Evaluation in the Education Setting

Section:	EDRM 6350-060	**Instructor:**	Brandon L. Bretl, PhD
Days:	TBD	**Email:**	BBRETL@uttyler.edu
Times:	TBD	**Phone:**	903-566-7390
Location:	Canvas, asynchronous	**Office:**	BEP 246
		Office Hours:	TuWed 11:00 a.m. – 1:00 pm (and by appointment)

Official Course Description

This course will focus on theory and **practice** of evaluation including research methods and design strategies to measure program outcomes and skills to evaluate personnel and projects as it relates to school improvement. The course will include components of evaluation models and skills in preparing and communicating evaluation findings.

Student Learning Outcomes

Upon completion of this course, the students should be able to:
1. Describe the role of educational evaluation and the purposes it serves in school improvement.
2. Compare and contrast the multiple approaches for evaluating educational programs and curricula.
3. Learn to pose evaluation questions appropriate for their unique settings.
4. Design and implement an evaluation plan for some aspect of school improvement in your professional setting.
5. Find educational evaluation resources to support school improvement.
6. Gain insight into the political, ethical, and interpersonal aspects of planning, implementing, and reporting program evaluations.

Required Student Resources

1. U.S. Department of Education, Office of Elementary and Secondary Education, School Support and Rural Programs, Evaluation Matters: Getting the Information You Need from Your Evaluation, Washington, D.C., 2014.
   https://www2.ed.gov/about/offices/list/oese/sst/evaluationmatters.pdf
2. Improvement plans as relevant to your position in the district.
   a. District Improvement Plan
   b. Campus Improvement Plan
   c. Targeted Improvement Plan

Course Assignments and Grading

Assignment Type	Number	Points Each	Points Total
Participation	14	2	28
Discussion Posts	10	10	100
Assignments	7	20	140
Evaluation Plan	1	200	100
Presentation	1	50	50

	TOTAL POINTS	418

More information on all assignments, including due dates and submission guidelines will be posted on Canvas.

Attendance
Attendance is taken through logins to Canvas and participation in assignments posted on Canvas. Failure to login weekly and complete assignments will result in the loss of points.

Discussion Posts
Discussion posts will be assigned on Canvas. These posts are designed to help you formalize your ideas and get feedback from classmates.

Assignments
You will be given assignments that contribute in a step-by-step way to completing your final Evaluation Plan. It is important that you complete these assignments in a timely manner so as not to fall behind.

Evaluation Plan
The final evaluation plan will be a comprehensive manuscript describing the programmatic evaluation you plan on completing. This plan is to be written at a level that could result in publication in a peer-reviewed journal once the evaluation is completed.

Presentation
You will be required to present your Evaluation Plan to the class in a manner consistent with how you would present it to stakeholders at the school. A presentation rubric will be provided.

Grading Scheme
A: 90.00% of points or above
B: 80.00% - 89.999% of points
C: 70.00% - 79.999% of points
D: 60.00% - 69.999% of points
F: 59.999% of points or below

The assignments and grade points are approximations and are subject to change. Canvas will always have the most up-to-date information on assignments and grades.

Course Policies and Expectations

Civility
I expect everyone to come to class with a sincere intention to treat others fairly and respectfully. We are all here to learn. I will give you that chance, and I expect you give me and your classmates that chance as well. This includes treating everyone with respect and kindness. If at any time during the semester you feel uncomfortable, please let me know. I can either address the issue or refer the issue to the appropriate resources on campus. Expressions or actions that disparage a person's or group's race, ethnicity, gender, gender identity, religion, sexual orientation, marital status, parental status, age, or disability are contrary to the mission of the course, department, and university and will not be tolerated.

Class Preparation and Participation
You are responsible for completing all assigned readings and assignments and contributing in a meaningful way to the success of the course. You have a unique perspective to add and the success of the course depends on everyone sharing their ideas.

Academic Integrity
I take academic misconduct seriously and will, as a matter of fairness, always pursue suspected academic misconduct to the full extent of university policy. Examples of academic misconduct include plagiarism, cheating on tests, purchasing papers from others, submitting work that is not yours as your own, and selling or unauthorized distribution of course materials.

Written Assignments
Unless otherwise noted, all written assignments should be completed in MS Word, double-spaced, and in Times New Roman size 12-point font. Assignments must be submitted by midnight Central Standard Time on the due date to avoid being late.

Communication
The best way to contact me is through email—either direct email or through Canvas. I do my best to respond within 24 hrs during the week or Monday morning if received over the weekend. I also have office hours posted. I am available to meet by appointment in-person, over the phone, or via Zoom.

Last Day to Withdraw from Course
The last day to withdraw from course is March 23, 2023.

Tentative Course Schedule

Week	Topic
1	Module 1: Introduction to Educational Evaluation
2	Module 2: The Evaluation Process- Problem Statement
3	Module 3: The Evaluation Planning- Theory of Change and Logic Models
4	Module 4: Planning the Evaluation- The Stakeholders
5	Module 5: Evaluation Planning - Asking the Right Questions
6	Module 6: Evaluation Planning - Crafting the Literature Review
7	Module 7: Evaluation Planning - Questions, Indicators, and Targets
8	Module 8: Evaluation Planning - Mixed Methods Research
9	*SPRING BREAK*
10	Module 9: Evaluation Planning - Data Collection Methods Continued
11	Module 10: Evaluation Planning - Developing the Written Plan
12	Module 11: Writing the Evaluation Report
13	Module 12: Writing the Evaluation Report
14	Module 13: Writing the Evaluation Report
15	Module 14: Presenting the Report
16	*FINAL EXAMS*

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click here.
- Students Rights and Responsibilities
- Campus Carry

- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.
Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and
  provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.