

Program Evaluation

**Sourcebook
Casebook**

**A PRACTITIONER'S
GUIDE FOR TRAINERS
AND EDUCATORS**

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Program Evaluation A Sourcebook And Casebook

M.F. Smith



Program Evaluation A Sourcebook And Casebook:

Program Evaluation ,1983 Program Evaluation Robert O. Brinkerhoff,D.M. Brethower,Jeri Nowakowski,T. Hluchyj,1983-04-30 *Evaluating Educational and Social Programs* Blaine R. Worthen,Karl R. White,2012-12-06 During the past two decades evaluation has come to play an increasingly important role in the operation of educational and social programs by national state and local agencies Mandates by federal funding agencies that programs they sponsored be evaluated gave impetus to use of evaluation Realization that evaluation plays a pivotal role in assuring program quality and effectiveness has maintained the use of evaluation even where mandates have been relaxed With increased use indeed institutionalization of evaluation in many community state and national agencies evaluation has matured as a profession and new evaluation approaches have been developed to aid in program planning implementation monitoring and improvement Much has been written about various philosophical and theoretical orientations to evaluation its relationship to program management appropriate roles evaluation might play new and sometimes esoteric evaluation methods and particular evaluation techniques Useful as these writings are relatively little has been written about simple but enormously important activities which comprise much of the day to day work of the program evaluator This book is focused on some of these more practical aspects that largely determine the extent to which evaluation will prove helpful Evaluability Assessment M.F. Smith,2013-03-09 My interest in and appreciation for program evaluation began in the early 1970 s when conducting a curriculum development research project at the University of Florida s P K Yonge Laboratory School This interest was sparked when it became apparent that testing the success of an education program required more skills than just statistics and research methods After pursuing additional formal schooling I embarked on a career featuring educational program evaluation as its central thrust as a private consultant later in a university health sciences center involving seven academic colleges and then in the Cooperative Extension Services of Florida and Maryland Adding evaluability assessment EA to the performance of evaluations to program development and to teaching about evaluation has been a significant development for me personally and I hope to those who have been participants with me in each endeavor This book grew out of many of these experiences and involved numerous colleagues who made significant contributions First among these is Dr George Mayeske Program Evaluation Specialist Extension Service U S Department of Agriculture Washington D c **Evaluation in Decision Making** Naftaly S. Glasman,David Nevo,2012-12-06 This book is about the practice of decision making by school principals and about ways to improve this practice by capitalizing on evaluation dimensions Much has been written on decision making but surprisingly little on decision making in the school principalship Much has been also written on evaluation as well as on evaluation and decision making but not much has been written on evaluation in decision making especially decision making in the principalship This book presents two messages One is that decision making in the principalship can be studied and improved and not only talked about in abstract terms The other message is that evaluation can contribute to the

understanding of decision making in the principalship and to the improvement of its practice In this book we call for the conception of an evaluation minded principal a principal who has a wide perspective on the nature of evaluation and its potential benefits a principal who is also inclined to use evaluation perceptions and techniques as part of his her decision making process This book was conceived in 1985 with the idea to combine thoughts about educational administration with thoughts about educational evaluation Studies of decision making in the principalship had already been on their way We decided to await the findings and in the meantime we wrote a first conceptual version of evaluation in decision making As the studies were completed we wrote a first empirical version of same *Alternative Approaches to the Assessment of Achievement* David McArthur, David L. McArthur, 1987-03-31 Ingrained for many years in the science of educational assessment were a large number of truths about how to make sense out of testing results artful wisdoms that appear to have held away largely by force of habit alone Practitioners and researchers only occasionally agreed about how tests should be designed and were even further apart when they came to interpreting test responses by any means other than categorically right or wrong Even the best innovations were painfully slow to be incorporated into practice The traditional approach to testing was developed to accomplish only two tasks to provide ranking of students or to select relatively small proportions of students for special treatment In these tasks it was fairly effective but it is increasingly seen as inadequate for the broader spectrum of issues that educational measurement is now called upon to address Today the range of questions being asked of educational test data is itself growing by leaps and bounds Fortunately to meet this challenge we have available a wide panoply of resource tools for assessment which deserve serious attention Many of them have exceptionally sophisticated mathematical foundations and succeed well where older and less versatile techniques fail dismally Yet no single new tool can conceivably cover the entire arena *Critical Perspectives on the Organization and Improvement of Schooling* Kenneth A. Sirotnik, Jeannie Oakes, 2012-12-06 Major paradigm shifts replacing one world view with another regarding what constitutes appropriate knowledge do not happen over night Centuries usually intervene in the process Even minor shifts admitting alternative world views into the domain of legitimate knowledge producing theory and practice require decades of controversy especially it seems to us in the field of education It has only been in the last 20 years or so that the educational research community has begun to accept the scientific credibility of the qualitative approaches to inquiry such as participant observation case study ethnography and the like In fact these methods with their long and distinguished philosophical traditions in phenomenology have really only come into their own within the last decade The critical perspective on generating and evaluating knowledge and practice what this book is mostly about is in many ways a radical departure from both the more traditional quantitative and qualitative perspectives The traditional approaches in fact are far more similar to one another than they are to the critical perspective This is the case in our view for one crucial reason Both the more quantitative empirical analytic and qualitative interpretive traditions share a fundamental epistemological commitment they

both eschew ideology and human interests as explicit components in their paradigms of inquiry Ideology and human interests however are the bread and butter of a critical approach to inquiry

Advances in Educational and Psychological Testing: Theory and Applications Ronald K. Hambleton, Jac. N. Zaal, 2013-12-01 Over the last 20 years there have been a large number of technical advances and changes in the field of educational and psychological testing According to Anne Anastasi The decade of the 1980 s has been a period of unusual advances in psychological testing Technological progress theoretical sophistication and increasing professional responsibility are all evident in the fast moving events in this field A Anastasi Psychological Testing Sixth Edition New York Macmillan 1988 On the psychometric front advances in topics such as item response theory criterion referenced measurement generalizability theory analysis of covariance structures and validity generalization are reshaping the ways that ability and achievement tests are constructed and evaluated and that test scores are interpreted But psychometric advances as substantial and important as they have been are only a fraction of the major changes in the field of testing Today for example the computer is radically changing the ways in which tests are constructed administered and scored Computers are being used to administer tests adaptively That is the sequence of questions an examinee is administered depends upon his or her performance on earlier administered items in the test Tests are adapted to the ability levels of the examinees who are being assessed One result is shorter tests with little or no loss in measurement precision Computers are also being used to store or bank test items Later items of interest can be selected and the computer is used to print copies of the test

Creative Ideas For Teaching Evaluation Donna M. Mertens, 2013-04-17 In 1976 the first session on the teaching of evaluation was held at an annual meeting of evaluators A few hardy souls gathered to exchange ideas on improving the teaching of evaluation At subsequent annual meetings these informal sessions attracted more and more participants eager to talk about common teaching interests and to exchange reading lists syllabuses assignments and paper topics The sessions were irreverent innovative lively and unpredictable Eventually the group formalized itself with the American Evaluation Association as the Topical Interest Group in the Teaching of Evaluation TIG TOE As word of TIG TOE s activities spread instructors from all over the country clamored for assistance and advice It became apparent that a handbook was needed a practical interdisciplinary guide to the teaching of evaluation Donna M Mertens a long standing member of TIG TOE and an accomplished teacher of evaluation volunteered to edit the book and her skills sensitivity and experience in the craft of teaching are apparent throughout

Decision-Oriented Educational Research William Cooley, William Bickel, 2012-12-06 Decision Oriented Educational Research considers a form of educational research that is designed to be directly relevant to the current information requirements of those who are shaping educational policy or managing educational systems It was written for those who plan to conduct such research as well as for policy makers and educational administrators who might have such research conducted for them The book is divided into three main parts Part I is background Chapter 1 describes some of the basic themes that are woven throughout subsequent chapters on decision

oriented research These themes include the importance of taking a systems view of educational research of understanding the nature of decision and policy processes and how these influence system research of integrating research activities into the larger system's processes of the role of management in the research process of researchers and managers sharing a sense of educational purposes and of emphasizing system improvement as a basic goal of research process Chapter 2 is a discussion of the background of the research activities that form the bases of this book Our collaboration with the Pittsburgh public school system is described as are the methods and structure we used to build the case histories of our work with the district Part II encompassing chapters 3 through 9 addresses basic generalizations about decision oriented educational research that we have derived from our experiences

Evaluation of Continuing Education in the Health Professions Stephen Abrahamson, 2012-12-06 Phil R Manning Can you prove that continuing education really makes any difference Over the years educators concerned with continuing education CE for health professionals have either heard or voiced that question in one form or another more than once But because of the difficulty in measuring the specific effects of a given course program or conference the question has not been answered satisfactorily Since CE is costly since CE is now mandated in some states for re registration and since its worth has not been proven in formal evaluation research the pressure to evaluate remains strong The question can be partially answered by a more careful definition of continuing education particularly the goals to be achieved by CEo Another part of the answer depends on the development of a stronger commitment to evaluation of CE by its providers But a significant part of the answer might be provided through the improvement of methods used in evaluation of continuing education for health professionals To address this last concern the Development and Demonstration Center in Continuing Education for the Health Professions of the University of Southern California organized and conducted a meeting of academicians and practitioners in evaluation of continuing education During a three day period participants heard formal presentations by five invited speakers and then discussed the application of the state of the art of educational evaluation to problems of evaluation of continuing education for health professionals

A Sourcebook of Elementary Curricula Programs and Projects Far West Laboratory for Educational Research and Development, Samuel N. Henrie, 1972 *A Follow-up Evaluation Model for Technical Education in Nepal* David Arthur Ramse, 1993 *Citizen Evaluation in Practice*, 1984 *The Cumulative Book Index*, 1996 A world list of books in the English language *Educational Reform* Jordan T. Ville, 2001 This book brings together the literature in a field which may define the 21st century Can economic and technological progress continue with educational systems which seem to answer to no one but themselves and which output graduates who can barely read and write and who have only the faintest clue how to use a map This bibliography provides access via Title Author and Subject Indexes Contents Educational Accountability Educational Change Educational Equalisation Educational Leadership Educational Planning Educational Indicators

Constructing Test Items Steven J. Osterlind, 1989-06-30 *The Principalship* Thelbert L. Drake, William Henry Roe, 1986

Using a strong social historical foundation this book deals in plain English with the real tasks facing any principal. It is designed to provide starter ideas and activities for projects, research and discussion. It also deals with current issues while providing a thorough legal and organizational base. This book provides readers with topics that address real current issues principals face daily and includes information on collaborative ventures with community agencies, full service schools and evaluation as affected by the standards movement and high stakes testing. Coverage also includes teacher morale, gay rights and pressure resulting from mandated testing. For professionals in the position of school principal.

Utilization-Focused Evaluation Michael Quinn Patton, 1986. The second edition of Patton's classic text retains the practical advice based on empirical observation and evaluation theory of the original. It shows how to conduct an evaluation from beginning to end in a way that will be useful and actually used. Patton believes that evaluation epitomizes the challenges of producing and using information in the information age. His latest book includes new stories, new examples, new research findings and more of Patton's evaluation humour. He adds to the original book's insights and analyses of the changes in evaluation during the past decade including the emergence of evaluation as a field of professional practice, articulation of standards for evaluation, a methodological synthesis of the qualitative versus quantitative debate, the tremendous growth of in-house evaluations and the cross-cultural development of evaluation as a profession. This edition also incorporates the considerable research done on utilization during the last ten years. Patton integrates diverse findings into a coherent framework which includes articulation of utilization-focused evaluation, premises examination of the stakeholder assumption and clarification of the meaning of utilization. Publisher description. [American Book Publishing Record](#), 2003.

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