



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

EDEC 6533-221: Program Evaluation

Course Description:

This course provides an in-depth exploration of the multiple purposes and types of assessment in early childhood and elementary education including classroom assessment, standardized child/student assessment, program evaluation, and accountability assessment. It also focuses on the various forms of assessment, evaluation of assessment techniques and practices, and examination of current trends and practices. A special focus will be placed on program evaluation and accountability assessments and approaches. Attention will also be devoted to use of data to inform instruction and improve programs.

Class Dates, Location and Hours:

Dates: January 28 – February 2, 2020
Location: Building 2775, Rooms 10 and 11. Kapaun Air Station on Vogelweh Air Base.
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: December 30, 2019

Site Director:

Email: apramstein@ou.edu. Phone: DSN 480-6807, Civilian 06371-47-6807.

Professor Contact Information:

Course Professor: Diane M. Horm, Ph.D.
Mailing Address: OU-Tulsa
4502 East 41st Street
Tulsa, OK 74135
Telephone Number: 918 660-3985
Email Address: dhorm@ou.edu
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Snow, C. E., & Van Hemel, S. B. (Eds.). (2008). *Early childhood assessment: Why, what, and how*. Washington, DC: The National Academies Press. ISBN 9780309314428. This text is also available in electronic format online (ISBN 9780309124669) for free at: http://www.nap.edu/openbook.php?record_id=12446&page=R1

2. Patton, M. Q. (2012). *Essentials of utilization-focused evaluation*. Los Angeles, CA: Sage. ISBN 9781412977418.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Strongly Suggested:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805615.

Course Objectives:

Through this course students will:

- Explore the multiple purposes and types of assessment in early childhood and elementary education including classroom assessment, standardized child/student assessment, program evaluation, and accountability assessment.
- Develop understanding of how to critically evaluate assessment tools, techniques, and practices.
- Understand current trends and practices in assessment and program evaluation in education.
- Understand and apply the basics of program evaluation.
- Deepen their understanding of use of data to inform instruction and improve programs.

Assignments, Grading and Due Dates:

Prior to In-Person Class Meetings:

Day and Date	Reading Assignments	Assignments Due
Monday, Dec. 30, 2019	NA	Pre-course assignments begin today
Week #1: Dec. 30-Jan. 6	NA	Order/download texts. Submit the “Introduction” essay for the program if you have not done so already <u>and</u> email to dhorm@ou.edu by Jan. 6 .
Week #2: Jan. 6-13	Start to review and read the texts and other posted materials	Write a 4-5 page paper (double-spaced, 12-point font, 1-inch margins) detailing your “Assessment and Program Evaluation: Perceptions and Experiences” that answers these questions: <ol style="list-style-type: none"> 1. What do the words “assessment” and “program evaluation” mean to you? What reactions do you have when you hear these words? 2. What is your personal and professional experience with assessment and program evaluation? 3. In the future, what role will you play with assessment and program evaluation? Due Jan. 13. Email to dhorm@ou.edu .

Day and Date	Reading Assignments	Assignments Due
Week #3: Jan. 13-20	Read and review texts and other posted materials	Locate a position statement or policy articulated by your professional organization about assessment or program evaluation. For example, Division for Early Childhood (2007). <i>Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation</i> . Missoula, MT: Author: https://www.naeyc.org/files/naeyc/file/positions/PrmtgPositiveOutcomes.pdf Bring a hard copy of your professional organization's statement or policy to class on Jan. 28 and be prepared to present it and discuss with your classmates. Presentation should include PowerPoint slides or similar visuals.
Week #4: Jan. 20-27	Read and review texts and other posted materials	NA

In-Class Sessions – Week #5

Day and Date	Topic	Reading Assignments	Assignments Due
Tuesday, Jan. 28, 2020 Class meets 6:00 to 9:30	<ul style="list-style-type: none"> Welcome and Introductions; Discussion of assignments and topics; APA Style; Purposes and Functions of Assessment 	Review APA Manual Chapters 1 & 2 of Snow Text	Deliver a brief presentation (10 minutes) about the policy or position statement you located from your professional organization on assessment and/or program evaluation.
Wed., Jan. 29, 2020 Class meets 6:00 to 9:30	<ul style="list-style-type: none"> Types of Assessment; How to Evaluate Assessments; Ethics and Professional Standards 	Chapter 7 of Snow Text	Write a paragraph about a topic related to assessment or program evaluation that you plan to develop a 30-minute presentation on to be delivered on Feb. 2.
Thursday, Jan. 30, 2020 Class meets 6:00 to 9:30	Standardized and Non-standardized Assessments	Chapters 4, 5, 8, & 9 of Snow Text	Review a standardized assessment following template available on Canvas; be sure to include technical information obtained from Buros' Mental Measurements Yearbook or similar resource. Be prepared to turn-in written review and present review to classroom peers (15-minute presentation including Powerpoint or similar presentation tools).
Friday, Jan. 31, 2020 Class meets 6:00 to 9:30	Classroom and Observational Assessments	Chapter 6 of Snow Text; Readings TBA	NA

Day and Date	Topic	Reading Assignments	Assignments Due
Saturday, Feb. 1 Class meets 8:30 to 4:30	Program Evaluation and Accountability Assessments	Chapters 3, 10, & 11 of Snow Text; Introduction and Steps 1-17, and Summary/Conclusions of Patton Text	Brief paper (5 pages; double-spaced, 12-point font, 1-inch margins) on issues, strengths, and limitations of accountability assessments
Sunday, Feb. 2 Class meets 8:30 to 4:30	Program evaluation as a process Using Assessment/Data to Inform Program Improvement	All Chapters of Snow and Steps of Patton Texts	Student Presentations / each student will deliver a 30-minute presentation on a topic of their choice related to assessment and/or program evaluation that they have negotiated with the instructor.

Post In-Person Class Meetings

Date	Assignment
Week #6: Feb. 3-10	Work on take-home, open-book final exam
Week #7: Feb. 10-17	Work on take-home, open-book final exam
Week #8: Feb. 17-22	Typed final exam due on Feb. 22, 2020 ; email to dhorm@ou.edu

Grading:

This is a letter-graded course: A, B, C, D, or F. The following percentage grading scale will be used: A=90-100%; B=80-89%; C=70-79%; D =60-69%; F=59% or less.

Assignment	Points Earned	Due Date
Introduction Essay	3 points	Jan. 6
4-5 page "Assessment and Program Evaluation: Perceptions and Experiences" paper	5 points	Jan. 13
Verbal presentation (with Powerpoint or similar format) of professional association's position statement or policy on assessment and/or program evaluation	5 points	Jan. 28
Written paragraph on topic planned for 30-minute presentation on Feb. 2	2 points	Jan. 29
Review of standardized assessment with critical technical review (following template)	10 points	Jan. 30
Accountability paper	10 points	Feb. 1
Student presentations Must be at least 30-minutes in length and be accompanied by a written outline that is distributed to instructor and classmates.	25 points	Feb. 2
Final Comprehensive Exam This will be a take-home, open-book written exam	40 points	Feb. 22

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Diane M. Horm, Ph.D.

Education:

- Ph.D., Virginia Tech, 1985, Child Development / Early Childhood Ed.
- Ed.S., Radford University, 1983, School Psychology
- M.S., Virginia Tech, 1981, Psychology (Experimental/Developmental)
- B.S., Slippery Rock State, 1978, Psychology

Academic and Professional Employment History:

- Jan. 2010 - present Endowed Chair and Director of the Early Childhood Education Institute (ECEI), University of Oklahoma - Tulsa
- Aug. 2006 – Dec. 2009 Endowed Professor and Founding Director of the ECEI, University of Oklahoma - Tulsa
- Aug. 2002 – June 2006 Associate Dean, University of Rhode Island (URI), College of Human Science & Services
- July 1987 – June 2006 Professor (1998-2006); Associate Prof (1993-98); Assistant Prof (1987-93), URI Dept. of Human Dev. & Family Studies Early Childhood Education Program Leader
- Sept. 1992 – June 2006 Director, URI Child, Development Centers, URI Dept. of Human Dev. & Family Studies

Frequently Taught Advanced Programs Courses:

EDEC 6533 Program Evaluation and Assessment

Major Areas of Teaching and Research Interest:

Through the ECEI, Horm is currently leading several applied research initiatives in early childhood education including program evaluation research in collaboration with Tulsa's Educare programs and a large, multi-year study will colleagues from Georgetown and McGill Universities to investigate children's development from Pre-K through Grade 4.

Representative Publications (Since 2010):

- Soliday Hong, S., Yazejian, N., Guss, S., Stein, A., Connors, M., Horm, D., Kainz, K., & the Educare Learning Network (ELN) Investigative Team. (2019, in press). Broadening the definition of collaboration: Review of the literature and examples from the Educare Learning Network. *Early Education & Development*.
- Walker, D., Sepulveda, S.J., Hoff, E., Rowe, M.L., Schwartz, I.S., Dale, P.S., Peterson, C., Diamond, K.E., Goldin-Meadow, S., Levine, S.C., Wasik, B.H., Horm, D.M., & Bigelow, K.M. (2019). Language intervention research in early childhood care and education: A systematic survey of the literature. *Early Childhood Research Quarterly*.
- Raikes, H., White, L., Green, S., Horm, D. M., Bingham, G., Cobo-Lewis, A., St. Clair, L., Greenfield, D., & Esteraich, J. (2019). Use of the home language in preschool classrooms and first- and second-language development among dual-language learners. *Early Childhood Research Quarterly*, 47, 145-158.
- Choi, J. Y., Castle, S. L., Burchinal, M., Horm, D. M., Guss, S., Bingham, G. (2018). Peer effects on low-income children's learning and development. *Journal of School Psychology*, 71, 1-17.
- Guss, S., Morris, A., Bosler, C., Castle, S., Hays-Grudo, J., Horm, D., & Treat, A. (2018, published online on 8/28/18). Parents' adverse childhood experiences and current relationships with their young children: the role of executive function. *Early Child Development and Care*.
- Kracht, C.L., Sisson, S.B., Kerr, K., Walker, D., Stephens, L., Seward, J., Anderson, A., Weedn, A.E., Cheney, M., Copeland, K.A., Tallbear, C., Jacob, A., Key, M., Dennison, M., Horm, D., & Salvatore, A.L. (2018). Health care provider's role in obesity prevention and healthy development of young American Indian children. *Journal of Transcultural Nursing*.

- Kracht, C.L., Sisson, S.B., Walker, D., Kerr, K., Stephens, L., Anderson, A., Seward, J., Weedn, A.E., Cheney, M., Copeland, K., Salvatore, A.L., Jacob, A., Key, A., Dennison, M., Tallbear, C., & Horm, D. (2018). Early care and education teachers' role in obesity prevention and healthy development of young American Indian children. *Journal of Transcultural Nursing, 30*, 75-85.
- Jeon, S. J., Choi, J. Y., Horm, D., & Castle, S. (2018). Early Head Start dosage: The role of parent-caregiver relationships and family engagement. *Children and Youth Care Services, 93*, 291-300.
- Choi, J., Horm, D., & Jeon, S. (2018). Descriptive study of continuity of care and children's experience of stability of care in Early Head Start. *Child and Youth Care Forum, 47*, 659-681. <https://doi.org/10.1007/s10566-018-9450-5>
- Choi, J. Y., Horm, D. M., Jeon, S., & Ryu, D. (2018). Do stability of care and teacher-child interaction quality predict child outcomes in Early Head Start? *Early Education and Development.*
- Horm, D., File, N., Bryant, D., Burchinal, M., Raikes, H., Forestieri, N., Encinger, A., & Cobo-Lewis, A. (2017). Associations between continuity of care in infant-toddler classrooms and child outcomes. *Early Childhood Research Quarterly, 42*, 105-118. doi: 10.1016/j.ecresq.2017.08.002
- Anundson, K., Sisson, S., Anderson, M., Horm, D., Soto, J., Hoffman, L. (In press). Staff food-related behaviors and children's tastes of food groups during lunch at childcare in Oklahoma. *Journal of the Academy of Nutrition and Dietetics.*
- Yazejian, N., Bryant, D., Hans, S., Horm, D., St. Clair, L., File, N., & Burchinal, M. (2017). Child and parenting outcomes after one year of Educare. *Child Development, 88*, 1671-1688. doi: 10.1111/cdev.12688
- Norris, D.J., & Horm, D.M. (2016). Introduction to the Special Issue on Group Care for Infants, Toddlers, and Twos. *Early Education and Development, 27*, 145-148.
- Choi, J. Y., Castle, S., Williamson, A. C., Young, E., Worley, L., Long, M., & Horm, D. M. (2016). Teacher-child interactions and the development of executive function in preschool-age children attending Head Start. *Early Education and Development, 27*, 1-19.
- Sisson, S., Li, J., Stoner, J.A., Lora, K.R., Campbell, J.E., Arnold, S.H., DeGrace, B., Horm, D., Stephens, L. (2016). Obesogenic environments in tribally-affiliated child care centers and corresponding obesity rates in preschool children. *Preventive Medicine Reports, 3*, 151-158.
- Krampe, M., Sisson, S., Smith, C.L., Rasbold, A.H., Horm, D., Campbell, J.E., Lora, K.R., & Knehans, A. (2016). Dietary intake in childcare centers. *Jacobs Journal of Epidemiology and Preventive Medicine, 2*(3), 1-9.
- Sisson, S., Stoner, J.A., Li, J., Stephens, L., Campbell, J.E., Lora, K.R., Arnold, S.H., Horm, D., & DeGrace, B. (2016). Tribally-affiliated childcare center environment and obesogenic Behaviors in young children. *Journal of the Academy of Nutrition and Dietetics*. Published online December 4, 2016; print pending.
- Goble, C.B., Horm, D., Atanasov, A.M., Williamson, A., & Choi, J. (2015). Knowledge and beliefs of early childhood education students at different levels of professional preparation. *Journal of Early Childhood Teacher Education, 36*, 211-231.
- Horm, D.M., & Garn, G. (2014). Intersection of early childhood education research and state policy: What do we know? What do we need to know? What are the implications for research partnerships? *Oklahoma Association of Teacher Educators Journal, 17*, 12-19.
- Alley-Melchior, K., Guss, S.S., & Horm, D.M. (2014). Common themes impacting quality of early care and education environments for toddlers. *Zero to Three, 34*(3), 21-27.
- Guss, S. S., Horm, D M., Lang, E., Krehbiel, S., Petty, J., Austin, K., Bergren, C., Brown, A., Holloway, S. (2013, July). Using classroom quality assessments to inform teacher decisions. *Young Children, 68* (3), 16-20.
- Horm, D.M., Hyson, M., & Winton, P.J. (2013). Research on early childhood teacher education: Evidence from three domains and recommendations for moving forward. *Journal of Early Childhood Teacher Education, 34*(1), 95-112.
- Norris, D. J., & Horm, D. M. (2013). Introduction to the Special Issue on the Use of Data to Inform Early Childhood Practice and Policy, *Early Education & Development, 24*(1), 1-3.

- Guss, S. S., Norris, D. J., Horm, D. M., Monroe, L. A., Wolfe, V. (2013). Lessons learned about data utilization from classroom observations. *Early Education & Development*, 24, 4-18.
- Monroe, L., & Horm, D. (2012). Using a logic model to evaluate undergraduate instruction in a laboratory preschool. *Early Education & Development*, 23(2), 227-241.
- McBride, B.A., Groves, M., Barbour, N., Horm, D., Stremmel, A., Lash, M., Bersani, C., Ratekin, C., Moran, J., Elicker, J., & Toussaint, S. (2012). Child development laboratory schools as generators of knowledge in early childhood education: Models and approaches. *Early Education & Development*, 23(2), 153-164.
- Goble, C., & Horm, D. (2010). Taking charge of your own personal and professional development. *Young Children*, 65(6), 86-91.

Representative Honors and Awards Received

- Awarded a *David L. Boren Professorship* at the annual “A Tribute to Faculty” on April 10, 2018. This university-wide award is “one of the University’s highest honors, recognizing faculty who have made truly exceptional contributions to the mission of a public research university.”
- Selected as *Visiting Scholar*, Macquarie University, Australia, Sept. 26-Oct. 6, 2017
- Awarded the *Board of Regents’ Award for Superior Research and Creative Activity*, OU, April 2015; one of two Regents’ Awards for Research given at OU in 2015
- Appointed *Visiting Professorial Fellow*, University of Wollongong, Australia, 2014-2017
- Taylor & Francis *Distinguished Article of the Year for 2013 Journal of Early Childhood Teacher Education (JECTE)* publication: Horm, D.M., Hyson, M., & Winton, P.J. (2013). Research on Early Childhood Teacher Education: Evidence from Three Domains and Recommendations for Moving Forward. *JECTE*, 34(1), 95-112.
- Awarded the JR College of Education’s *Research Award*, OU, April 2013
- Awarded the JR College of Education’s *Leadership/Citizenship Award*, OU, April 2011
- Awarded the *President’s Leadership Award for Distinguished Service*, OU-Tulsa, 2010
- Awarded a *Zero-to-Three Harris Mid-Career Fellowship*, 2007-2009; nationally competitive selection of experienced professionals to support work related to infants/toddlers and families
- Sponsored to participate in the 2004 *Summer Institute for Women in Higher Education Administration*; sponsored by Higher Education Resources Services and Bryn Mawr College, offers women administrators and faculty intensive training in education administration.
- Received an *Outstanding Outreach Award*, University of Rhode Island, May 2002
- Selected to receive and accepted an Office of Educational Research and Improvement (OERI) *Visiting Scholar Fellowship* sponsored by the U.S. Department of Education and administered by the National Research Council; completed an 11 month fellowship at the National Institute on Early Childhood Development and Education, 1998-99

Major Professional Affiliations

- American Educational Research Association
- National Association of Early Childhood Teacher Educators
- National Association for the Education of Young Children
- Network of Infants & Toddler Researchers
- Society for Research in Child Development
- Society for Research on Educational Effectiveness