

14F: EDUG 738 – Evaluation of School Effectiveness

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Course Goals

Course goals are more general than specific learning outcomes and describe “the big picture” of what students should have learned or accomplished by completion of the class. Course goals will be posted in the header section of your Moodle course and in your syllabus.

Course Goals
Attain comprehensive Professional Knowledge including learning beyond course content needed to evaluate a school’s effectiveness.
Use Strategic Decision Making and technological skills to analyze educational needs and create an improvement plan.
Provide Caring Leadership to address learning needs of diverse student populations.

Week 1	
Topic name: Introduction to Educational Evaluation Strategies	
Weekly summary	During this week, participants will be introduced to the course goals, expectations, and assignments; educational evaluation processes/models, steps for evaluating school effectiveness, principal behaviors that contribute to school effectiveness.
Learning Outcomes	1.1 Identify components of educational evaluation processes/models 1.2 Identify models of evaluating school effectiveness 1.3 Describe the steps a school building leader may implement to evaluate school effectiveness 1.4 Highlight leader behavior(s) that contribute to school effectiveness
Readings	Balanced Leadership, pp. 4-12 (1.5 hours) (Learning Outcome 1.4) http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Leading-learning-communities/Balanced-Leadership-What-30-Years-of-Research-Tells-Us-About-the-Effect-of-Leadership-on-Student-Achievement <i>Read in preparation for Week 1 Activity 1, Week 1 Assignment 1, Week 1 Assignment 2, and Week 1 Discussion 1.</i> Diagnostic Tool for School and District Effectiveness, pp. 12-14 (1.5 hours) (Learning Outcome 1.1) http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDEHandbook-Introduction.pdf <i>Read in preparation for Week 1 Activity 2.</i>

	Definitions and Types of Evaluation, pp. 1-8 (1.5 hours) (Learning Outcome 1.2) assessmentresources.pbworks.com/f/9+Step+Evaluation+Model+Paper.pdf <i>Read in preparation for Week 1 Activity 3.</i>
Multimedia Resources	Kirkpatrick Evaluation Model PPT (1 hour) (Learning Outcome 1.2) www.griffith.edu.au/_data/assets/powerpoint_doc/0019/525331/2-Kirkpatrick-Evaluation-Model-PPT.ppt <i>Read in preparation for Week 1 Assignment 2.</i>
In-Class Activities (marked as complete)	• Course goals and assignments (1 hour) (Learning Outcomes 1.1-1.3) • Educational evaluation purposes, processes, models (1.5 hours) (Learning Outcome 1.2) • Principal behaviors that contribute to school effectiveness (1.5 hours) (Learning Outcome 1.4)
Online Activities (marked as complete)	Week 1 Activity 1: Behaviors that Affect Student Learning (1 hour) (Learning Outcome 1.4) According to pp. 4-12 of “Balanced Leadership,” what are the four behaviors the authors have found to have the highest effect on student learning? Week 1 Activity 2: Diagnostic Tool for School and District Effectiveness (1 hour) (Learning Outcome 1.1) Does New York State’s diagnostic tool of school effectiveness, listed on pp. 12-14, reference, either implicitly or directly, any of the principal behaviors from “Balanced Leadership”? Week 1 Activity 3: Types of Evaluation (2 hours) (Learning Outcome 1.2) The reading “Definitions and Types of Evaluation” mentions two main types of evaluation. Are either of these types included, explicitly or implicitly, in “Balanced Leadership” and the New York State Diagnostic Tool? Respond in a one-page paper.
Assignments (assessed)	Week 1 Assignment 1: Principal Behaviors and School Effectiveness (2 hours) (Learning Outcome 1.4) On page 4 of “Balanced Leadership,” there is a table in which the authors indicate, by the heading of the third column Avg r, the degree to which the behavior in the first column is related to student achievement. A greater value of r is related more strongly to student achievement. Based on this information, compose a 1.5-page reply to the following: • Why do you think the behaviors with the highest value of r contribute more to student learning? • Which of the other principal behaviors do you think deserves a higher value of r? • Why did you choose these behaviors? Week 1 Assignment 2: Compare and Contrast of Principal Behaviors (1.5 hours) (Learning Outcome 1.1) Compose a one-page comparison that describes how the principal behaviors and Kirkpatrick’s Evaluation

	model are similar and different. Week 1 Assignment 3: Preparation for the NYSED Tool for School Evaluation (.5 hour) (Learning Outcome 1.3) Write half a page in response to the following question: Which of the principal behaviors should a principal practice to prepare for the NYSED Tool for School Evaluation? Explain.
Online Discussion(s)	Week 1 Discussion 1: Principal Behaviors in Action (1.5 hours) (Learning Outcome 1.4) Have you seen the four behaviors the authors of “Balanced Leadership” found to have the greatest effect on student learning in action at your school? What principal behaviors have you seen that affect student learning? Post your reply and then respond to at least two classmates.

Weekly Module Components

Below list the types of activities and resources that you will incorporate into weekly online modules.

Week 2 Topic name: Educational Evaluation Strategies	
Weekly summary	During this week, you will review educational evaluation models, processes, and strategies school leaders use to determine the effectiveness of their schools.
Learning Outcomes	2.1 Summarize the essential elements of the evaluation process that a school building leader should be aware of 2.2 Compare and contrast evaluation models a school building leader might consider using 2.3 Identify the evaluation strategies available to school building leaders to evaluate their school's effectiveness 2.4 Determine which evaluation strategy is most appropriate for a school
Readings	The Four Steps of Effective Evaluation (1.5 hours) (Learning Outcome 2.1) http://www.phoenix.edu/profiles/faculty/nancy-clifton-hawkins/articles/the-four-steps-of-effective-evaluation.html <i>Read in preparation for Week 2 Assignment 2.</i> Educational Evaluation Strategies (2 hours) (Learning Outcome 2.4) http://pareonline.net/getvn.asp?v=9&n=8 <i>Read in preparation for Week 2 Discussion 1.</i> Teacher Evaluation as a Strategy Related to School Effectiveness (1.5 hours) (Learning Outcome 2.3) http://files.eric.ed.gov/fulltext/ED532775.pdf <i>Read in preparation for Week 2 Discussion 1.</i>
Multimedia Resources	Video: Improving Practice: Learning from My Students (3:59) (Learning Outcome 2.3) https://www.teachingchannel.org/videos/students-improving-teaching <i>Watch in preparation for Week 2 Activity 1.</i> Evaluation Strategy PPT (2 hours) (Learning Outcome 2.3) http://www.ocjs.ohio.gov/EvaluationStrategy.ppt <i>Read in preparation for Week 2 Assignments 1 & 2.</i> Video: STEP Webinar – Six Steps for STEP Evaluation (1:13:13) (Learning Outcome 2.1)

	http://www.youtube.com/watch?v=lcsdfdYhXTQ <i>Watch in preparation for Week 2 Assignment 2.</i> Video: Theory of Evaluation (59:09) (Learning Outcome 2.2) www.youtube.com/watch?v=qjPISuS2VEU <i>Watch in preparation for Week 2 Discussion 2.</i>
In-Class Activities (marked as complete)	• Lecture/discussion: compliance with state, federal and grant evaluation requirements (1.5 hours) (Learning Outcome 2.1) • Lecture/discussion: components of three evaluation models (1.5 hours) (Learning Outcome 2.2) • Lecture/discussion: recommendations based on the evaluation strategies used (1 hour) (Learning Outcome 2.3)
Online Activities (marked as complete)	Week 2 Activity 1: Student Evaluations as an Evaluation Strategy (1.5 hours) (Learning Outcome 2.3) After watching “Improving Practice: Learning from My Students,” write a one-page response to how student evaluations can contribute to school effectiveness.
Assignments (assessed)	Week 2 Assignment 1: Ideas for Evaluation Strategies (1 hour) (Learning Outcome 2.2) Slide 14 of the Evaluation Strategy PPT presents types of evaluation. For this assignment, download the PPT, choose one type of evaluation and add to Slide 15 an example from your own experience of an evaluation that matches the type. Save the slide you modified and submit. Week 2 Assignment 2: Comparison of Evaluation Processes and Strategies (1 hour) (Learning Outcome 2.2) Create a Venn diagram that graphically represents how the steps of evaluation compare with each other. That is, how is the information presented in the sources similar and different? Consult the following resources as you create your Venn diagram: • the Evaluation Strategy PPT • the “STEP Webinar – Six Steps for STEP Evaluation” video • the “The Four Steps of Effective Evaluation” video Microsoft offers this tutorial for creating a Venn diagram in Word: http://office.microsoft.com/en-us/word-help/create-a-venn-diagram-HA102749475.aspx
Online Discussion(s)	Week 2 Discussion 1: Does Evaluation Make Schools More Effective? (1.5 hours) (Learning Outcomes 2.1-2.3) Have your readings, viewings, listenings, etc. about the components, types, and strategies of educational

	evaluation persuaded you that educational evaluation is essential to school effectiveness? Explain. Do you agree with the following statement? Educational evaluation is the key to making schools more effective. Use information from “Educational Evaluation Strategies” and “Teacher Evaluation as a Strategy Related to School Effectiveness” as the foundation for your response. Post your response to the forum. Then post a response to a classmate with reasons opposite to yours. Try to convince that classmate that your reasons are defensible and should be considered. Week 2 Discussion 2: Evolution of School Evaluation (1.5 hours) (Learning Outcome 2.3) This forum asks you to think about the evolution of ideas relating to school evaluation. Based on your viewing of “Theory of Evaluation” post a reply about the evolution of evaluation as it was developed to include evaluating school effectiveness. Post your response to the forum. Support your opinion with evidence from “Theory of Evaluation.” Then post a response to a classmate.
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Week 3 Topic name: Data Sources	
Weekly summary	During this week, you will examine a variety of data sources for determining school, personnel, and program effectiveness. You will also learn about the relation of data to evidence of effectiveness.
Learning Outcomes	3.1 Categorize types of assessment data 3.2 Assess data sources that contribute to educational improvement 3.3 Identify data sources that support improvement efforts
Readings	What are Data? What Kinds of Data are There? (1.5 hours) (Learning Outcome 3.1) http://schoolofdata.org/handbook/courses/what-is-data/ <i>Read in preparation for Week 3 Assignments 1-3, and Week Discussion 1.</i> Classroom Assessments that Improve Learning (1.5 hours) (Learning Outcome 3.2) http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx <i>Read in preparation for Week 3 Assignments 1-3, and Week Discussion 1.</i> What is Data-Based Evidence and its Importance to Educational Evaluation? (1 hour) (Learning Outcome 3.1)

	http://winginstitute.org/Evidence-Based-Education/what-is-evidence-based-education/ <i>Read in preparation for Week 3 Assignments 1-3, and Week Discussion 1.</i>
Multimedia Resources	Using Data to Drive Improvement PPT (1 hour) (Learning Outcome 3.3) https://ncsunela.wikispaces.com/file/messages/Using+Data+to+Drive+Improvement.ppt <i>Read in preparation for Week 3 Activity 1.</i> Video: Data sources that Contribute to Educational Improvement (19:44) (Learning Outcome 3.2) http://www.ted.com/talks/andreas_schleicher_use_data_to_build_better_schools.html <i>Watch in preparation for Week 3 Assignment 2 and Week 3 Discussion 1.</i> Gathering Data from a Variety of Assessment Strategies PPT (1 hour) (Learning Outcome 3.2) www.govwentworth.k12.nh.us/ASSESSMENT.ppt <i>Watch in preparation for Week 3 Assignment 2 and Week 3 Discussion 1.</i> Types of Data PPT (1 hour) (Learning Outcome 3.1) http://www.centerforcsri.org/files/presentations/FourDataTypes.pdf <i>Read in preparation for Week 3 Discussion 1.</i> Strengths and Weakness of Data Analysis Strategies PPT (2 hours) (Learning Outcome 3.2) www.richland.k12.la.us/administrators/ppts/Data%20analysis%20Relative%20Strengths%20and%20Weaknesses.ppt <i>Read in preparation for Week 3 Assignment 3.</i>
In-Class Activities (marked as complete)	• Lecture/Discussion: types of data (1 hour) (Learning Outcome 3.1) • Lecture/Discussion: data sources that contribute to improvement (1 hour) (Learning Outcome 3.2) • Lecture/Discussion: application of appropriate data sources to improvement activities (2 hours) (Learning Outcome 3.3)
Online Activities (marked as complete)	Week 3 Activity 1: Using Data to Drive Improvement (3 hours) (Learning Outcome 3.3) Complete the following activity after reading the Using Data to Drive Improvement PPT. Points of interest include: • On slide 11, you will learn of the types of data gathered by the state of North Carolina • On slide 27, the author introduces data analysis • Slide 29 helps you learn how to find causes for the assessment results Download and save the Using Data to Drive Improvement PPT to your computer. • Add to slide 11 (type right onto the slide) the types of data gathered by the state in which your school is located • Add to slide 29 (type right onto the slide) the assessments from your state that provide raw data Save and submit the PPT with your added information.

Assignments (assessed)	Week 3 Assignment 1: Types of Assessment Data at Your School (1.5 hours) (Learning Outcome 3.1) Compose a one-page paper that categorizes the types of assessment data available in your school. Interview at least three colleagues at your school, and add their assessment methods to your categories. Week 3 Assignment 2: Data Sources to Improve Effectiveness (1 hour) (Learning Outcome 3.2) After viewing the Gathering Data from a Variety of Assessment Strategies PPT, write three paragraphs to present to faculty or colleagues that explain how the data from formative and summative assessment can improve effectiveness. Week 3 Assignment 3: Strengths and Weaknesses of Data to Support Improvement (.5 hour) (Learning Outcome 3.3) After viewing the Strengths and Weakness of Data Analysis Strategies PPT, download and save the PPT to your computer. Add to slide 41 (type right onto the slide) your response to the exit question. Save and submit the PPT with your added information.
Online Discussion	Week 3 Discussion 1: Apply Types of Data to School Improvement (1.5 hours) (Learning Outcome 3.3) Based on your readings, viewings, listenings, discussion, assignments, etc., propose a plan to collect the types of data you think could measure school improvement. What support would be needed to make your plan a reality? Do you believe your plans could lead to school improvement? Defend your opinion. Respond to at least two classmates' plans.

Week 4

Topic name: Involving Constituencies and Stakeholders in the Evaluation of Effectiveness

Weekly summary	During this week, you will engage in ways to involve stakeholders and staff in assessing school effectiveness. The emphasis of your reading and assignments will be on planning for engaging stakeholders.
Learning Outcomes	4.1. Identify potential stakeholders and staff to include in the evaluation process 4.2 Compare strategies to engage stakeholders in the evaluation process 4.3 Create a plan to engage stakeholders in an evaluation process
Readings	Educational Stakeholders (.5 hour) (Learning Outcome 4.1) http://childlightusa.wordpress.com/2008/09/06/educational-stakeholders-by-lisa-cadora/ <i>Read in preparation for Week 4 Assignment 2 and Week 4 Discussion 1.</i>

	Stakeholder Engagement & Data Use (1 hour) (Learning Outcome 4.2) nces.ed.gov/Programs/SLDS/pdf/StakeholderEngagement_and_DataUse.pdf <i>Read in preparation for Week 4 Assignment 2 and Week 4 Discussion 1.</i> Building Collaborative Partnerships (1.5 hours) (Learning Outcome 4.2) http://www.ncrel.org/sdrs/areas/issues/envrnmnt/css/ppt/chap1.htm <i>Read in preparation for Week 4 Assignment 2.</i> A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions (2 hours) (Learning Outcome 4.3) http://www.fsg.org/Portals/0/Uploads/Documents/PDF/Engaging_Stakeholders_Guide.pdf <i>Read in preparation for Week 4 Assignment 3.</i> The Key Work of School Boards Guidebook, p. 3 and the top left paragraph of p. 4 (1 hours) (Learning Outcomes 4.1, 4.2) https://ebssp.eboardsolutions.com/sites/sbgtask/Documents/D.%20National%20School%20Boards%20Association%20-%20KEY%20WORK/D.6%20Key%20Work%20Guidebook%20-%20NSBA%20-%20Detailed%20roles-responsibilities%20of%20high%20performing%20boards%20%28VEIW%20ONLY%29.pdf <i>Read in preparation for Week 4 Assignments 1, 2, & 3.</i>
Multimedia Resources	Video: Ignore Stakeholders at Your Own Risk (1:36) (Learning Outcome 4.1) http://www.youtube.com/watch?v=YbW6EOw0klk <i>Watch in preparation for Week 4 Discussion 1.</i> Video: Stakeholder Engagement (5:08) (Learning Outcome 4.2) http://www.youtube.com/watch?v=4hzCsxUCwuk <i>Watch in preparation for Week 4 Discussion 1.</i>
In-Class Activities (marked as complete)	• Lecture/Discussion: Are school boards stakeholders? (2 hours) (Learning Outcome 4.1) • Lecture/Discussion: Engaging stakeholders in the evaluation process (2 hours) (Learning Outcome 4.3)
Online Activities (marked as complete)	Week 4 Activity 1: School Boards as Stakeholders (1.5 hours) (Learning Outcome 4.1) After reading the pages from “The Key Work of School Boards Guidebook,” itemize the key work of a school board. Write a paragraph that justifies involving school boards in the evaluation process because of their key work.

	Week 4 Activity 2: Collaboration Strategies for Improvement (.5 hour) (Learning Outcome 4.2) On p. 81 of “The Key Work of School Boards Guidebook,” there is a list of collaboration performances for boards and schools. Prioritize these collaboration performances. Week 4 Activity 3: Planning for Effectiveness (1.5 hours) (Learning Outcome 4.3) In a one-page composition, hypothesize the effect the top five performances in your prioritized list will have on school improvement efforts.
Assignments (assessed)	Week 4 Assignment 1: Engaging Stakeholders (2 hours) (Learning Outcome 4.1) Complete and submit Worksheets 1A and 1B to identify stakeholders for your classroom, school, or program. <i>Please note that the worksheet has been reproduced for you in Word. However, the worksheet is from the CDC.</i> Microsoft Word Document Week 4 Assignment 2: Planning for Appropriate Stakeholder Engagement (3 hours) (Learning Outcome 4.3) Develop a two-page proposal based on your readings, viewings, listenings, discussion, etc., for engaging stakeholders in an improvement process. Include in your proposal • the role of stakeholders in general • your selected strategy for engaging stakeholders • the role of the stakeholders in your planned improvement process
Online Discussion	Week 4 Discussion 1: Importance and Challenges of Engaging Stakeholders (1.5 hours) (Learning Outcome 4.3) Based on your readings, viewings, etc., post a reflective paragraph on the importance of engaging stakeholders. In your replies to at least two classmates, discuss • the challenges of engaging stakeholders • whether engaging stakeholders actually contributes to school effectiveness

Weekly Module Components

Below list the types of activities and resources that you will incorporate into weekly online modules.

Week 5	
Topic name: Using Evaluation as Accountability for Meeting Student Needs	
Weekly summary	This week, you will concentrate on self-study and external accreditation processes that evaluate school effectiveness.
Learning Outcomes	5.1 Relate the purposes of evaluation processes to the goal of school improvement 5.2 Compare and contrast processes of evaluating effectiveness 5.3 Support an evaluation process believed to be of most use in schools
Readings	Evaluation Theory (1 hour) (Learning Outcome 5.1) http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/evaluation-methodology/evaluation-theory-or-what-are-evaluation-methods-for <i>Read in preparation for a Week 5 in-class activity.</i> A Self-Study (1 hour) (Learning Outcome 5.2) http://www.columbia.edu/cu/vpaa/docs/selfstud.html <i>Read in preparation for Week 5 Activity 2, Week 5 Assignment 1, and Week 5 Discussion 1.</i> Middle States Self-Study Process (1 hour) (Learning Outcome 5.2) www.msa-cess.org/Customized/uploads/Members/5.3 Self-StudyAccreditation Process.pdf <i>Read in preparation for Week 5 Activity 2, Week 5 Assignment 1, and Week 5 Discussion 1.</i> System-Wide Accreditation Process (1 hour) (Learning Outcome 5.2) http://www.acboe.net/?DivisionID=12991 <i>Read in preparation for Week 5 Activity 2, Week 5 Assignment 1, and Week 5 Discussion 1.</i>
Multimedia / Resources	A New Way to Capture Feedback on Your Evolving EE Programs PPT (2 hours) (Learning Outcome 5.1) www.abcee.org/cms/wp-content/uploads/2011/02/Dev-Eval-wkshop-Pres.ppt <i>Read in preparation for Week 5 Activity 1.</i> Steps in an Educational Evaluation Process PPT, slides 8-15; 17-24; 26-30; 48-49 (1.5 hours) (Learning Outcome 5.3) http://acrn.ovae.org/evaluation/documents/presentation.ppt <i>Read in preparation for Week 5 Assignment 1.</i>

In-Class Activities (marked as complete)	• Lecture/Discussion: purposes of evaluation processes to promote school improvement (2 hours) (Learning Outcome 5.1) • Lecture/Discussion: components of an evaluation process to promote school effectiveness (2 hours) (Learning Outcome 5.3)
Online Activities (marked as complete)	Week 5 Activity 1: Purposes of Evaluation Processes to Promote School Improvement (1 hour) (Learning Outcome 5.1) Please completing the following before class: The A New Way to Capture Feedback on Your Evolving EE Programs PPT summarizes a webinar and provides some of the evaluation terminology around outcomes measurement. The main purpose of this resource is to provide information about improving a program you want to study. To prepare for the class discussion on the topic of the purpose of evaluation, reflect on your responses to the questions asked in the PPT. Week 5 Activity 2: Evaluation Processes Venn Diagram (1.5 hours) (Learning Outcome 5.2) Prepare a Venn diagram that illustrates similarities and differences in the evaluation processes you read about in the following readings: • A Self-Study • Middle States Self-Study Process • System-Wide Accreditation Process Microsoft offers this tutorial for creating a Venn diagram in Word: http://office.microsoft.com/en-us/word-help/create-a-venn-diagram-HA102749475.aspx
Assignments (assessed)	Week 5 Assignment 1: Comparison Paper (4.5 hours) (Learning Outcomes 5.2, 5.3) Compose a four-page paper that includes the following: • How the evaluation processes are alike and different (based on the Venn diagram you constructed) • The process you would use to examine the effectiveness of your own school • The ways your selected process incorporates the steps of an evaluation process described in the Steps in an Educational Evaluation Process PPT • Your rationale for your preference
Online Discussion	Week 5 Discussion 1: Proposal for an Evaluation Process (1.5 hours) (Learning Outcome 5.3) What are the advantages and disadvantages of the evaluation process you wrote about in Week 5 Assignment 1? How do you think student learning might be affected by the evaluation process you chose?

	Respond to the ideas in at least two classmates' posts.
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Week 6 Topic name: Assessment	
Weekly summary	During this week you will explore how the use of authentic, integrated assessment methods is fundamental to evaluating school effectiveness.
Learning Outcomes	6.1 Distinguish authentic from traditional assessment 6.2 Describe the characteristics of authentic assessment, differentiated assessment, portfolio assessment, and alternative assessment 6.3 Compare and contrast assessment of learning, assessment for learning, assessment as learning
Readings	What is Authentic Assessment? (1 hour) (Learning Outcome 6.1) http://ifmueller.faculty.noctrl.edu/toolbox/whatisit.htm <i>Read in preparation for Week 6 Activity 2 and Week 6 Assignment 1.</i> Alternative Assessments (1 hour) (Learning Outcome 6.2) http://ctl.byu.edu/collections/using-alternative-assessments <i>Read in preparation for Week 6 Activity 1.</i> Portfolio Assessment (1 hour) (Learning Outcome 6.2) http://www.unm.edu/~devalenz/handouts/portfolio.html <i>Read in preparation for Week 6 Activity 1.</i> Assessment as a Tool for Learning (2.5 hours) (Learning Outcomes 6.2, 6.3) http://www.educationoasis.com/curriculum/assessment/assess_article.htm <i>Read in preparation for Week 6 Activity 1.</i>
Multimedia Resources	Video: How Does Authentic Assessment Differ from Traditional Assessment (3:58) (Learning Outcome 6.1) http://www.youtube.com/watch?v=9l5m66Y607U <i>Watch in preparation for Week 6 Activity 1.</i> Assessment as Learning (23:01) (Learning Outcome 6.3) http://www.youtube.com/watch?v=njgyYUNkyAs <i>Watch in preparation for Week 6 Activity 1.</i> Assessment for Learning (4:17) (Learning Outcome 6.3)

	http://www.youtube.com/watch?v=KStqDThoZsU <i>Watch in preparation for Week 6 Activity 1.</i> Assessment for Learning Prezi (1 hour) (Learning Outcome 6.3) http://prezi.com/1xg7lkg83gyw/assessment-for-learning-five-key-elements-theory-and-practice/ <i>Watch in preparation for Week 6 Activity 1.</i> Assessment of Learning (10:11) (Learning Outcome 6.3) http://www.ask.com/youtube?q=assessment+of+learning+youtube&v=EDVHuHyCGmg&qsrc=472 <i>Watch in preparation for Week 6 Activity 1.</i>
In-Class Activities (marked as complete)	• Lecture/discussion: types of assessment (2 hours) (Learning Outcome 6.1) • Lecture/discussion: difference between authentic and traditional assessment (2 hours) (Learning Outcome 6.1)
Online Activities (marked as complete)	Week 6 Activity 1: Assessment for Learning (1.5 hours) (Learning Outcome 6.3) After reviewing the Assessment for Learning Prezi, prepare a presentation for parents that explains how the assessment for learning used in your classroom (or school) contributes to the learning of their children. • Format of the presentation: PPT, Prezi, or Vimeo • Length of the presentation: 5-7 minutes • Grading criteria: hplengr.engr.wisc.edu/Rubric_Presentation.doc (Example 1 only) Week 6 Activity 2: What Kind of Assessment is a Portfolio? (2 hours) (Learning Outcome 6.2) After reading Dr. Mueller's Toolbox section about portfolios, write a 1.5-page essay that gives your opinion about which type of assessment a portfolio represents: assessment of learning, as learning, or for learning. Cite text-based evidence to support your opinion.
Assignments (assessed)	Week 6 Assignment 1: Why Should a Principal Encourage Teachers to Use Authentic Assessment (2 hours) (Learning Outcome 6.1) After reviewing Dr. Mueller's Toolbox in which he explains why authentic assessment is desirable, prepare notecards on 6 PPT slides that you will use at a faculty meeting to point out reasons for creating and using authentic assessment. Use this rubric to help you prepare your slides; it will also be used to assess your 6 slides. Submit your "faculty meeting" notes.

	Week 6 Assignment 2: Authentic Assessment (1.5 hours) (Learning Outcome 6.3) Which form of assessment (assessment for, of, or as learning) do you believe has the characteristics of authentic? Support your opinion in a one-page essay.
Online Discussion(s)	Week 6 Discussion 1: Should a Teacher be Expected to Use Different Kinds of Assessment? (1.5 hours) (Learning Outcomes 6.1-6.3) Should a teacher be expected to use different kinds of assessment? For example, assessment as learning is theorized to assist students in setting and monitoring their own learning goals, developing their own questions, and using assessment strategies on themselves. Should a teacher take the time to plan assessment as learning for students instead of planning lessons? Why or why not? Don't forget to support your response with what you have learned from the various resources you read/watched. Be sure to respond to at least two classmates.

Week 7

Topic name: Standardized Testing

Weekly summary	During this week, you will inquire into the use and analysis of standardized test results.
Learning Outcomes	7.1 Characterize the types of standardized testing 7.2 Present the pros and cons of standardized testing 7.3 Assess methods to analyze standardized test results
Readings	Types of Standardized Tests (.5 hour) (Learning Outcome 7.1) http://psychology.ucdavis.edu/faculty_sites/sommerb/sommerdemo/stantests/mental.htm <i>Read in preparation for Week 7 in-class activities and Week 7 Assignment 1.</i> Types of Standardized Tests (From a Time-Based Perspective) (.5 hour) (Learning Outcome 7.1) http://www.education.com/reference/article/types-standardized-tests/ <i>Read in preparation for Week 7 in-class activities and Week 7 Assignment 1.</i> Student Data to Inform Teaching (.5 hour) (Learning Outcome 7.3) http://www.edutopia.org/blog/using-student-data-inform-teaching-rebecca-alber <i>Read in preparation for Week 7 in-class activities and Week 7 Assignment 1.</i>

	How to Measure Educational Quality (.5 hour) (Learning Outcome 7.1) http://www.edweek.org/ew/articles/2013/10/30/10schneider.h33.html <i>Read in preparation for Week 7 Assignments 1 & 2, and Week 7 Discussion 1.</i> What Standardized Tests Don't Do (1.5 hours) (Learning Outcome 7.2) http://www.educationoasis.com/curriculum/assessment/typestests.htm <i>Read in preparation for Week 7 Assignments 1 & 2, and Week 7 Discussion 1.</i> Pros and Cons of Standardized Testing (.5 hour) (Learning Outcome 7.2) http://teaching.about.com/od/assess/a/Standardized-Testing.htm <i>Read in preparation for Week 7 Assignments 1 & 2, and Week 7 Discussion 1.</i> Teachers Must be Data Experts (1.5 hours) (Learning Outcome 7.3) http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Why-Teachers-Must-Be-Data-Experts.aspx <i>Read in preparation for Week 7 Assignments 1 & 2, and Week 7 Discussion 1.</i> Ways to Analyze Standardized Test Scores (.5 hour) (Learning Outcome 7.3) http://www.ehow.com/list_7521541_ways-analyze-standardized-test-scores.html <i>Read in preparation for Week 7 Assignments 1 & 2, and Week 7 Discussion 1.</i>
Multimedia Resources	Purpose and Nature of Standardized Tests PPT (2 hours) (Learning Outcome 7.1) www2.fiu.edu/~pelaeznm/files/Home_files/santrock4_ppt_ch15.ppt <i>Read in preparation for Week 7 in-class activities and Week 7 Assignment 1.</i> Video: Item Analysis (8:26) (Learning Outcome 7.3) http://www.youtube.com/watch?v=bNpRWAR1Kno <i>Watch in preparation for Week 7 in-class activities and Week 7 Assignment 1.</i> Standardized Testing: Does it Lead to the Pot of Gold at the End of the Rainbow PPT (1.5 hours) (Learning Outcome 7.2) http://www.slideshare.net/marz_bar_angel_9999/standardized-tests-by-kathy-and-mary-8735985 <i>Read in preparation for Week 7 in-class activities and Week 7 Discussion 1.</i>

	Video: None of the Above: Why Standardized Testing Fails (11:32) (Learning Outcome 7.2) http://www.youtube.com/watch?v=otlmKZeNi-U <i>Watch in preparation for Week 7 in-class activities and Week 7 Discussion 1.</i> Video: Is there Anything Good about Standardized Tests? (4: 22) (Learning Outcome 7.2) http://www.youtube.com/watch?v=2WfJ3KPJyvU <i>Watch in preparation for Week 7 in-class activities and Week 7 Discussion 1.</i> Video: Effects of Standardized Testing Based on NCLB (7:58) (Learning Outcome 7.3) http://www.youtube.com/watch?v=f1iKugDxFoU <i>Watch in preparation for Week 7 in-class activities and Week 7 Discussion 1.</i>
In-Class Activities (marked as complete)	• Lecture/discussion: types of standardized tests (2 hours) (Learning Outcome 7.1) • Lecture/discussion: analysis of standardized tests (2 hours) (Learning Outcome 7.3)
Assignments (assessed)	Week 7 Assignment 1: Nature and Purpose of Standardized Tests (2 hours) (Learning Outcome 7.1) Create approximately two pages of notes from the readings and multimedia resources. Your notes should address: • criteria for evaluating standardized tests • comparison of aptitude and achievement tests • different types of achievement tests • teachers' roles in standardized testing Week 7 Assignment 2: The Advantages of Analyzing Standardized Test Results (1.5 hours) (Learning Outcome 7.3) In an approximately 300-word essay, argue from the perspective of a school building leader for the advantages of using standardized test analysis to improve teaching and learning. Use your readings, online activities, assignments, in-class activities, and multimedia resources to support your argument.
Online Discussion(s)	Week 7 Discussion 1: Take a Side (1.5 hours) (Learning Outcome 7.2) Pick a side: Does standardized testing improves effectiveness? Post a reply of approximately 150 words that presents the side you take. Include in your supporting statements: • Your rationale for supporting the type of standardized testing you chose • Your appraisal of a method to analyze standardized testing Respond to at least two classmates' posts, specifically about how standardized testing contributes to teachers' professional practice.