EFOP 3019 - EDUCATIONAL IMPLEMENTATION AND EVALUATION FOR SOCIAL CHANGE

3 credits, Spring Term 2024-2025

INSTRUCTOR

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Office Hours: Please email me to set up an in-person or Zoom meeting

CLASS MEETINGS

January 11, February 1, March 1, and April 5; 5405 Posvar Hall

The syllabus is a required text. Please read it carefully!

Doctor of Education (EdD)

The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide EdD program is grounded in this **commitment to excellence**. The program prepares working professionals to become **leader scholar practitioners** to develop specialized knowledge in their area of concentration and apply their intellectual and practical skills to address and mitigate enduring problems affecting children, families, and communities.

Program Learning Goals

As a result of attending the EdD program at Pitt, students and graduates become leader scholar practitioners who:

1. Identify problems of practice, including questions of equity, ethics, and justice.
2. Use data to inform decisions in daily operations and improvement projects.
3. Communicate and collaborate to work with diverse communities and build partnerships.
4. Lead change that improves practice.
5. Are committed to using improvement science to address problems of practice.

COURSE DESCRIPTION

Pursuit of organizational improvement, systemic transformation, and ultimately social change often begins with systematic approaches to planned change and the leadership actions necessary to support successful implementation and scaling. Thoughtful program evaluation supports implementation and systemic change. Understanding evaluation frameworks (formative, developmental, and summative evaluation) and corresponding methodological approaches will enable students to successfully identify and collaborate with program evaluators.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:
1. Explain the differences and purposes between policies and programs
2. Describe and critique program development and implementation processes
3. Name and describe major paradigms of evaluation and research in education and the social sciences
4. Use logic models to describe a program's theory of change
5. Describe and select appropriate evaluation designs, methodologies, and methods for a variety of program types
6. Develop a survey with scaled and open-ended items
7. Develop an interview and focus group protocol
8. Analyze survey, interview, and administrative data and represent findings in narrative, table, and chart forms
9. Write an evaluation plan

COURSE FORMAT AND PROCEDURES

This is a hybrid course with four in-person class meetings (each month) and asynchronous weekly readings, activities, and assignments between classes (see timeline for details). We are all expected to attend in-person classes prepared and ready to engage with course materials and colleagues. During asynchronous times, we expect that you will engage with readings and resources, and upload assignments in accordance with the dates outlined in the timeline section of this syllabus.

COURSE MATERIALS/TEXT

The core text for this course is:

Mertens, Donna M. (2019). *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods*. SAGE Publications, Incorporated.

This book is available [electronically on PITTCat through ProQuest Ebook Central](). All other readings will be uploaded to Canvas.

ASSIGNMENTS

Below are the assignments for the course; additional details will be discussed in class(es) prior to due dates.

Individual Meeting, Weeks 1-3; Due Jan. 26 (5%)
During the first three weeks of class, please schedule a 20-minute Zoom meeting with me so that we can get to know one another. I would love to learn more about your experience and interest in

evaluation and education, your journey to the EdD program here at Pitt, and how I can best support your learning in this course and the EPSC major. I would like to make the course activities and assignments as useful as possible to your current professional practice and career interests and aspirations.

Foundations Paper; Due Feb. 2 (10%)
Write a brief paper (3-5 pages) comparing research, evaluation, and related types of inquiry, and the role(s) of each in the implementation of education policies and programs. Connect your ideas to course readings and a specific area/aspect of education in which you have the most interest and/or experience. The latter of which should be the focus of the following assignments.

Logic Model, Methodology, and Measures; Due Feb. 16 (15%)
Develop or re-develop a program logic model (One page max). Then, identify and describe related measures and your preferred methodology for evaluating the program (Two pages max).

Survey and Interview/Focus Group Instrument Development; Due Mar. 1 (10%)
Develop a survey instrument and interview/focus group protocol for a selected program or intervention.

Survey and Interview/Focus Group Administration; Due Mar. 23 (10%)
Distribute your survey and conduct your interview/focus group for a selected program or intervention.

Survey and Interview/Focus Group Data Analysis; Due Mar. 30 (10%)
Conduct analyses of survey and interview/focus group data from part 4 of course or an existing data set from you place of practice.

Executive Summary of Findings; Due April 13 (15%)
Create an executive summary of findings from the survey and interview/focus group data analysis assignment.

Evaluation Plan/Proposal; Due April 27 (15%)
Develop an evaluation proposal for a program of interest or experience.

Ongoing Engagement (10%)
Engagement in class activities is the foundation of our collective learning. Please complete assigned readings for in-class discussion and use in assignments and activities.

COURSE OUTLINE AND TOPICS
*See Course Schedule table below for readings. All readings will be available on Canvas, through PittCat, or in the core text.

Part 1: The Theoretical Foundations of Policy and Program Implementation and Evaluation

Week 1 - *Underlying theories of social science inquiry and investigation*
Week 2 - *Foundations of Evaluation*
Week 3 - *Evaluation and Related Learning and Design Models*

Part 2: The Planning and Process of Evaluation

Week 4 - *Understanding the Evaluand (What Are You Evaluating) and Its Context*
Week 5 - *Evaluation and Research Designs*
Week 6 - *Methodologies and methods in general*

Part 3: The Practice of Evaluation; Common Evaluation Methods/Activities

Week 7 - *Survey Methods*
Week 8 - *Interviews and Focus Group Methods*
Week 9 - *Secondary Analysis Methods*

Part 4: The Practice of Evaluation; The Basics of Data Analysis

Week 10 - *Data analysis, part 1*
Week 11 - *Data analysis, part 2*

Part 5: The Practice of Evaluation; reporting results and evaluation utilization

Week 12 - *Reporting findings, part 1*
Week 13 - *Reporting findings, part 2*

Part 6: Putting it all together; From proposal/plan to report

Week 14 - *Developing an evaluation proposal/plan*
Week 15 - *Final presentation and wrap up*

Attendance

Attendance in the Saturday class sessions is an essential part of the educational experience in the EdD program. Each course meets only four times throughout the term – missing one of those sessions constitutes a significant portion of the time for face-to-face interaction with instructors and peers. Although students are expected to attend all Saturday class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions may be made for illness, a required work-related commitment, or emergencies. In such cases, students need to contact the course instructor to determine make up assignment for the missed classwork.

If you are going to be absent for class because of a required work-related commitment, illness or valid emergency, please follow the following instructions:
1. Email the course instructors, copying your advisor, with the reason for missing the class.
2. Complete the course- or instructor-specific make-up requirements for missed classes prior to the next class meeting.
3. Adhere to the acceptable reasons for missing class outlined in the policy above. Please note that they do not include vacation and/or personal events.

Academic Integrity

The integrity of the academic process requires fair and impartial evaluation on the part of faculty and honest academic conduct on the part of students. To this end, students are expected to conduct themselves at a high level of responsibility in the fulfillment of the course of their study. It is the corresponding responsibility of faculty to make clear to students those standards by which students will be evaluated and the resources permissible for use by students during the course of their study and evaluation. Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. Students in this course are expected to comply with the University of Pittsburgh Policy on Academic Integrity, which can be found online at: http://www.provost.pitt.edu/info/ai1.html

Grievance Procedures
The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the EdD program believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (See below) by: (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

The more specific procedure for student grievances is as follows:
> 1. The student should talk to the faculty member to attempt to resolve the matter.
> 2. If the matter cannot be resolved at that level, the student should talk to the relevant department chair or associate chair (if the issue concerns a class) or his or her advisor.
> 3. If the matter remains unresolved, the student should talk to the director of the EdD program, Dr. Rachel Robertson.
> 4. If needed, the student should next talk to the SOE associate dean of students, Dr. Andrea Zito. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer.

The School of Education Policies and Forms page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

Disability Services

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Health and Safety

In class meetings, we will applicable public health regulations, the University of Pittsburgh's health standards and guidelines. These rules have been developed to protect the health and safety of all students, faculty, and staff. The University's requirements for face coverings will at a minimum be consistent with CDC guidance and masks are required indoors on campus when the COVID-19 Community Levels are High. This means that when COVID-19 Community Levels are High, you must wear a face covering that properly covers your nose and mouth when you are in the classroom. If you do not comply, you will be asked to leave class. Masks are optional indoors for campuses in which county levels are Medium or Low. For the most up-to-date information and guidance, please visit the Power of Pitt site and check your Pitt email for updates before each class.

Your health and well-being are important to me and are critical to your ability to succeed with your graduate studies. Thus, I am committed to being flexible and responsive. Please email me with any issues or concerns that you have regarding the course so that we can strategize together and find a path to success.

The University has a variety of health and safety support available to students. Please reach out to the appropriate office/center if needed. They are there to help.

Counseling Center, in the Wellness Center in Nordenberg Hall: https://www.studentaffairs.pitt.edu/cc/
Call **412-648-7930**, any time.
Sexual Assault Response: 412-648-7856
Care and Resource Support Team (CARS): Email pittcares@pitt.edu or see:
http://www.studentaffairs.pitt.edu/cars/
Resources for Mental Health: Faculty and Staff Guide for Helping Distressed Students

Tentative Course Schedule (Subject to change)				
Class Meetings: January 11, February 1, March 1, April 5				
Week #	**Dates**	**Topic**	**Required Reading/Viewing**	**Assignment Due**
Part 1: Theoretical Foundations of Policy and Program Implementation and Evaluation				
1	Jan. 8 (Classes start) – 12 Class Meeting 1, Jan.11	*Foundations of Program Implementation and Evaluation*	Skim if possible; all will be introduced and discussed in class • Syllabus • Crim Fitness Foundation (2024) Policy vs. Program (Graphic) • UW-Extension (2024) Framework for Ongoing Program Development (Infographic) • Mertens (2019) Chapter 1 • An Introduction to Research and Ethical Practice Why Bother?	

2	Jan.13 – 19	*Underlying theories of social science inquiry and investigation*	• Rennekamp (2007) The Program Development Process
			• Lyon (2017) Implementation Science and Practice in the Education Sector
			• Troachim, W. (2023, Dec 9). Introduction to Evaluation. *Research Methods Knowledge Base.* https://conjointly.com/kb/introduction-to-evaluation/
			• Mertens (2019):
			   ○ Chapter 1 • An Introduction to Research and Ethical Practice Why Bother?
			   ○ Chapter 2 - Evaluation	

Jan. 20, Dr. Martin Luther King's Birthday Observance (University Closed)				
3	Jan. 21 – 26	*Implementation, Evaluation, and Related Learning and Design Models*	• Hanover Research (2022) Successful Program Implementation - A Toolkit • Christie, C., Lemire, S., & Inkelas, M. (2017). Understanding the similarities and distinctions between improvement science and evaluation. New Directions for Evaluation, 2017(153), 11-21. • Bernhardt, V. (1998). Multiple Measures: Invited Monograph No. 4. *California Association for Supervision and Curriculum Development (CASCD).* • Bryke, A., Gomez, L., Grunow, A., & LeMahieu, P. (2015). Learning to Improve: How America's Schools Can Get Better at Getting Better. Harvard Education Press. (Introduction)	**Individual Meeting, Due Jan. 26**

Part 2: The Planning and Process of Evaluation				
4	Jan. 27 – Feb. 2 Class Meeting 2, Feb. 1	*Understanding the Program (Evaluand) and Its Context*	• Mertens (2019) Ch. 3 - Literature Review and Focusing the Research (Evaluation) • W. K. Kellogg Foundation. (2004). Using logic models to bring together planning, evaluation, and action. Logic model development guide. Battle Creek, Michigan: WK Kellogg Foundation. Available at: http://www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx • Bennett, B., & Provost, L. (2015). What's your theory? *Quality Progress*, *48*(7), 36. • [Student selected readings to present and discuss in Class 2]	**Foundations Paper; Due Feb. 2**
5	Feb. 3 – 9	*Evaluation and Research Designs*	Mertons (2019): • Ch. 4 Experimental and Quasi-Experimental Research (Evaluation) • Ch. 5 Causal Comparative and Correlational Approaches	

6	Feb. 10 – 16	*Methodologies and methods in general*	• Mertens (2019)
			   o Ch. 8 Qualitative and Action Research
			   o Ch. 10 Mixed Methods Research
			   o *Optional*
			      ▪ Chapter 7 - Single Case Research
			      ▪ Chapter 9 - History, Narrative Study of Lives, and Autoethnography
			• Hamilton, J., & Feldman, J. (2013). Planning a Program Evaluation: Matching Methodology to Program Status. In Handbook of Research on Educational Communications and Technology (pp. 249–256). Springer New York. https://doi.org/10.1007/978-1-4614-3185-5_20
				Logic Model, Methodology, and Measures; Due Feb. 16

Part 3: The Practice of Evaluation; Common Evaluation Methods/Activities				
7	Feb. 17 – 23	*Survey Methods*	• Mertens (2019) Ch. 6 Survey Methods • [Select two of the readings and one resource from the survey module]	
8	Feb. 24 – Mar. 1 Class Meeting 3, Mar. 1	*Interviews and Focus Groups*	• Mertens (2019) Ch. 12 Data Collection • [Select two of the readings and one resource from the interview module to present and discuss in Class 3]	**Survey and Interview/Focus Group Instrument Development; Due Mar. 1**

	Mar. 2 – 9, Spring Recess for Students (No Classes)			
9	Mar. 10 – 16	*Secondary Analysis*	• Mertens (2019) Ch. 12 Data Collection (Revisit) • Johnston, M. (2014). Secondary data analysis: A method of which the time has come. Qualitative and Quantitative Methods in Libraries, v. 3. p 619-626. • TBD	
Part 4: The Practice of Evaluation; The Basics of Data Analysis				
10	Mar. 17 – 23	*Data analysis, part 1*	• Mertens (2019) Ch. 13 (pp. 439-468) • Saldana, J. (2016). The coding manual for qualitative researchers. 3rd ed. Thousand Oaks, CA: SAGE Publications. [Companion Website: Includes sample interview transcripts, code lists, group exercises, and flash cards, https://study.sagepub.com/saldanacoding3e/ • Boone, H.N. & Boone, D. A. (2012). Analyzing likert data. Journal of Extension, 50(2).	**Survey and Interview/Focus Group Administration; Due Mar. 23**
11	Mar. 24 - 30	*Data analysis, part 2 (Application)*	• Charmaz, K., & Belgrave, L.L. (2012). Qualitative interviewing and grounded theory analysis. In J.F. Gubrium, J.A. Holstein, A.B. Marvasti, & K.D. McKinney (Eds.), The SAGE handbook of interview research: The complexity of the craft (Second edition, pp. 347-365). Los Angeles, CA: SAGE. [SHB Chap 24] • Henderson, S., & Segal, E. H. (2013). Visualizing qualitative data in evaluation research. In T. Azzam & Evergreen (Eds.), Data visualization, part 1. New Directions for Evaluation, 139, 53-71. • Data & Analysis Basic Overview (https://www.qualtrics.com/support/search/?q=data%20analysis%20qualtrics)	**Survey and Interview/Focus Group Data Analysis; Due Mar. 30**
Part 5: The Practice of Evaluation; reporting results and evaluation utilization				
12	Mar. 31 – Apr. 6 Class Meeting 4, Apr. 5	*Reporting findings, part 1*	• Mertens (2019) Ch. 13 (pp. 471-487) • Chen, J., McCray, J., Adams, M., & Leow, C. (2014). A survey study of early childhood teachers' beliefs and confidence about teaching early math. Early Childhood Education Journal. Vol. 42, No. 6: 367-377. • Henderson, S., & Segal, E. H. (2013). Visualizing qualitative data in evaluation research. In T. Azzam & Evergreen (Eds.), Data visualization, part 1. New Directions for Evaluation, 139, 53-71. • David McCandless, The Beauty of Data Visualization (TED Talk) • [Student selected readings to present and discuss in Class 4]	

13	Apr. 7 – Apr. 13	*Reporting findings, part 2*	• Pil, F.K. & Leana, C. (2009). Applying organizational research to public school reform: The effects of teacher human and social capital on student performance. Academy of Management Journal. Volume 52, No. 6, 1101-1124. • Chi, M. T. H. (1997). Quantifying qualitative analyses of verbal data: A practical guide. The Journal of the Learning Sciences, 6(3), 271-371. • Excel Data Analysis - Data Visualization - Tutorialspoint	**Executive Summary of Findings; Due April 13**
Part 6: Putting it all together; From proposals to reports				
14	Apr. 14 – 20	*Developing an evaluation proposal*	• Mertens (2019) Ch. 13 (pp. 469-470) • Three Tips for a Strong NSF Proposal Evaluation Plan (https://evalu-ate.org/blog/goodyear-aug2016/) • Writing Research and Evaluation Plans for NSF Grants: How are they similar and different? (https://aaas-iuse.org/resource/writing-research-and-evaluation-plans-for-nsf-grants-how-are-they-similar-and-different/) • [TBD - Examples of evaluation proposals and reports to be determined by student interest and experience]	
15	Apr. 21 – 27	Final project work	No additional readings	**Evaluation Proposal; Due April 27**