

Designing Educational Project And Program Evaluations

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*Educational Technology
Program and Project
Evaluation* - J. Michael Spector
2016-03-31

Educational Technology
Program and Project
Evaluation is a unique,
comprehensive guide to the
formative and summative
evaluation of programs,

projects, products, practices
and policies involving
educational technology.
Written for both beginning and
experienced evaluators, the
book utilizes an integrative,
systems-based approach; its
practical emphasis on logic
models and theories of change
will help readers navigate their

own evaluation processes to improve interventions and conduct meaningful educational research. Key features include: evidence-based guidelines for constructing and conducting evaluations practical exercises to support the development of knowledge, skills, and program evaluation portfolios a variety of interdisciplinary case studies references and links to pertinent research and resources Using the TELL, ASK, SHOW, DO model first introduced in this series, Educational Technology Program and Project Evaluation provides comprehensive coverage of the concepts, goals, design, implementation, and critical questions imperative to successful technology-enhanced evaluation. Educational Technology Program and Project Evaluation - J. Michael Specter 2016-04-01 Educational Technology Program and Project Evaluation is a unique, comprehensive guide to the

formative and summative evaluation of programs, projects, products, practices and policies involving educational technology. Written for both beginning and experienced evaluators, the book utilizes an integrative, systems-based approach; its practical emphasis on logic models and theories of change will help readers navigate their own evaluation processes to improve interventions and conduct meaningful educational research. Key features include: evidence-based guidelines for constructing and conducting evaluations practical exercises to support the development of knowledge, skills, and program evaluation portfolios a variety of interdisciplinary case studies references and links to pertinent research and resources Using the TELL, ASK, SHOW, DO model first introduced in this series, Educational Technology Program and Project Evaluation provides comprehensive coverage of the concepts, goals, design,

implementation, and critical questions imperative to successful technology-enhanced evaluation.

Advancing Evidence-Based Practice Through Program Evaluation - Julie Q. Morrison
2018-02-01

Given the current climate of results-driven accountability, school-based professionals have a significant contribution to make in improving the impact of programs and initiatives through the application of program evaluation methods and tools to inform decision making within a multi-tier system of supports framework. And yet there is currently a dearth of practical resources dedicated to developing school psychologists' competencies in program evaluation. *Advancing Evidence-Based Practice through Program Evaluation* will meet the needs of school psychologists and other school-based professionals seeking to use program evaluation approaches to enhance data-based decision making and accountability at a program

and systems-level. This practical guide provides the most cutting-edge evaluation frameworks, methods, and tools available, with particular emphasis on the rapidly-developing areas of implementation research, evidence-based professional learning, and innovative approaches to communicating evaluation findings. The book will support school professionals in daily practice by enhancing and extending their knowledge and skills in measurement, assessment, consultation for systems change and the use of evidence-based interventions for academic and social/behavioral concerns, with a focus on evaluating the implementation and outcomes of school-based programs. The book will also facilitate the professional development of those currently engaged in graduate preparation programs in education, educational leadership, school counseling, and school social work, as well as the university faculty who guide their professional

preparation. Finally, school professionals may also use Advancing Evidence-Based Practice through Program Evaluation to develop their professional competencies in implementing new initiatives funded by grants with clear expectations for program evaluation.

Resources in Education - 1977

Advancing Human Assessment - Randy E. Bennett 2017-10-17

This book is open access under a CC BY-NC 2.5 license. This book describes the extensive contributions made toward the advancement of human assessment by scientists from one of the world's leading research institutions, Educational Testing Service. The book's four major sections detail research and development in measurement and statistics, education policy analysis and evaluation, scientific psychology, and validity. Many of the developments presented have become de-facto standards in

educational and psychological measurement, including in item response theory (IRT), linking and equating, differential item functioning (DIF), and educational surveys like the National Assessment of Educational Progress (NAEP), the Programme of international Student Assessment (PISA), the Progress of International Reading Literacy Study (PIRLS) and the Trends in Mathematics and Science Study (TIMSS). In addition to its comprehensive coverage of contributions to the theory and methodology of educational and psychological measurement and statistics, the book gives significant attention to ETS work in cognitive, personality, developmental, and social psychology, and to education policy analysis and program evaluation. The chapter authors are long-standing experts who provide broad coverage and thoughtful insights that build upon decades of experience in research and best practices for measurement, evaluation,

scientific psychology, and education policy analysis. Opening with a chapter on the genesis of ETS and closing with a synthesis of the enormously diverse set of contributions made over its 70-year history, the book is a useful resource for all interested in the improvement of human assessment.

Educational Technology -
Ronghuai Huang 2019-02-27

The aim of this book is to prepare students with knowledge and skills to understand the organizational needs and requirements of educational technology. Students should be able to use and manage both existing and emerging technologies effectively and be able to apply associated pedagogies to suit the environment, but also evaluate and manage technological advances of future and the requisite pedagogical shifts to achieve efficiency and effectiveness. The demand of educational technology has been rising steadily, primarily due to the fact that e-learning is a huge

and significantly expanding world-wide industry. Commercial e-learning companies, training departments in large companies and organizations, computer software companies and educational institutions the world over employ large numbers of educational technology specialists. There is a strong demand for technologists who understand educational theories and for instructional designers and teachers who understand technologies. This book is targeted towards those who are looking for career in educational technology, instructional design, or media and information systems, or may want to continue their studies in graduate programs in learning and instructional technology, and those who are interested in becoming teacher in K-12 setting but need background in educational technology. This book will also act as a valuable resource in teacher education programs where primary focus on mainstream education and

requires an authentic resource in instructional design and educational technology. Keeping in mind the varied needs of the organizations, employees and potential students, this book adopts a competency approach to learning and assessment. The themes and topics take a multi-disciplinary approach, and are aimed at preparing students for competent and innovative educational technology professionals.

Developmental Evaluation -

Michael Quinn Patton

2010-06-14

Developmental evaluation (DE) offers a powerful approach to monitoring and supporting social innovations by working in partnership with program decision makers. In this book, eminent authority Michael Quinn Patton shows how to conduct evaluations within a DE framework. Patton draws on insights about complex dynamic systems, uncertainty, nonlinearity, and emergence. He illustrates how DE can be used for a range of purposes: ongoing program development,

adapting effective principles of practice to local contexts, generating innovations and taking them to scale, and facilitating rapid response in crisis situations. Students and practicing evaluators will appreciate the book's extensive case examples and stories, cartoons, clear writing style, "closer look" sidebars, and summary tables. Provided is essential guidance for making evaluations useful, practical, and credible in support of social change.

[Designing Professional Development for Teachers of Science and Mathematics -](#)

Susan Loucks-Horsley

2003-02-14

Provides descriptions and discussion of the practices and issues of professional development for mathematics and science educators, examining the thinking of designers, and illuminating their purposes, strategies, triumphs, and failures.

Designing Educational Project and Program Evaluations -

David A. Payne 2012-12-06

Drawing upon experiences at

state and local level project evaluation, and based on current research in the professional literature, Payne presents a practical, systematic, and flexible approach to educational evaluations. Evaluators at all levels -- state, local and classroom -- will find ideas useful in conducting, managing, and using evaluations. Special user targets identified are state department of education personnel and local school system administrative personnel. The volume can be used by those doing evaluation projects 'in the field', or as a text for graduate courses at an introductory level. The book begins with an overview of the generic evaluation process. Chapter Two is devoted to the criteria for judging the effectiveness of evaluation practice. Chapter Three addresses the all important topic of evaluation goals and objectives. Chapters Four, Five and Six basically are concerned with the approach, framework, or design of an evaluation

study. Chapter Four contains a discussion of four major philosophical frameworks or metaphors and the implications of these frameworks for conducting an evaluation. Chapters Five and Six describe predominantly quantitative and qualitative designs, respectively. Design, implementation and operational issues related to instrumentation (Chapter Seven), management and decision making (Chapter Eight), and reporting and utilization of results (Chapter Nine) are next addressed. The final chapter of the book (Chapter Ten) considers the evaluation of educational products and materials.

Project Evaluation Methodologies and Techniques
- Constantin G. Soumelis 1977

Evaluating School Programs
- James R. Sanders 2006

Achieve lasting educational benefits through masterfully administered school program evaluations! The annual process of evaluating school programs raises a legitimate

question: how to implement quality program evaluations that will not drain a school's resources, but instead help create a school culture that promotes inspired teaching and high academic achievement- and meets NCLB guidelines? In this updated edition of the bestselling text, authors James R. Sanders and Carolyn D. Sullins demonstrate how an effective program evaluation process can conserve resources while yielding substantial benefits for teachers, parents, students, and schools. This user-friendly resource provides concise yet comprehensive coverage of school program evaluation through a highly regarded five-step program. Illustrated by examples and case studies, this approach is designed to help educators develop competence and confidence in program evaluation. Both practicing and aspiring educators can learn to: Successfully manage logistical and scheduling problems Strategically approach school politics, ethical considerations, and

interpersonal relations
Comprehensively organize and analyze information regarding school programs Effectively respond to the No Child Left Behind Act Discover how to skillfully administer school evaluations that produce lasting educational results!
Leading Every Day - Joyce Kaser 2001-11-15
This one-of-a-kind guidebook for teachers and administrators offers inspiration and opportunities for reflection in a unique and accessible new way.

The CIPP Evaluation Model - Daniel L. Stufflebeam 2017-03-07

"The book's chapters provide background on how and why the CIPP (Context, Input, Process, Product) Model was developed; a detailed presentation of the model; an explanation of the key role of an evaluation-oriented leader, who can decide what and when to evaluate; detailed presentations on evaluation design, budgeting, and contracting; procedures and tools for collecting, analyzing,

and reporting evaluation information; and procedures for conducting standards-based meta-evaluations (evaluations of evaluations). These topics are interspersed with illustrative evaluation cases in such areas as education, housing, and military personnel evaluation"--

Guide to Integrating Problem-Based Learning Programs in Higher Education Classrooms: Design, Implementation, and Evaluation - Epler, Pam
2022-06-24

Recently, there has been an increase in businesses and schools that are using some form of problem-based learning daily. By educating undergraduate and graduate students using this service delivery model, they will be better prepared to enter the workforce and increase their marketability. Further study is required to ensure students and faculty utilize this model to its full potential. Guide to Integrating Problem-Based Learning Programs in Higher Education Classrooms: Design, Implementation, and

Evaluation provides college and university faculty with ways to establish, use, and evaluate a successful problem-based undergraduate or graduate program. Covering key topics such as peer tutors, evaluation, technology, and project-based learning, this reference work is ideal for higher education faculty, teachers, instructional designers, curriculum developers, school administrators, university leaders, researchers, practitioners, and students.

How to Design a Program Evaluation - Carol T. Fitz-Gibbon 1987-12

The objective of this book is to acquaint the reader with the ways in which evaluation results can be made more credible through careful choice of a design prescribing when and from whom, the data will be gathered. The book helps the reader choose a design, put it into operation and analyze and report the data that has been gathered.

Evaluation Models - George F. Madaus 2012-12-06

Attempting formally to evaluate something involves the evaluator coming to grips with a number of abstract concepts such as value, merit, worth, growth, criteria, standards, objectives, needs, norms, client, audience, validity, reliability, objectivity, practical significance, accountability, improvement, process, product, formative, summative, costs, impact, information, credibility, and - of course - with the entire evaluation itself. To communicate with colleagues and clients, evaluators need to clarify what they mean when they use such terms to denote important concepts central to their work. Moreover, evaluators need to integrate these concepts and their meanings into a coherent framework that guides all aspects of their work. If evaluation is to lay claim to the mantle of a profession, then these conceptualizations of evaluation must lead to the conduct of defensible evaluations. The conceptualization of evaluation can never be a one-time

activity nor can any conceptualization be static. Conceptualizations that guide evaluation work must keep pace with the growth of theory and practice in the field. Further, the design and conduct of any particular study involves a good deal of localized conceptualization.

The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation - Bruce B. Frey
2018-01-29

This encyclopedia is the first major reference guide for students new to the field, covering traditional areas while pointing the way to future developments.

Handbook of Practical Program Evaluation - Joseph S. Wholey
2010-03-11

The second edition of Handbook of Practical Program Evaluation offers managers, analysts, consultants, and educators in government, nonprofit, and private institutions a valuable resource that outlines efficient and economical methods for assessing program results and

identifying ways to improve program performance. The Handbook has been thoroughly revised. Many new chapters have been prepared for this edition, including chapters on logic modeling and on evaluation applications for small nonprofit organizations. The Handbook of Practical Program Evaluation is a comprehensive resource on evaluation, covering both in-depth program evaluations and performance monitoring. It presents evaluation methods that will be useful at all levels of government and in nonprofit organizations.

Everyone at the Table - Ellen Behrstock-Sherratt 2013-05-01
A proven method for working with teachers to design better evaluations There is no magic formula for successfully designing a teacher evaluation system. However there is abundant evidence that suggests involving teachers in the process will reduce the likelihood of opposition, gridlock, and reform failure. *Everyone at the Table* provides materials to genuinely engage

teachers in the evaluation process. The book is a research-based and field-tested practical guide for school leaders. With this resource, educators will have the tools they need to develop meaningful teacher evaluations. Offers a collaborative approach to designing teacher evaluations Includes a companion web-based resource, with video This research-based program outlines a solid plan for improving teacher effectiveness through evaluation reform.

The Road to Results - Linda G. Morra-Imas 2009

'The Road to Results: Designing and Conducting Effective Development Evaluations' presents concepts and procedures for evaluation in a development context. It provides procedures and examples on how to set up a monitoring and evaluation system, how to conduct participatory evaluations and do social mapping, and how to construct a "rigorous" quasi-experimental design to answer

an impact question. The text begins with the context of development evaluation and how it arrived where it is today. It then discusses current issues driving development evaluation, such as the Millennium Development Goals and the move from simple project evaluations to the broader understandings of complex evaluations. The topics of implementing 'Results-based Measurement and Evaluation' and constructing a 'Theory of Change' are emphasized throughout the text. Next, the authors take the reader down 'the road to results,' presenting procedures for evaluating projects, programs, and policies by using a 'Design Matrix' to help map the process. This road includes: determining the overall approach, formulating questions, selecting designs, developing data collection instruments, choosing a sampling strategy, and planning data analysis for qualitative, quantitative, and mixed method evaluations. The

book also includes discussions on conducting complex evaluations, how to manage evaluations, how to present results, and ethical behavior--including principles, standards, and guidelines. The final chapter discusses the future of development evaluation. This comprehensive text is an essential tool for those involved in development evaluation.

Working with Assumptions in International Development Program Evaluation - Apollo M. Nkwake 2019-11-27

This book discusses the crucial place that assumptions hold in conceptualizing, implementing, and evaluating development programs. It suggests simple ways for stakeholders and evaluators to 1) examine their assumptions about program theory and environmental conditions and 2) develop and carry out effective program monitoring and evaluation in light of those assumptions. A survey of evaluators from an international development agency reviewed the state of practice on assumptions-aware evaluation. This 2nd edition

has been updated with further illustrations, case studies, and frameworks that have been researched and tested in the years since the first edition. Regardless of geography or goal, development programs and policies are fueled by a complex network of implicit ideas. Stakeholders may hold assumptions about purposes, outcomes, methodology, and the value of project evaluation and evaluators—which may or may not be shared by the evaluators. A major barrier to viable program evaluations is that development programs are based on assumptions that often are not well articulated. In designing programs, stakeholders often lack clear outlines for how implemented interventions will bring desired changes. This lack of clarity masks critical risks to program success and makes it challenging to evaluate such programs. Methods that have attempted to address this dilemma have been popularized as theory of change or other theory-based approaches. Often, however, theory-based

methods do not sufficiently clarify how program managers or evaluators should work with the assumptions inherent in the connections between the steps. The critical examination of assumptions in evaluation is essential for effective evaluations and evaluative thinking. "How does one think evaluatively? It all begins with assumptions. Systematically articulating, examining, and testing assumptions is the foundation of evaluative thinking... This book, more than any other, explains how to build a strong foundation for effective interventions and useful evaluation by rigorously working with assumptions." —Michael Quinn Patton, PhD. Author of *Utilization-Focused Evaluation* and co-editor of *THOUGHTWORK: Thinking, Action, and the Fate of the World, USA*. "This updated edition presents us with a new opportunity to delve into both the theoretical and practical aspects of paradigmatic, prescriptive, and causal assumptions. We need to learn, and apply these insights with

the deep attention they deserve." —Zenda Ofir, PhD. Independent Evaluator, Richard von Weizsäcker Fellow, Robert Bosch Academy, Berlin, Germany. Honorary Professor, School of Public Leadership, Stellenbosch University, South Africa. "This thought-provoking book explains why assumptions are an essential condition within the theories and methodologies of evaluation; and how assumptions influence the ways that evaluators approach their work...It will enrich the ways that evaluators develop their models, devise their methodologies, interpret their data, and interact with their stakeholders." —Jonny Morell, Ph.D., President, 4.669... Evaluation and Planning, Editor Emeritus, Evaluation and Program Planning

Ten Steps to a Results-Based Monitoring and Evaluation System - Jody Zall Kusek 2004-06-15

This Handbook provides a comprehensive ten-step model that will help guide development practitioners

through the process of designing and building a results-based monitoring and evaluation system.

Designing Better Engineering Education Through Assessment

- Joni E. Spurlin 2008

"The work describes various assessment methods and provides examples of various assessment tools that have been utilized by a variety of programs. Valuable for faculty and administrators who are concerned with satisfying the ABET accreditation requirements in engineering and technology programs. Recommended." Choice

Designing Successful Professional Meetings and Conferences in Education - Susan Mundry 2000-08-15

This book outlines the principles of planning, implementing, and evaluating successful professional meetings and conferences in education. The following are among the topics discussed: (1) the knowledge base of effective meetings and conferences (nine principles held by effective meeting designers;

characteristics of effective meetings and conferences; principles of effective adult learning); (2) early planning (identification of target audiences, conference budgets, identification of cosponsors or partners; selection of locations and dates; delegation of responsibility for conference design and planning); (3) design issues (selecting activities and approaches; identifying the view of participants assumed in the design; using the authentic task approach; choosing and supporting speakers; communicating with leaders, facilitators, and presenters; marketing conferences; preparing preconference participant mailings; managing conferences); (4) evaluating a conference or meeting (focusing the evaluation; identifying the evaluation's audience; choosing data collection methods; evaluating the meeting design and process; selecting evaluation methods; using evaluation information to make improvements; and conducting

regular evaluations of small meetings and working sessions; and (5) producing conference proceedings (purposes of proceedings and ways to capture the meeting and add analysis to reporting). The following items are appended: examples of topics addressed by professional meeting planners; sample agendas; and sample evaluations. The bibliography lists 23 references. (MN)

The Program Evaluation Standards - Donald B. Yarbrough 2011

Including a new section on evaluation accountability, this Third Edition details 30 standards which give advice to those interested in planning, implementing and using program evaluations.

Toward Useful Program Evaluation in College Foreign Language Education - John Marvin Norris 2009

This volume reports on innovative, useful evaluation work conducted within U.S. college foreign language programs. Each case is

reported by program-internal educators, who walk readers through critical steps, from identifying evaluation uses, users, and questions, to designing methods, interpreting findings, and taking actions.

Designing Educational Project and Program Evaluations -

David A. Payne 1994-03-31
Drawing upon experiences at state and local level project evaluation, and based on current research in the professional literature, Payne presents a practical, systematic, and flexible approach to educational evaluations. Evaluators at all levels -- state, local and classroom -- will find ideas useful in conducting, managing, and using evaluations. Special user targets identified are state department of education personnel and local school system administrative personnel. The volume can be used by those doing evaluation projects 'in the field', or as a text for graduate courses at an introductory level. The book

begins with an overview of the generic evaluation process. Chapter Two is devoted to the criteria for judging the effectiveness of evaluation practice. Chapter Three addresses the all important topic of evaluation goals and objectives. Chapters Four, Five and Six basically are concerned with the approach, framework, or design of an evaluation study. Chapter Four contains a discussion of four major philosophical frameworks or metaphors and the implications of these frameworks for conducting an evaluation. Chapters Five and Six describe predominantly quantitative and qualitative designs, respectively. Design, implementation and operational issues related to instrumentation (Chapter Seven), management and decision making (Chapter Eight), and reporting and utilization of results (Chapter Nine) are next addressed. The final chapter of the book (Chapter Ten) considers the evaluation of educational products and materials.

The ABCs of Evaluation -

John Boulmetis 2014-10-20

Thoroughly revised and updated, the third edition of bestselling *The ABCs of Evaluation* offers an introduction to program evaluation. This comprehensive textbook covers topics such as stakeholder relationships, program design, data collection and analysis, reporting results, and other important steps in the evaluation process. *The ABCs of Evaluation* shows how to select participants for the evaluation and how to deal with multiple goals and objectives—including those of the organization, the staff, and the client. The authors illustrate the circumstances under which each evaluation model can be used, and offer tips on identifying data sources and collecting the data. This revision includes substantially increased coverage of theory, methodological approaches, the business of evaluation, the evaluator's role and responsibilities, RFPs and the grants process, logic

models, data analysis, and writing the evaluation report. Also included are new cases and scenarios from various evaluation realms in social sciences, education, health, and human services. Throughout the book, charts, graphs, models, and lists help organize, extend, and facilitate the understanding of each evaluation concept. Praise for the Previous Edition of *The ABCs of Evaluation* "A useful general overview of the evaluation process. I would recommend it to program or project managers wanting to know more about the process of evaluation." —American Journal of Evaluation "All students (and practitioners) should have this in their library; they will use it frequently." —Patricia McGee, PhD, associate professor, University of Texas, San Antonio Companion Web site: www.josseybass.com/go/Boulmetis [Evaluating Professional Development](#) - Thomas R. Guskey 2000 Explains how to better evaluate

professional development in order to ensure that it increases student learning, providing questions for accurate measurement of professional development and showing how to demonstrate results and accountability.

Designing Authentic Performance Tasks and Projects - Jay McTighe 2020

"Comprehensive guide to engaging students in active, relevant, and deeper learning as they transfer knowledge, skills, and understandings to the real world"--

Design for Learning - Jason K. McDonald 2021

Evaluation Strategies for Communicating and Reporting - Rosalie T. Torres 2004-12-15

Evaluation Strategies for Communicating and Reporting has been thoroughly revised and updated creating 75% new material and 34 new case examples. The Second Edition provides worksheets and instructions for creating a detailed communicating and reporting plan based on

audience needs and characteristics. Authors Rosalie T. Torres, Hallie Preskill, and Mary E. Piontek cover advances in technology including Web site communications, Web and videoconferencing, and Internet chat rooms. Also mentioned are several additional topics for consideration, including communicating and reporting for diverse audiences and for multi-site evaluations.

Impact Evaluation in Practice, Second Edition - Paul J. Gertler 2016-09-12

The second edition of the Impact Evaluation in Practice handbook is a comprehensive and accessible introduction to impact evaluation for policy makers and development practitioners. First published in 2011, it has been used widely across the development and academic communities. The book incorporates real-world examples to present practical guidelines for designing and implementing impact evaluations. Readers will gain an understanding of impact

evaluations and the best ways to use them to design evidence-based policies and programs. The updated version covers the newest techniques for evaluating programs and includes state-of-the-art implementation advice, as well as an expanded set of examples and case studies that draw on recent development challenges. It also includes new material on research ethics and partnerships to conduct impact evaluation. The handbook is divided into four sections: Part One discusses what to evaluate and why; Part Two presents the main impact evaluation methods; Part Three addresses how to manage impact evaluations; Part Four reviews impact evaluation sampling and data collection. Case studies illustrate different applications of impact evaluations. The book links to complementary instructional material available online, including an applied case as well as questions and answers. The updated second edition will be a valuable resource for the international development

community, universities, and policy makers looking to build better evidence around what works in development.

Assessment in Student Affairs - John H. Schuh
2016-05-23

A practical, comprehensive manual for assessment design and implementation Assessment in Student Affairs, Second Edition offers a contemporary look at the foundational elements and practical application of assessment in student affairs. Higher education administration is increasingly called upon to demonstrate organizational effectiveness and engage in continuous improvement based on information generated through systematic inquiry. This book provides a thorough primer on all stages of the assessment process. From planning to reporting and beyond, you'll find valuable assessment strategies to help you produce meaningful information and improve your program. Combining and updating the thoroughness and practicality

of Assessment in Student Affairs and Assessment Practice in Student Affairs, this new edition covers design of assessment projects, ethical practice, student learning outcomes, data collection and analysis methods, report writing, and strategies to implement change based on assessment results. Case studies demonstrate real-world application to help you clearly see how these ideas are used effectively every day, and end-of-chapter discussion questions stimulate deeper investigation and further thinking about the ideas discussed. The instructor resources will help you seamlessly integrate this new resource into existing graduate-level courses. Student affairs administrators understand the importance of assessment, but many can benefit from additional direction when it comes to designing and implementing evaluations that produce truly useful information. This book provides field-tested approaches to assessment, giving you a comprehensive

how-to manual for demonstrating—and improving—the work you do every day. Build your own assessment to demonstrate organizational effectiveness Utilize quantitative and qualitative techniques and data Identify metrics and methods for measuring student learning Report and implement assessment findings effectively Accountability and effectiveness are the hallmarks of higher education administration today, and they are becoming the metrics by which programs and services are evaluated. Strong assessment skills have never been more important. Assessment in Student Affairs gives you the knowledge base and skill set you need to shine a spotlight on what you and your organization are able to achieve.

Interactive Evaluation Practice

- Jean A. King 2012-04-12

You've taken your introduction to evaluation course and are about to do your first evaluation project. Where do you begin? Interactive

Evaluation Practice: Managing the Interpersonal Dynamics of Program Evaluation helps bridge the gap between the theory of evaluation and its practice, giving students the specific skills they need to use in different evaluation settings.

Jean A. King and Laurie Stevahn present readers with three organizing frameworks (derived from social interdependence theory from social psychology, evaluation use research, and the evaluation capacity building literature) for thinking about evaluation practice. These frameworks help readers track the various skills or strategies to use for distinctive evaluation situations. In addition, the authors provide explicit advice about how to solve specific evaluation problems. Numerous examples throughout the text bring interactive practice to life in a variety of settings.

Educational Technology Program and Project Evaluation - J. Michael Spector
2016-03-31
Educational Technology

Program and Project Evaluation is a unique, comprehensive guide to the formative and summative evaluation of programs, projects, products, practices and policies involving educational technology. Written for both beginning and experienced evaluators, the book utilizes an integrative, systems-based approach; its practical emphasis on logic models and theories of change will help readers navigate their own evaluation processes to improve interventions and conduct meaningful educational research. Key features include: evidence-based guidelines for constructing and conducting evaluations practical exercises to support the development of knowledge, skills, and program evaluation portfolios a variety of interdisciplinary case studies references and links to pertinent research and resources Using the TELL, ASK, SHOW, DO model first introduced in this series, Educational Technology Program and Project

Evaluation provides comprehensive coverage of the concepts, goals, design, implementation, and critical questions imperative to successful technology-enhanced evaluation.

Leading Every Day - Joyce Kaser 2006-02

As our society faces more complex challenges, the demand for effective leadership grows. Leaders, especially education leaders, often need to solve complicated problems quickly with limited resources. Understanding their own leadership styles, roles, and practices enhances the impact that leaders have every day. *Leading Every Day* offers direction on providing high-quality leadership amid turbulent times. Modeling the philosophy that leadership exists in all of us, the authors inspire educators to lead in big and small ways. This second edition offers: inspirational stories illustrating effective leadership, cogent quotations for educators to carry with them each day, actionable advice that can be

implemented today, invitations for larger discourse that can change the lives of leaders and the lives of those they lead, and the latest research on best practices in leadership, change, professional development, and group leadership.

The SAGE International Handbook of Educational Evaluation - Katherine Ryan 2009-07-15

Bringing together the expertise of top evaluation leaders from around the world, *The SAGE International Handbook of Educational Evaluation* addresses methods and applications in the field, particularly as they relate to policy- and decision-making in an era of globalization. The comprehensive collection of articles in the Handbook compels readers to consider globalization influences on educational evaluation within distinct genres or families of evaluation approaches. Key Features Discusses substantive issues surrounding globalization, and its implication for educational

policy and practice and ultimately evaluation; Includes state-of-the-art theory chapters and method chapters within scientific, accountability-oriented, learning-oriented, and political genres of evaluation approaches; Provides real-world case exemplar chapters to illustrate core concepts within genres; Extends dialogue on controversial topics and contemporary educational evaluation tensions in the context of globalization; Summarizes, by means of an integration chapter, the issues, tensions and dilemmas confronting educational evaluators in an era of globalization. Serving as a state-of-the-art resource on educational evaluation, this volume is designed for graduate students, evaluation scholars and researchers and professional evaluation practitioners with an interest in educational program and policy evaluation.

Understanding by Design -

Grant Wiggins 2005

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Developing an Effective

Evaluation Plan - Department

of Human Services 2014-02-13

This workbook applies the CDC Framework for Program

Evaluation in Public Health.

The purpose of this workbook

is to help public health

program managers,

administrators, and evaluators

develop a joint understanding

of what constitutes an

evaluation plan, why it is

important, and how to develop

an effective evaluation plan in

the context of the planning

process. This workbook is

intended to assist in developing

an evaluation plan but is not

intended to serve as a complete

resource on how to implement

program evaluation.