

**EPPL 535**  
**Instructional Leadership: Assessment and Evaluation**

**Syllabus**

**Fall 2005**

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**Course Description**

EPPL 535 “Instructional Leadership: Assessment and Evaluation” is a course designed to provide individuals with the knowledge and skills required for assessing and evaluating the instructional program. Also, emphasis is placed on the improvement of classroom assessment and evaluation.

**Course Objectives**

Through this course, the student will:

1. Comprehend the relationship between curriculum, instruction, and assessment.
2. Recognize sources of error variance in educational measurement.
3. Understand the concepts of reliability, validity, and authenticity and describe the factors that influence each.
4. Recognize specific strengths and weaknesses of various types of test items.
5. Recognize inappropriately written test items.
6. Critique teacher-made tests and sources of invalidity in these tests.
7. Understand standardized testing principles and be able to interpret test scores of individuals and groups and apply that knowledge in curricular decision-making.
8. Apply a program evaluation model or a needs assessment model to determine the effectiveness of a school program.
9. Comprehend basic assumptions regarding program evaluation and evaluation models.

### Meeting Days, Readings, and Major Assignments

The following calendar of class meeting days, readings, major assignments, and planned topics provides a general chronological framework for the course. Depending upon the needs and progress of the class, the calendar et al. are subject to change. Please note that the information provided below is not exhaustive. Additional readings, in-class assignments, and homework will be required for the course.

NOTE: Readings in Gronlund are given for the 7<sup>th</sup> edition. Readings for the 8<sup>th</sup> edition are listed in parentheses ( ).

#### *Instructional Leadership: Principles of Classroom-Based Assessment*

<u>Day 1: August 25</u> Introduction to and Overview of the Course	<i>Gronlund Ch. 1 (1)</i>
<u>Day 2: September 1</u> Types of Assessments Validity and Reliability Launch Critique of Test Assignment	<i>Gronlund Ch. 2 &amp; 12 (2 &amp; 13)</i>
<u>Day 3: September 8</u> Intended Learning Outcomes Table of Specifications (Test Blueprint)	<i>Gronlund Ch. 3 (4 &amp; 5)</i>
<u>Day 4: September 15</u> Select-Response Assessment Items	<i>Gronlund Ch. 4 &amp; 5 (6 &amp; 7)</i>
<u>Day 5: September 22</u> Supply Response Assessment Items	<i>Gronlund Ch. 6, 7, &amp; 8 (8 &amp; 9)</i>
<u>Day 6: September 29</u> Test Construction wrap-up Grading	<i>Gronlund Ch. 10 (11)</i>
<u>Day 7: October 6</u> <b>Critique of Test Due</b> Assessment <i>for</i> Learning Review for mid-term exam	
<u>Day 8: October 13</u> <b>Mid-Term Exam</b>	

### ***Leading Through Inquiry: Principles of Program Evaluation***

Day 9: October 20

*Sanders Ch. 1 & Resource C*

Overview of Program Evaluation  
Launch Program Evaluation Plan Assignment

Day 10: October 27

*Sanders Ch. 2 & Case Study (Parts 1-6)*

Focusing the Evaluation  
Launch Group Analysis of SOL Data

Day 11: November 3

*Sanders Ch. 3*

Collecting Information

Day 12: November 10

*Sanders Ch. 4 & Gronlund Ch. 11(12)*

Organizing and Analyzing Information  
Interpreting Standardized Assessment Data

Day 13: November 17

*Sanders Ch. 5 & 6*

Administering the Evaluation Plan  
Reporting Information

Day 14: December 1

**Group Presentations: Analysis of SOL Data**

Day 15: December 8

**Program Evaluation Plan Due**

Assessment and Evaluation: Closing the Loop

### **General Course Requirements**

Participation. Participation in class has three purposes: (1) Participation in class discussions and activities is the central method for constructing each student's understanding and meaning of the course content; (2) participation is essential to building and employing a collaborative, team-based approach to the course; and (3) student participation is necessary for my formative assessment of learning and on-going planning for instruction. Therefore, participation is included in the students' final grades.

Attendance. Since participation is a required component of the course, regular attendance is necessary. Students are expected to attend and participate in each class. If an absence or tardiness is necessary, please contact me as early in advance as possible. Also, arrange with a classmate and with me, if necessary, to gather missed materials and activities. Students are expected to participate in a manner consistent with the characteristics of effective instructional leaders. Multiple absences, tardies, or unconstructive participation will reduce a student's final grade.

E-mail Communication. Participation in the course outside of class meeting times includes homework assignments, work on projects, reading, and collaboration with classmates and assigned groups. Participation also includes monitoring e-mail communication from the professor and/or classmates. Your William & Mary e-mail account is your official address for the course. Please be sure to monitor it regularly.

Course Evaluation. The professional evaluation of academic programs is an essential responsibility of educational leaders at all levels; therefore, you are required to complete the on-line course evaluation at the end of the course. You will receive e-mail notification from The College of William & Mary when the site is available for you to complete the evaluation. Your honest and constructive evaluation of the course and instructor are important and appreciated.

### **Assignments**

General Notes:

- All student work is governed by the Honor Code of the College.
- Plagiarism is a violation of the Honor Code and of professional ethics.
- APA format must be used for all citations and references.
- APA style conventions should be used for all written projects; however, given the non-standard nature of several of the assignments in this course, you have considerable latitude in the application of APA style (with the exception of citations/references). The aim is a professional appearance to your work, with recognizable conventions that facilitate—rather than detract from—the communication of ideas between you and your reader.

### Participation

Student participation in the course will consist of discussions, in-class activities, homework assignments, and presentations. Participation will be assessed primarily through my observation of students in class and through individual and small-group products from in-class and homework assignments. Formal feedback regarding your participation grade will not be provided, unless you specifically request it or your performance regularly falls below expectations for a graduate level class at William & Mary, in which case I will address this with you.

### Critique of Test

### **(EPPL Portfolio Assignment)**

The critique of a test is an individual project intended to assess your understanding and application of the principles of classroom-based test construction as an instructional leader. The project is designed to require you to (1) synthesize the content and skills addressed during the first half of the course, (2) employ these to analyze the elements of a teacher-made test, (3) evaluate the effectiveness of that test, and (4) apply that evaluation as an instructional leader. You will be responsible for

obtaining a teacher-made test and interviewing the teacher who constructed the test. Other specific requirements of the assignment will be provided during class.

### Mid-Term Exam on Classroom Assessment

The mid-term exam is intended to assess your understanding of the principles of classroom assessment. It will consist of select-response and supply-response items.

### Group Analysis of SOL Assessment Data

The group analysis of SOL assessment data is intended to assess your understanding of the potential uses and the potential limits of standardized test results in evaluating educational programs. Students will be organized into small work groups and will be expected to employ instructional leadership knowledge, skills, and dispositions to collaboratively collect, critically analyze, and report findings about a set of SOL data. Specific requirements of the assignment will be provided during class.

### Program Evaluation Plan

### **(EPPL Portfolio Assignment)**

The program evaluation plan is an individual project intended to assess your understanding and application of the principles of program evaluation. It is designed to require you to apply your ability to (1) synthesize the content and skills addressed during the second half of the course and (2) employ these to construct a written plan for evaluating the effectiveness of an educational program. Given the temporal limits of the course, the project does not require you to actually conduct your proposed program evaluation. Other specific requirements of the assignment will be provided during class.

### **Assignments and Evaluation**

Participation (includes class-based activities, homework, and presentations)	20%
Critique of a Test	20%
Mid-Term Exam on Classroom Assessment	20%
Group Analysis of SOL Assessment Data	20%
Program Evaluation Plan	20%
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FINAL GRADE	100%

### Course Texts

Gronlund, N. E. (2003). *Assessment of student achievement* (7<sup>th</sup> ed.). Boston: Allyn & Bacon.

Sanders, J. R. (2000). *Evaluating school programs* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.

### For Reference Only

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

### Virginia Department of Education Standards of Learning On-Line Resources

Virginia Department of Education. (n.d.). Standards of Learning: Instruction, Training, and Assessment Resources. Retrieved from <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

Virginia Department of Education. (n.d.). Standards of Learning for All Subject and Grade Levels. Retrieved from <http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

Virginia Department of Education. (n.d.). Standards of Learning Test Blueprints. Retrieved from <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

Virginia Department of Education. (n.d.). Statewide Passing Rates, Spring 2002 Standards of Learning. Retrieved from <http://www.pen.k12.va.us/VDOE/Assessment/2002SOLpassrates.html>