcconline.org/>

<http://www.p12.nysed.gov/irs/reportcard/>

<http://engageny.org/resource/common-core-toolkit/>

<http://engageny.org/resource/student-learning-objectives/>

<http://engageny.org/principals/>

<http://engageny.org/inquiryddi/>

Recommended text:

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>

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. class participation; case studies; group work;
Decision Making Skill	B. be able to: 1. establish and use monitoring and accountability systems to evaluate the impact of instructional programs and ensure accountability for results 2. use data to anticipate emerging trends and advocate on behalf of students 3. establish comprehensive, coherent, and challenging assessment program aligned to State and CCLS 4. lead a learning organization that is responsive to the needs of all students	• Case studies • School improvement plan/action research • Collaborative learning assignments • Course related leadership activities
Caring Leadership	C. be disposed to: 1. personal mastery 2. critical and creative thinking 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	1-7 Class participation, case studies, attendance, in class and on-line class discussions, assignments, readings, course project and learning exhibit

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. Class Contribution (30%)
punctuality, in class attendance, preparation for and participation in class activities, assignments, and class discussions; contributions to group learning; reading and on-line assignments; collaborating with colleagues; holding an experimental frame of mind, applying learning to real life situations.

2. Course Related Leadership Activity (30%)

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 in the development of this project. The project will have a written, oral, and visual presentation.

3. Case Analysis (30%)

Present assessment case analyses based on the rubric. Due to the intensity and regularity of assignments, any items submitted past the due date will be subject to grade reductions.

4. Personal Learning Plan (10%)

prepare and present learnings of the course and on-going learning plan in the area of assessment

Grading:

The grades used to indicate the quality of the student's performance in every course are as follows: A means excellent (highly effective), B means good (effective), C means satisfactory (developing), D means poor but passing (ineffective). F means failing. For the purpose of computing grade point averages, the corresponding numerical equivalents for letter grades will be used:

Grade	Quality Points	Grade	Quality Points
A	4.0	C+	2.33
A-	3.67	C	2.0
B+	3.33	C-	1.67
B	3.0	D+	1.33
B-	2.67	D	1.0
		F	0.0

Highly Effective

Overall performance and results exceed standards.

Effective

Overall performance and results meet standards.

Developing

Overall performance and results need improvement in order to meet standards.

Ineffective

Overall performance and results do not meet standards.

(based on NYS APPR Provisions – March 2012)

EDUG 738 Proposed Schedule of Course Activities

Date	Topic	Assignment
Week 1 8/27	On-Line class – SBL Assessment – Part 1 http://www.nystce.nesinc.com/PDFs/NYELA_PG_SBL_PartOne_samplequestions.pdf	• Complete Part 1 – and writing assignment 1
Week 2 9/3	On-Line class – Student Growth Model http://engageny.org/resource/resources-about-state-growth-measures/	• Use these resources to investigate the NYS student growth model. • Prepare an oral response <u>as a SBL</u> to teachers' concerns regarding the

Date	Topic	Assignment
		fairness of this model.
Week 3 9/10	Student learning objectives – SLO School report cards	Select your NYC elementary school for your case study
Week 4 9/17	On- Line class – “Meet” with your colleagues to create your plan for completing the CRLA for this course.	Begin your field work.
Week 5 9/24	Elementary School case study analysis using school report card, student growth model, and SLO	Oral presentation of case study
Week 6 10/1	Implementation of Common Core State Standards State test samples	Select your Ulster County – Kingston middle school – for case study; review report card
Week 7 10/8	On-Line class – PARCC http://www.parcconline.org/samples/item-task-prototypes	- Examine at least one math and ELA item and task product. - Prepare a brief (10 minute) presentation for parents for your case study middle school explaining these new assessments
Week 8 10/15	Oral presentation – Parents on PARCC PARCC development	What is the implementation plan for PARCC?
Week 9 10/22	Implementing Common Core State Standards and Assessments – http://www.achieve.org/files/Common_Core_Workbook.pdf	Diagnostic Assessment – p. 2.11
Week 10 10/29	Oral presentation on middle school diagnostic results State Test Samples	Select your Oneida County case study high school
Week 11 11/5	Data Driven Instruction	Review your high school data
Week 12 11/12	Assessment Plan of Action – using evidence to create the plan	CRLA completion
Week 13 11/19	On-Line class – Principal resources http://engageny.org/principals/	Select the resources you will use to present your plan
Week 14 11/26	CRLA Presentations	CRLA forms
Week 15 12/3	CRLA Presentations Personal Learning Plan	Personal Learning Plan

1. Course Related Leadership Activity Project

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. 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:*
 (3) *classroom organization and practices;*
 (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*
 - *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.

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 ten-15 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.

CRLA Forms

Complete and submit the signed log, journal, and summary for this field experience.

2. Case Analyses

Throughout this course you will be expected to demonstrate knowledge and decision making by analyzing assessment cases. These analyses will be assessed using the Case Analysis Rubric.

3. Personal Learning Plan

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.

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

http://ncrel.org/sdrs/areas/as0cont.htm you to specific resources.

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](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

Recommended for your professional bookshelf:

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

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.