
CSUN[®] MICHAEL D. EISNER

COLLEGE OF EDUCATION

Department of Educational Psychology and Counseling

Course Syllabus

EPC 684: Program Evaluation and Assessment

Wednesday & Thursday: 4:00-6:45pm & 7:00-9:45pm – Fall; ED 2119

Instructor:

Phone:

Email:

Office:

Office Hours:

Course Description

Basic principles and methods of educational program evaluation and measurement within the pre-K-12 schools. Includes evaluation models, current assessments used in schools and current research in program evaluation. Addresses issues in measurement and evaluation, including bias in testing, test-based tracking, and alignment of standards and assessments.

Units: 3

Prerequisite: EPC 602

The Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.

- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Instructional Philosophy

The counseling programs at CSUN are designed based on learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from the following sources:

1. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling.
2. The Student Learning Objectives developed by the departmental faculty.
3. Standards for the Reading, Literacy and Leadership Specialist Credential

How this course meets all of these requirements is outlined below.

CTC Standards Covered in this Class

Reading, Literacy, and Leadership Specialist Credential Standards

RLLSC Standard		
2.1	Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.	I, P, A
3.1	Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks.	P, A
7.2	Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.	I, P, A
7.4	Candidates demonstrate the ability to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.	I, P, A
7.5	Candidates understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks	I, P, A
7.7	Candidates demonstrate the ability to critically analyze seminal, developing and cutting-edge research findings in the literature related to literacy education.	P
7.8	Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.	P
8.9	Candidates demonstrate advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population.	I, P, A

School Counseling Performance Expectations

SCPE 9	RESEARCH, PROGRAM EVALUATION, AND TECHNOLOGY	
9.2	Knowledgeable about basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single-subject designs	I, P, A
9.3	Ability to differentiate between and ability to interpret valid and reliable results	P, A
9.4	Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes.	P, A

CACREP Standards Covered in this Class

The School Counseling program at CSUN is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This accreditation provides numerous benefits to students, such as having their degree readily recognized by other states for licensure, eligibility to take the national counselor examination upon graduation, and a high quality curriculum that is regularly revised by external experts.

The Core CACREP standards covered in this class include (in full or partially):

	SECTION 2: PROFESSIONAL COUNSELING IDENTITY	
5. Counseling and Helping Relationships	d.	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
7. Assessment & Testing	a.	historical perspectives concerning the nature and meaning of assessment and testing in counseling
	f.	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
	m.	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
8. Research and Program Evaluation	e.	evaluation of counseling interventions and programs
	g.	designs used in research and program evaluation
	h.	statistical methods used in conducting research and program evaluation
	j.	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

The School Counseling Specialty standards covered in this class include (in full or partially):

Foundations	1e.	Assessments specific to P-12 education
Practice	3b.	Design and evaluation of school counseling programs
	3n.	Use of accountability data to inform decision making
	3o.	Use of data to advocate for programs and students

Specific Course Learning Objectives

The learning activities in this course will enable students successfully completing the class to do the following:

1. Students will understand and acquire knowledge about formative and summative program evaluation models. Measured via oral presentation of evaluation proposal.
2. Students will understand and acquire knowledge about needs assessment and develop a needs assessment of an existing educational program at their internship site. Measured via group presentation and survey development assignment.

3. Students will understand and acquire knowledge of how to integrate data gathering and analysis methodology into program evaluation. Measured via oral presentation assignment.
4. Students will have limited experience in designing program evaluations for existing educational programs in K-12 public schools. Measured via the data manipulation exercise.
5. Students will understand and acquire knowledge about the characteristics, uses, and interpretation of assessments used in K-12 schools such as standardized academic achievement tests and performance-based assessments. Measured via group presentation, program evaluation assignment.
6. Students will understand and acquire knowledge about current assessment and evaluation issues such as cultural, linguistic, gender, and disability bias and assessment in current K-12 program evaluation at district, state, and federal levels. Measured via oral presentation, survey development assignment.
7. Students will understand and acquire knowledge of how to report evaluation data (in writing and orally) to different audiences and for different purposes. Measured via oral presentation of evaluation proposal assignment, and program evaluation proposal assignment.
8. Students will have limited practice in reporting evaluation data in person and/or in writing to a specific audience at their school site. Measured via oral presentation of evaluation proposal.
9. Students will have limited practice in data processing and analysis for decision-making. Measured via data manipulation and survey evaluation assignment.
10. Students will understand and acquire knowledge about the laws and ethics applying to educational program evaluation and assessment. Knowledge gained via lecture, course reading, and class participation.
11. Students will understand and acquire basic skills in using software for data processing and analysis such as Statistical Package for the Social Sciences (SPSS). Measured via data manipulation assignment.
12. Students will understand historical perspectives concerning the nature and meaning of assessment. Knowledge gained via lecture, course reading, and class participation.
13. Students will understand basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environment assessment, performance, assessment, individual and group tests and inventory methods, behavioral observations, and computer-managed and computer-assisted methods. Measured via survey development assignment and program evaluation proposal.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your

readings. If you miss more than 2 full classes, you may be asked to repeat the course at another time.

Due Dates and Times

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. Assignments are due on the identified date at the beginning of class (4pm) and must be submitted in hardcopy format. There will be no rewrites of assignments; therefore, it is highly recommended that you submit your best work at time of assignment submission.

Email Contact

In addition to office hours, I am available by email for course related matters. Emails received by 5pm Monday through Friday will receive a response within 48 hours. Emails received after 5pm on Friday will receive a response the following Monday.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form. *See useful links on the following page.*

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with their religious holidays.

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 1. *Note:* It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. Should you **appear** to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade. The professor will not check with you re: your attentiveness or lack

thereof during class, the onus is on the student to ensure they are actively engaged and participating regularly.

- Please – No texting, use of Twitter, Skype, Instagram, SnapChat, etc. or emailing during class. It is very distracting to others.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments well in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.

Students who have difficulty in one or more of these areas may have their participation grade lowered, and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, please notify the professor within the first two weeks of class and contact the university's office for students with disabilities (Disability Resources and Educational Services, 818/677-2684). Only this office can recommend and arrange for accommodations, and no accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 6th edition*. Additionally, students must submit original work. Any papers or assigned writing must be original work, and should not include large chunks or pages taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment, and your participation and professionalism grade will be lowered by up to 10 points. Any student caught cheating will be referred to the department Student Affairs Committee.

Useful Links

CSUN's Computer Support

[CSUN Helpdesk](#)

Request for Incomplete Grade (link does not work in Safari- Use Firefox, Google, or other web browser)

http://www.csun.edu/sites/default/files/request_incomplete.pdf

Disabilities Resources and Educational Services

[DRES](#)

The Pride Center

[CSUN Pride Center](#)

Writing Center

[Learning Resource Center](#)

CSUN Student Conduct Policies

[Student Conduct Policies](#)

Research and Library Assistance

[Research and Library Assistance](#)

Required Readings:

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). *Program evaluation: Alternative approaches and practical guidelines*. New York: Allyn & Bacon.

Required Papers/Proposals:

Goldschmidt, Pete (2004) Evaluation of the Beginning Literacy Program in Alaska, IES Proposal.

Goldschmidt, P. and J.F. Martinez-Fernandez (2007). The Relationship Among Measures as Empirical Evidence of Validity: Incorporating Multiple Indicators of Achievement and School Context, *Educational Assessment*, 12(3-4), 239-266.

Messick, S. (1995). Validity of Psychological Assessment: Validity of inferences from persons' responses and performances as scientific inquiry into score meaning, *American Psychologist*, 50(9), 741-749.

Herman, J. L., Heritage, M., & Goldschmidt, P. (2011). Developing and selecting assessments of student growth for use in teacher evaluation systems (extended version). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Recommended texts:

Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn & Bacon.

Morgan, G. A., Lech, N. L., Gloeckner, G. W., & Barrett, K. C. (2004). *SPSS for introductory statistics: Use and interpretation* (2nd ed.). Mahwah, NJ: LEA Press.

Course Assignments:

ASSIGNMENTS (Methods of Student Evaluation)

1. **Group presentation:** Student will work in groups to formally present one **(literacy) Evaluation model**. The presentation requires the use of power point and must present two examples of that evaluation model applied to an evaluation. **(CACREP Core Std. 8e, 8g, 8j; Specialty Std. 1e) SCPE 9.2, 9.3, 9.4 / SCPE 9.2, 9.3, 9.4/RLLSC 7.2**
 2. Student will work in groups to develop a **survey**. Students will develop survey items related to specific constructs developed by the class **(i.e., relationships between survey items and state frameworks, proficiency standards and benchmarks)**. Each student is responsible for administering the survey. **(CACREP Core Std. 7f, 7m; Specialty Std. 3n) SCPE 9.2, 9.2, 9.2/RLLSC 3.1, 7.2, 7.4, 7.5**
 3. **Data manipulation (SPSS) and literacy survey evaluation.** Students will input collected survey information using SPSS and will evaluate the survey's functioning- **evaluating both reliability and issues related to validity** (we will also examine interpretation issues - validity); **survey should help contribute to developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving literacy instruction.** **(CACREP Core Std. 1d, 8g, 8h) SCPE 9.3, 9.3, 9.4, 9.4/RLLSC 3.1, 7.4, 7.7**
 4. Student will write a **literacy program evaluation proposal**. The proposal must be in APA format and is limited to maximum 10 pages (excluding references and appendixes. The proposal must include the following elements:
 - Overview, scope and purpose (evaluation is for who of what and why).
 - Theory of Action (requires literature review)
 - Program description (including how program relates to theory of action).
 - Evaluation plan (evaluation methodology, how to implement, and outcomes)
 - Implications of **potential findings for your local school/district and community population.** **(CACREP Core Std. 7a, 7m, 8e, 8j; Specialty Std. 3b) RLLSC 2.1, 8.9**
 5. **Oral presentation of evaluation proposal:** Student will present their evaluation proposal. The presentation should take approximately 10 - 15 minutes with about 5 minutes of discussion. The presentation should highlight each of the sections described above. **(CACREP Specialty Std. 3o) RLLSC 2.1, 8.9**
 6. **Participation/Attendance:** All students are required to participate in class discussions. This involves completing all assigned readings and being prepared to give an oral report on at least one of the reading assignments for each class. Students will be randomly chosen to discuss reading assignments.
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GRADING:

Assignment

Points

Evaluation model presentation	20
Survey development	20
Program evaluation proposal	40
Oral presentation of proposal	10
Attendance and class participation	10

Instructional Format

This graduate course will include readings, lecture, case application, group projects, and observation.

Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by students' completion of above referenced assignments and participation requirements, as well as on professionalism.

*Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to ACA & ASCA Code of Ethics, department and university student Codes of Conduct, etc.).

Grading System

A 100 point grading scale will be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course.

Points	Grade	Description
97+	A+	<i>Reserved for exceptional work</i> ; original thought; thorough development of topic; free of technical and stylistic errors; well organized discussion. <i>Note this grade can be given only for assignments; the highest possible grade for the course is A.</i>
93-96	A	Excellent handling of subject; insightful discussion of topic; well developed ideas; few technical or stylistic errors; well-organized discussion.
90-92	A-	Skillful discussion; well developed ideas; few technical or stylistic errors.
88-89	B+	Skillfully addresses content; strong development of topic; some technical, stylistic, and/or organizational problems.
82-87	B	Competently covers content; topic sufficiently developed; some technical, stylistic, and/or organizational problems.
80-81	B-	Covers content with few errors; topic adequately developed; some technical, stylistic, and/or organizational problems.

78-79	C+	Some errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper; topic under developed.
72-77	C	Several errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper.
70-71	C-	Numerous errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper.
60-69	D	Serious difficulties with content and form.
Below 60	F	Significant difficulty with content and form; paper/answer not responsive to assigned project. Unacceptable graduate-level work.

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

EPC 684 PLANNED COURSE SESSIONS

<i>Session</i>	<i>Topics, Tasks and Assignments</i>
1: 1/22	Overview of course What do we mean by evaluation, research, and measurement? How do research methods fit into evaluation? Models of Evaluation Fitzpatrick et al. (2004). Program Evaluation: Ch. 1: Evaluation's Basic Purpose Ch. 2: Origins and Current trends in Modern Evaluation Ch. 3: Alternative views of Evaluation Why do we care?: evaluating, selecting, and supporting literacy programs based on the needs of the local school/district and community population(s) RLLSC 2.1, 7.7, 7.8, 8.9
2: 1/29	SPSS Workshop I Fitzpatrick et al. (2004). Program Evaluation: Ch. 4: Objectives-Oriented Evaluation Ch. 5: Management Oriented Evaluation Approaches Evaluating the technical adequacy of assessments in developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving literacy instruction. RLLSC 3.1, 7.4, 7.7
3: 2/5	The big Picture - The need for evaluation, purpose and approaches Fitzpatrick et al. (2004). Program Evaluation: Ch. 6: Consumer Oriented Evaluation Approaches Ch. 7: Expertise Oriented Evaluation Approaches Candidates understand large-scale assessment design, and relationships between those assessments and state frameworks, proficiency standards, and benchmarks RLLSC 7.5, 7.7, 7.8
4: 2/12	Needs Assessment Ch. 8: Participant-Oriented Evaluation Approaches Ch. 9: Alternative Evaluation Approaches: A summary and comparative analysis Researching elements of an effective culture of literacy (reading, writing, listening, and speaking) across a variety of contexts: narrative, expository and other texts. RLLSC 2.1, 7.7, 7.8, 8.9
5: 2/19	Theory of Action and Evaluation Design Review: measures of central tendency, distributions, probability, etc. Evaluating literacy programs for program strengths, weaknesses, and effects on target student populations. RLLSC 2.1, 7.2, 7.4, 7.5, 8.9

6: 2/26

Power Point preparation
 Ch. 16: Reporting and Using Evaluation Information
 Using literacy program evaluation to implement changes in literacy instruction practices at the classroom, school, or district levels.
 Using evaluation(s) for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.
 Read _____ proposal
RLLSC 2.1, 7.2, 7.4, 7.5, 8.9

7: 3/5

Power Point presentations:
 Objective- oriented Design
 Management Oriented Evaluation Approaches Consumer
 Oriented Evaluation Approaches
 Using the research in effective cultures of literacy (reading, writing, listening, and speaking) across a variety of contexts: narrative, expository and other texts
 Demonstrating professional knowledge about how to evaluate, select, and support implementation of programs based on the needs of your local school/district and community population(s).
RLLSC 2.1, 7.2, 7.4, 7.5, 8.9

8: 3/12

Power Point presentation preparation
 Expertise Oriented Evaluation Approaches
 Participant-Oriented Evaluation Approaches
 Summary of Evaluation models
 Critically analyzing seminal, developing and cutting-edge research findings in the literature related to literacy education.
 Read Messick article
RLLSC 7.5, 7.7, 7.8

9: 3/19

Measurement, instrumentation and Survey Design
RLLSC 7.4

EPC 684 COURSE SESSIONS (continued)

<i>Session</i>	
10: 3/26	Measurement Issues: Reliability Validity Read Goldschmidt article Fitzpatrick et al. (2004). Program Evaluation: Ch. 12: Identifying and Selecting the Evaluation Questions and Criteria Review and analyze current, confirmed, reliable, and replicable quantitative and qualitative research pertaining to language and literacy instruction RLLSC 3.1, 7.4
11: 4/2	Assessment metrics and meaning: relationship between literacy assessments and state frameworks, proficiency standards and benchmarks Ch. 15: Collecting Evaluation Information: Data Sources RLLSC 7.5, 7.7, 7.8, 8.9
12: 4/9	SPRING BREAK
13: 4/16	SPSS session II Analyzing survey (as Instrument) data Fitzpatrick et al. (2004). Program Evaluation: Ch. 14: Collecting Evaluation Information Design, Sampling, and Cost Choices RLLSC 3.1, 7.4, 7.7
14: 4/23	Cost Benefit Analysis Fitzpatrick et al. (2004). Program Evaluation: Ch. 17: Dealing with political, ethical, legal, and interpersonal aspects of evaluation Ch. 18: Evaluating Evaluations Critically examine the research and program recommendations on literacy acquisition and instruction in literacy decision-making and leadership. RLLSC 2.1, 3.1, 7.7, 7.8, 8.9
15: 4/30	Program Evaluation Design Proposal Written Paper and Presentations RLLSC 2.1, 7.7, 7.8, 8.9
16: 5/7	Program Evaluation Design Proposal Written Paper and Presentations RLLSC 2.1, 7.7, 7.8, 8.9

Reading, Literacy, and Leadership Specialist Credential Standards

RLLSC Standard			
2.1	Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.	I	Class 4, page 12
2.1	Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.	P	Class 7, page
2.1	Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.	A	Literacy program Eval, page 9
3.1	Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks.	P	Class 10, page
3.1	Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks.	A	Data manipulation, page 9
7.2	Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.	I	Class 5, page
7.2	Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.	P	Class 6, page
7.2	Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.	A	Group presentation, page 8
7.4	Candidates demonstrate the ability to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.	I	Class 2, page 12
7.4	Candidates demonstrate the ability to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.	P	Class 6, page
7.4	Candidates demonstrate the ability to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.	A	Date manipulation, page 9
7.5	Candidates understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks	I	Class 3, page 12
7.5	Candidates understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks	P	Class 11, page
7.5	Candidates understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks	A	Survey, page 9

7.7	Candidates demonstrate the ability to critically analyze seminal, developing, and cutting-edge research findings in the literature related to literacy education.	P	Class 8, page
7.8	Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.	P	Class 14, page
8.9	Candidates demonstrate advanced professional knowledge about how to evaluate, select, and support implementation of programs based on the needs of the local school/district and community population.	I	Class 1, page 12
8.9	Candidates demonstrate advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population.	P	Class 7, page
8.9	Candidates demonstrate advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population.	A	Literacy program evaluation, page 9