

Program Evaluation

**Sourcebook
Casebook**

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

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Program Evaluation A Sourcebook And Casebook

Ronald K. Hambleton,H. Swaminathan



Program Evaluation A Sourcebook And Casebook:

Program Evaluation ,1983 Program Evaluation Robert O. Brinkerhoff,D.M. Brethower,Jeri Nowakowski,T. Hluchyj,2012-12-06 Please glance over the questions that follow and read the answers to those that are of interest Q What does this manual do A This manual guides the user through designing an evaluation A Who can use it A Anyone interested or involved in evaluating professional training or inservice education programs The primary users will be staff members who are doing their own program evaluation maybe for the first time Experienced evaluators or other professional educators can find useful guides and worksheets in it Q If I work through this manual what will I accomplish A You will develop one or more evaluation designs and perhaps you will also use the designs to evaluate something to make it better or to document its current value Q What is an evaluation design A An evaluation design is a conceptual and procedural map for getting important information about training efforts to people who can use it as shown in the graphic below **Program Evaluation** Robert O. Brinkerhoff,D.M. Brethower,Jeri Nowakowski,T. Hluchyj,1983-04-30 **A Handbook of Educational Variables** Jeri Nowakowski,1984-11-30 School-Based Evaluation John W. Wick,2012-12-06 Alternative Approaches to the Assessment of Achievement David L. McArthur,2012-12-06 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 **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 Y onge 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 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 for mal 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 Univer sity of Southern California organized and conducted a meeting of academi cians 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 educa tional evaluation to problems of evaluation of continuing education for health professionals

Evaluation Models George F. Madaus,M. Scriven,D.L. Stufflebeam,2012-12-06 Attempting fonnally 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 nonns client audience validity reliability objectivity practical significance accountability improvement process pro duct fonnative summative costs impact infonnation credibility and of course with the tenn evaluation itself To communicate with colleagues and clients evaluators need to clarify what they mean when they use such tenns 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

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 ethnogra phy 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 depar ture from both the more traditional quantitative and qualitative perspec tives 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

DHHS Publication No. (ADM). , 1984

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 *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 *Systematic Evaluation* D.L. Stufflebeam, Anthony J. Shinkfield, 2012-12-06

Conducting Educational Needs Assessments D.L. Stufflebeam, Charles H. McCormick, Robert O. Brinkerhoff, Cheryl O. Nelson, 2012-12-06 What goals should be addressed by educational programs What priorities should be assigned to the different goals What funds should be allocated to each goal How can quality services be maintained with declining school enrollments and shrinking revenues What programs could be cut if necessary The ebb and flow of the student population the changing needs of our society and the fluctuation of resources constantly impinge on the education system Educators must deal with students communities and social institutions that are dynamic resulting in changing needs It is in the context of attempting to be responsive to these changes and to the many wishes and needs that schools are asked to address that needs assessment can be useful Needs assessment is a process that helps one to identify and examine both values and information It provides direction for making decisions about programs and resources It can include such relatively objective procedures as the statistical description and analysis of standardized test data and such subjective procedures as public testimony and

values clarification activities Needs assessment can be a part of community relations facilities planning and consolidation program development and evaluation and resource allocation Needs assessment thus addresses a xiii XIV PREFACE broad array of purposes and requires that many different kinds of procedures be available for gathering and analyzing information This book was written with this wide variation of practices in mind *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 **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 *Evaluator's Handbook* Joan L. Herman, Lynn Lyons Morris, Carol T. Fitz-Gibbon, 1987-12 The heart of the Program Evaluation Kit this volume provides a broad overview of evaluation planning and a practical guide to designing and managing programs Learn how the field of evaluation has changed over the last ten years This volume is concise informative and clearly written Major attention is given to establishing an evaluation's parameters the how to's of formative and summative evaluation and the

power of evaluation studies that combine both quantitative and qualitative approaches Also covered are recently developed evaluation standards and a new emphasis on ongoing program monitoring in evaluation The Evaluator s Handbook also covers concerns user needs and other socio political factors that influence the utility of an evaluation Strategies for maximizing utility are included throughout the evaluation planning implementation and reporting process *Item Response Theory* Ronald K. Hambleton,H. Swaminathan,2013-11-11 In the decade of the 1970s item response theory became the dominant topic for study by measurement specialists But the genesis of item response theory IRT can be traced back to the mid thirties and early forties In fact the term Item Characteristic Curve which is one of the main IRT concepts can be attributed to Ledyard Tucker in 1946 Despite these early research efforts interest in item response theory lay dormant until the late 1960s and took a backseat to the emerging development of strong true score theory While true score theory developed rapidly and drew the attention of leading psychometricians the problems and weaknesses inherent in its formulation began to raise concerns Such problems as the lack of invariance of item parameters across examinee groups and the inadequacy of classical test procedures to detect item bias or to provide a sound basis for measurement in tailored testing gave rise to a resurgence of interest in item response theory Impetus for the development of item response theory as we now know it was provided by Frederic M Lord through his pioneering works Lord 1952 1953a 1953b The progress in the fifties was painstakingly slow due to the mathematical complexity of the topic and the nonexistence of computer programs

Unveiling the Magic of Words: A Overview of "**Program Evaluation A Sourcebook And Casebook**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Program Evaluation A Sourcebook And Casebook**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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Table of Contents Program Evaluation A Sourcebook And Casebook

1. Understanding the eBook Program Evaluation A Sourcebook And Casebook
 - The Rise of Digital Reading Program Evaluation A Sourcebook And Casebook
 - Advantages of eBooks Over Traditional Books
2. Identifying Program Evaluation A Sourcebook And Casebook
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Program Evaluation A Sourcebook And Casebook
 - User-Friendly Interface
4. Exploring eBook Recommendations from Program Evaluation A Sourcebook And Casebook
 - Personalized Recommendations
 - Program Evaluation A Sourcebook And Casebook User Reviews and Ratings
 - Program Evaluation A Sourcebook And Casebook and Bestseller Lists

5. Accessing Program Evaluation A Sourcebook And Casebook Free and Paid eBooks
 - Program Evaluation A Sourcebook And Casebook Public Domain eBooks
 - Program Evaluation A Sourcebook And Casebook eBook Subscription Services
 - Program Evaluation A Sourcebook And Casebook Budget-Friendly Options
6. Navigating Program Evaluation A Sourcebook And Casebook eBook Formats
 - ePub, PDF, MOBI, and More
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7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Program Evaluation A Sourcebook And Casebook
 - Highlighting and Note-Taking Program Evaluation A Sourcebook And Casebook
 - Interactive Elements Program Evaluation A Sourcebook And Casebook
8. Staying Engaged with Program Evaluation A Sourcebook And Casebook
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Program Evaluation A Sourcebook And Casebook
9. Balancing eBooks and Physical Books Program Evaluation A Sourcebook And Casebook
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Program Evaluation A Sourcebook And Casebook
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Program Evaluation A Sourcebook And Casebook
 - Setting Reading Goals Program Evaluation A Sourcebook And Casebook
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Program Evaluation A Sourcebook And Casebook
 - Fact-Checking eBook Content of Program Evaluation A Sourcebook And Casebook
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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