**Program Evaluation in Curriculum and Instruction**

**EDG 6285 Program Evaluation**

**Course Description:** This course provides an overview of theoretical and practical methodologies relevant to effective program evaluation and assessment of school curriculum and instruction at the national, state, and local levels. It is designed for graduate students who have assumed or will assume professional responsibilities as teachers, curriculum developers, or school leaders in institutions associated with prek-12 education.

**Course Objectives:**

**Student will:**

1. Develop working definitions that compare, contrast and relate program evaluation, student evaluation and teacher evaluation in curriculum and instruction. (EAP 2,4,8)
2. Consider differences between purposes for assessment and evaluation as they relate to student learning and the broader context of program outcomes. (EAP 2,4,8)
3. Demonstrate a working knowledge of the vocabulary associated with effective program evaluation in school contexts. (EAP 2,4,8)
4. Identify historical, theoretical, and practical principles (big ideas) that create a basic structure for the development of guidelines for building evaluation models. (EAP 3-4, 7,11)
5. Survey current educational literature and research that articulates models of program evaluation, especially in the area of curriculum reform, at the national, state, and local levels. (EAP 1-5, 7-9, 12)
6. Demonstrate the capacity to plan, implement and assess an original program evaluation that directly relates to teaching and learning. (EAP 1, 9, 10)
7. Analyze the use and design of educational technology and its impact on the process of curriculum program evaluation. (EAP 2,4,8,10, 12)
8. Conduct a needs assessment in a practical school or instructional site in order to understand origins and goal setting for program improvement. (EAP 1, 9, 10)

**Standard: Oral and Written Communication**

Students are expected to demonstrate the capacity to appropriately design and plan an original program evaluation that directly relates to teaching and learning. Students are also expected to demonstrate the capacity to effectively communicate his or her original program evaluation design to the audience.

**Assessment: Program Evaluation Design**

*The students will practice in planning and outlining an evaluation for an educational program.*

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| **DOE Standards** | **Selected Indicator** | **Assessment** | **Excellent**  **(Exceeds Expectations)** | **Good**  **(Meets Expectations)** | **Poor**  **(Does Not Meet Expectations)** |
| **Written Communication** | Students are able to design and plan an original program evaluation that directly relates to teaching and learning. | The Written Program Evaluation Design | All the six relevant criteria specified for this assignment are addressed appropriately, comprehensively, and effectively. | All the six relevant criteria specified for this assignment are addressed, however, one or two of the criteria are not adequately addressed. | Not all the six relevant criteria specified for this assignment are addressed or more than three of the criteria are not appropriately addressed . |
| **Oral Communication** | Students are able to clearly communicate his or her original program evaluation design to the audience. | The Oral Presentation of the Program Evaluation Design | All the six relevant criteria specified for this assignment are presented clearly to the audience using various oral communication skills. | All the six relevant criteria specified for this assignment are presented , however, one or two of the criteria are not communicated clearly to the audience. | Not all the six relevant criteria specified for this assignment are presented or more than three of the criteria are not communicated clearly or appropriately to the audience. |