

**AUBURN UNIVERSITY**  
**SYLLABUS**  
**Summer 2014**

**1. Course Number:** CTEC 7540/7546  
**Course Title:** Evaluation of Programs in Early Childhood Education  
**Course Credit:** 3 semester hours  
**Prerequisites:** None  
**Corequisites:** None  
**Instructor:** Angela Love, Ph.D.  
[angela.love@auburn.edu](mailto:angela.love@auburn.edu)  
By appointment

**2. Date Syllabus Prepared:** August 1998, Revised January 2007

**3. Required Texts:**  
Sanders, J. & Sullins, C. (2006). *Evaluating school programs an educator's guide* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. ISBN 9781412925242

**Recommended text** (I will also be using material from the following):

Gullo, D. (2004). *Understanding Assessment and Evaluation in Early Childhood Education, 2<sup>nd</sup> Edition*

McAfee, O., & Leong, D. J. (2007). *Assessing and Guiding Young Children's Development and Learning, 4<sup>th</sup> edition*

Owens, J. & Rogers, P. (2007). *Program Evaluation: Forms and Approaches*. Los Angeles, CA. Sage Publications. ISBN 978076196178-9

Additional Assessment Scales and Readings will be required; some assessments will be on reserve in LRC or ordered.

**4. Course Description:**

The course is designed for students interested in advancing and transforming their understanding of the assessment of children in early and elementary educational settings, and the relationship of assessment to the evaluation of early childhood and elementary programs. It provides the knowledge base for assessing young children and evaluating early childhood programs using a variety of approaches.

**5. Course Objectives:**

1. Students will gain an understanding of different methods of assessment and evaluation, and be able to evaluate the strengths, weaknesses, and purpose of each.
2. Students will be able to design and use appropriate and effective assessment and evaluation tools.

3. Students will deepen their understanding of common models of early childhood program evaluation.
4. Students will develop an understanding of the socio-political context of individual assessment and classroom and school evaluation.
5. Students will examine current practices related to assessment and evaluation in early childhood and elementary education.

#### 6. Course Content and Schedule:

Distance education students will have access to the Auburn University libraries by utilizing the library's online databases for materials that will support the completion of assignments. Students may also have materials e-mailed directly to them upon request. Distance education students will have access to course materials through Canvas (or other AU accessible and available LMS) and electronic mail.

#### Tentative Course Schedule

Date	Topic	Comments
<b>Week 1</b>	Readings: <ul style="list-style-type: none"> <li>Read chapter 1 from Owen's Handout and Chapter 1 of the Sanders text</li> </ul>	Assignments: <ul style="list-style-type: none"> <li>Respond to questions on Canvas</li> <li>Use 2+2 questions (see handout on Canvas) for Discussion Responses</li> </ul>
<b>Week 2</b>	Reading: <ul style="list-style-type: none"> <li>Read articles A &amp; B from Canvas</li> <li>Read chapters 2 and 3 from the Sanders text.</li> <li>Read chapter 2 of the Owen's Handout.</li> </ul>	Assignment: <ul style="list-style-type: none"> <li>Research an article related to program evaluation. Using the guidelines in Appendix A, critique the article. 5 page max.</li> <li>2+2 questions on Discussion Board</li> </ul>
<b>Week 3</b>	Reading: <ul style="list-style-type: none"> <li>Read chapter 4 from the Sanders text.</li> <li>Chapter 5 and 6 of the Owen's Handout</li> </ul>	Assignment: <ul style="list-style-type: none"> <li>Research and analyze how ethical issues are associated with program evaluation. 3 page max. Information regarding ethical issues located under files. You can do further research to support your assignment.</li> <li>2+2 questions on Discussion Board</li> </ul>

<b>Week 4</b>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 5 and 6 Sanders text</li> <li>• Chapter 7 Owen Handout</li> </ul>	<p>Assignment:</p> <ul style="list-style-type: none"> <li>• Interview a teacher, principal, administrator or faculty member regarding the uses of program evaluations. This should be a 20-30 minute interview. Prepare 3-4 page summary of your interviews.</li> <li>• 2+2 questions on Discussion Board</li> </ul>
<b>Week 5a</b>	<p>Read Chapter 9-13 from the Owens text.</p>	<p>Assignment:</p> <p>Choose 2 evaluation approaches and write a brief summary of each. Create a Power Point presentation one of the approaches. The presentation should be designed to explain the 5 W's – What, Why, Who, When, and What. Also imagine your principal asked you to present the approach to a group of stakeholders because your are a member of the "Change Committee"</p> <p><b>Evaluative Approaches:</b></p> <ul style="list-style-type: none"> <li>Proactive Evaluation</li> <li>Clarificative Evaluation</li> <li>Interactive Evaluation</li> <li>Monitoring Evaluation</li> <li>Impact Evaluation</li> </ul> <ul style="list-style-type: none"> <li>• 2+2 questions on Discussion Board</li> </ul>
<b>Week 5b</b>	<p><b>Final Project</b> - Program Evaluation - due July 30</p>	<p>See <b>Guidelines for Class Project – Program Evaluation Plan Under files</b></p>

## 7. Course Requirements/Evaluation:

Distance learning: Students in the distance education section of this course will access class lectures through the use of audio and video streaming media using computer-based technologies. Links to all discussions and assignments will be posted in Canvas. Assignments will be submitted electronically via Canvas (or electronic mail, as a backup), allowing for timely delivery and subsequent instructor response. The technology used is appropriate for this program as it provides distance education students with identical lectures and equal access to both the instructor and other students.

- Reading & Discussion (20 points)

Questions from readings in the text or an article will be posted to the discussion board. You are to follow the 2+2 Format located under file folder, **Class Handouts**. You are to post your response every Friday by 4:59 pm (CDT). You are to choose two of your classmates to respond to using the 2+2 format. Your 2+2 must be posted by Sunday (after the Friday post) by 11:59 pm (CDT). On Canvas we will utilize the discussion board as an interactive forum, to which each student should respond and contribute fully to the discussion.

- Article Critique (10 points)

Research an article related to program evaluation (e.g., a research study / report on the success of an intervention); you decide what might interest you, for example science programs, math tutoring, early intervention, yoga as an after school program in the schools, etc.. Using the guidelines in Appendix A of the syllabus, critique the article. This appendix offers an outline of the issues and areas of inquiry to consider when reviewing and critiquing research-based articles. Include all of these in your paper. By doing this you have critically reviewed the article. Follow APA format (properly cite all sources of information, including the text) and write 5 pages maximum.

- Ethical Issues Paper (10 points)

Research and analyze how ethical issues are associated with program evaluation and write what you have learned, 3-page limit and APA format (properly cite all sources of information, including the text). Information regarding ethical issues are located under files. You can do further research to support your assignment.

- Assessment and Evaluation Interview Paper (15 points)

Interview a teacher, university faculty member, and/or administrator about the type of assessments used in their program and what is used to determine program success, how frequently these assessments and any other tools are used, why they are used, and how the results are interpreted. The Logic Model (see class handout and article assigned under files, **Resources**) should reflect both perspectives of the teacher and administrator (or faculty member) in your summary of information gathered from your interviews. Programs may be those for children of different ages or from schools that are markedly different in some significant characteristic. Write an 3-5 page summary describing what you have learned and explaining your model in terms of resources and activities that work toward outcomes and impact using the information from your interviews.

- Program Evaluation Approaches Digital Presentation (15 points)

From the readings, compare and contrast two approaches to program evaluation and create a digital presentation explicating the two approaches, logic and purposes of each approach. Make the presentation accessible via PowerPoint, Prezi, website design, or Webquest.

- Final Project/Paper (30 points)

Prepare an evaluation proposal (including anticipated results) for an educational program, policy change, implementation of new technology, etc. in your area of interest. The specifications for the plan are as follows:

1. Approximate length is 15 pages, double-spaced (excluding references and any tables, figures, and appendices), follow APA format.
2. Paper should consist of the following sections all of which are APA format and can be found (approximate guidelines for length) <https://owl.english.purdue.edu/owl/resource/560/01/>
  - Title Page (title of proposed study, author [you], affiliation, running head (1 pg)
  - Abstract (maximum of 150 word summary of entire proposal) (1 pg)
  - Background section, including a description of the policy or program, the goals and objectives of the program, the purpose of the evaluation, and the intended audience (2-3 pgs)
  - Summary of the results of existing evaluations from your research of the background of this area of interest (2-3 pgs)
  - Evaluation questions, including a diagram of the programs theory of action (using the Logic Model) (1-2 pgs)
  - Methodology (sample, groups, setting, instrumentation/interviews, procedures, data analysis) (2-3 pgs)
  - Significance of the study - the potential contribution your proposed evaluation could make on policy or curriculum decisions, the importance of your evaluation, the "so what?" (1 pg)
  - Limitations to the study (resources, sampling method, researcher bias, etc.)
  - Conclusions and Recommendations (1-2 pgs)
  - Timeline and budget (1-2 pgs)

**Each assignment should make reference to the readings for class.**

A. Reading & Discussion	20 points
B. Article Critique	10 points
C. Ethical Issues Paper	10 points
D. Assessment & Evaluation Interview Paper	15 points
E. Program Evaluation Digital Presentation	15 points
F. Final Project/Program Eval Paper	30 points

The grade ranges are:

90 - 100 = A  
 80 - 89 = B  
 70 - 79 = C  
 60 - 69 = D  
 00 - 59 = F

## 8. Class Policy Statements:

**Participation:** Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Consistent and productive participation in discussions will be considered in determining the final grade. (See Professionalism) Assigned readings and the ability to synthesize and discuss the content are critical to this course. You are expected to initiate and contribute to the readings during discussion posts and chats.

**Attendance Policy:** This is an online class with the following requirements:

All students must have access to AU's Assess Canvas and adequate system requirements to be able to submit assignments online through AU's Assess Canvas. JavaScript is needed for submissions and communication through this portal.

Students will be encouraged to use the broad range of electronic technology available in computer laboratories, libraries and the Internet. Attendance to class assignments, chat room discussions, and other components of this online course are the student's obligation. If you are not able to meet these requirements you must notify the professor immediately. As in the face-to-face attendance policy students who are absent or have emergencies situations that will interfere with their participation in online instruction must notify me in advance. Unavoidable absences from the chat room, discussion posts, and missing assignments may result in an Incomplete, lower grade or failure of the course, therefore you must have documentation and clearance from the instructor in advance.

**Face-to-face AU Attendance/Absences:** Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

**Assignments:**

All written assignments must be typed and should follow Formal English usage and conventions. Assignments must follow the 5<sup>th</sup> Edition of *The Publication Manual of the American Psychologist Association*. Assignments must be turned in on the designated due date. Assignments not turned in on due date will be considered late. A reduction of 10% each day the assignment is late will be enforced.

Note: Assignments are detailed under the assignment section of canvas

**Unannounced quizzes:** There will be no unannounced quizzes.

**Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an

Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

**Academic Integrity:** Instances of academic dishonesty will be reported to the Academic Honesty Committee. (See *Tiger Cub*, Section 4 of Rules, Regulations, and Policies and Title XII of the SGA Code of Laws). You should consult me if you are uncertain pertaining to an issue of academic honesty prior to submitting an assignment.

**Professionalism:** The following standards will be honored to create a professional learning environment.

1. Attendance and punctuality demonstrate that you value this course. Classroom teachers model these behaviors for their students.
2. All work and assignments are clearly noted on the syllabus, modules, and blackboard. Keep abreast of your assignments in this online environment as it is easy to fall behind.
3. Teaching is a field that requires professional reading and reflection. Your thoughtful reading before discussions and chats, your engaged participation in discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected.
4. Attend carefully to class presentations and discussions. Professionalism is more than just showing up for class. In this course you will be expected to treat the others in your online class with respect and to support their successes. Respect does not mean always agreeing with others. It means allowing others their dignity. It means actively and courteously listening to what others say and responding with your own perspective. It means taking an active role and enhancing others' thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons that you might "agree to disagree" with others. When posting to others' post you are not to ridicule one another but to make thoughtful and critical suggestions. On the other hand in receiving responses to your posts you are not to take them personally but to offered suggestions. Developing strong relationships with colleagues is one of the most important things we do as a teachers.
5. As a courtesy to the class, please do not leave on beepers, phones or pagers in class (no face-to-face class meetings will be held for this online class).
6. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are as follows: (a) engage in responsible and ethical professional practices (b) contribute to collaborative learning communities (c) demonstrate a commitment to diversity (d) model and nurture intellectual vitality.

## **9. Justification for Graduate Credit:**

This course provides an in-depth examination of issues that are critical to the evaluation of early childhood programs. Readings from a broad selection of journal articles, books, and the text provide the basis for students to critically analyze theoretical and methodological approaches to the evaluation of early childhood programs and practices. Further, the course challenges students to transform and coordinate earlier ideas with current research and theory for its potential to inform future policy and practice in early childhood education. This course is part of the Master's program approved by the

Alabama State Department of Education that qualifies the graduates for the Advanced Level A Certificate in the State of Alabama. Additionally, this course meets the National Association for the Education of Young Children's Standards for Master's, Specialist's and Doctoral Candidates.



## **Appendix A**

### **Reviewing Journal Articles (Article Critique Guidelines)**

This appendix offers an outline of the issues and areas of inquiry to consider when reviewing and critiquing journal articles. You should include all of these in your paper. By doing this you have fully critically reviewed the article.

#### **Introduction**

- What is the stated purpose of the study?
- Does the literature review provide a context, background, and direction?
- Does it support the need for the study? Is the review adequate; if not, what seems to be missing?
- Is a theoretical framework presented? Is it appropriate? Can you think of a different or additional theoretical perspective that might have been useful?
- How does study intend to contribute to knowledge about the field of study?
- What are the research questions, hypotheses, and objectives? If there is a hypothesis, is it directional? What were the independent and dependent variables? Is there a connection between the literature review and the research questions, hypotheses, and objectives?

#### **Research Design**

- Is the study descriptive, causal-comparative, or correlational?
- Longitudinal?
- Cross-sectional? Qualitative? Quantitative?
- How well is this design suited to the research question or hypothesis? Is the design modified in response to any constraints? Are there threats to the internal validity of the research design?
- Is this an evaluation study? If so, was the model used appropriately?
- Is it a formative or summative evaluation?

#### **Sampling**

- Describe the characteristics of the population studied.
- Identify sampling procedures (e.g., simple random sampling), and explain why it was selected. Indicate the size of the sample and explain why the size is sufficient.
- Was a probability sampling method used? Was it representative of the population?
- What was the sample size? Was it sufficient?
- What was the response/participation rate? How did those who responded or participated differ from those who did not? How was this addressed?

#### **Measures**

- What measures were utilized? Were the variables operationalized as needed?
- What instruments were used? How were they developed? What did they measure?
- Were any standardized instruments used?
- Were the instruments valid, reliable, and appropriate? Describe any reliability and validity tests that were conducted? Was this sufficient?
- What other type of tests would you have recommended?

### Data Analysis Procedures

- What kind of data analysis was conducted? What statistical analysis was conducted?
- Were the statistics appropriate for the type of questions and the variables being used?
- What were the units of analysis? Were they appropriate?
- Was the information discussed and described clearly and accurately? Describe the information presented in each of the figures and tables (e.g., in each, select two numbers and discuss what they represent).
- Were any statements made that are open to the ecological fallacy or that suggest reductionist reasoning?
- What were the findings? Do you think the conclusions are valid and reliable?
- Were any causal assertions made or implied in the hypotheses or in subsequent discussion? What approach was used to demonstrate the existence of causal effects?
- Were all four criteria for establishing causal relationships addressed?
- Were any variables controlled to reduce the risk of spurious relationships? Should any other variables have been measured and controlled? How satisfied are you with the internal validity of the conclusions?

### Findings

- What were the study findings? Were they discussed and described clearly and accurately? Were explanations proposed for any anticipated and unanticipated findings? Were the results substantively important? Were conclusions well grounded?
- In the findings, was any light shed on the theoretical framework used?
- Are any other interpretations possible? Was any further research recommended? What might you recommend? Are there any questions you feel were not addressed or addressed adequately?
- Were there any confounding variables? If so, how might the research design have been improved to reduce interference from confounding variables?
- Was any further research recommended? What might you recommend? What additional research questions and hypotheses are suggested by the study's results? Did the study yield additional insights?
- Was the study conducted in an objective fashion? Is there any evidence of bias? Are there limitations to the generalizability (i.e., external validity) of the findings?

### Ethics and Human Subjects Review

- Did the study seem consistent with current ethical standards? Did it pose any threats to research participants? Were any steps taken to minimize these threats?
- How was cooperation of research participants obtained? Was there informed consent?
- If you were on a Human Subjects Review Committee, what kind of information would you want to know about this study's design and methodology?