

DESIGNING EDUCATIONAL PROJECT AND PROGRAM EVALUATIONS

*A Practical Overview Based
on Research and Experience*

David A. Payne

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Designing Educational Project And Program Evaluations

Chao Zhang



Designing Educational Project And Program Evaluations:

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 *Educational Technology Program and Project Evaluation* J. Michael Spector, Allan H.K.

Yuen, 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

Evaluating School Programs James R. Sanders, Carolyn D. Sullins, 2005-11-28 This updated edition of the bestseller features a five step NCLB based process that demonstrates how skillfully administered annual program evaluations result in lasting educational benefits **Designing Evaluations of Educational and Social Programs** Lee Joseph Cronbach, Karen Shapiro, 1982 Designing an evaluation is rather an art as each must be designed according to its appropriateness to the situation being evaluated The advantages of each feature of the design must be balanced against any sacrifices each of these choices entail Designers must plan for the allocation of investigative resources selecting investigative questions that are most

apt and be aware of both practical and political considerations This volume includes both new approaches to the design of educational evaluations and discusses the pros and cons of frequently used design concepts *Evaluating School Programs* James R. Sanders, Carolyn D. Sullins, 2005-11-28 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 *Evaluating School Programs* James R. Sanders, Carolyn D. Sullins, 2005-12-20 This updated edition of the bestseller features a five step NCLB based process that demonstrates how skillfully administered annual program evaluations result in lasting educational benefits **How to Design a Program Evaluation** Carol Taylor Fitz-Gibbon, Lynn Lyons Morris, 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 **Bradley v. Saranac Community Schools; Lansing Association of School Administrators v. Lansing School District Board of Education, 455 MICH 285 (1997)**, 1997 106020 **User-friendly Handbook for Project Evaluation** Floraline I. Stevens, 1994 [Program Evaluation Theory and Practice](#) Donna M. Mertens, Jori N. Hall, Amy T. Wilson, 2024-12-19 Covering both the theory and practice of evaluation in one engaging volume this leading text is now in a revised third edition It features additional evaluation approaches such as the Indigenous paradigm new examples ranging from small to large and multi site evaluations and more Instructors praise the diverse evaluations many with reflective commentary from evaluators and rich pedagogical features The text describes the major theoretical paradigms in evaluation and the ways they inform methodological choices Readers learn effective strategies for clarifying their own theoretical assumptions working with stakeholders developing questions using quantitative qualitative and mixed methods designs choosing data collection and sampling strategies analyzing data and communicating and utilizing findings The book includes guidance for planning an evaluation of a specific project or program Extensive

recommended online resources and tools are provided at the companion website New to This Edition Restructured section on philosophical frameworks with a new chapter on the Indigenous paradigm and expanded coverage of disability feminist and LGBTQ theories Additional sample studies including multi site and systems and complexity informed evaluations Expanded coverage of logic models cost benefit evaluations and mixed methods designs New and updated coverage of data collection technologies qualitative coding methods Sustainable Development Goals and uses and pitfalls of artificial intelligence Pedagogical Features Reflection questions that prepare students to read each chapter Extending Your Thinking questions and learning activities New within chapter maps to aid in navigating chapter sections Boxes offering sample evaluations and closer looks at key concepts Helpful checklists and tables bolded key terms and an end of book Glossary Companion website with links to recommended online resources and tools

Designing Education for the Future Designing Education for the Future: an Eight-State Project,1969 The Program Evaluation Standards Donald B. Yarbrough,Lyn M. Shulha,Rodney K. Hopson,Flora A. Caruthers,2010-07-29 With oversight from the Joint Committee on Standards for Educational Evaluation Yarbrough Schulha Hopson and Caruthers have revised and illustrated this new edition of the Program Evaluation Standards These thirty standards support the core attributes of evaluation quality utility feasibility propriety accuracy and accountability and provide guidance to anyone interested in planning implementing or using program evaluations The book is an invaluable resource for practicing evaluators students evaluation users and clients

A program evaluation handbook for health education programs in stress management IOX Assessment Associates,1982 Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant , Research Design for Program Evaluation William M. K. Trochim,1984-05 Evaluating with the Regression Discontinuity approach has been used mainly within the context of compensatory education Yet this approach is one of the strongest methodological alternatives to randomized experiments for accurately studying the effects of social programmes Trochim thoroughly examines the Regression Discontinuity approach as an applied research technique its design its application and its strengths and concludes that the Research Discontinuity approach is most useful when attempting to make compatible the political and social goals of allocating scarce resources in education medicine or in awarding scholarships

Evaluation in World Bank Education Projects ,1985 *The Program Evaluation Standards* Joint Committee on Standards for Educational Evaluation,James R. Sanders,1994-04-06 The Program Evaluation Standards is a must have book for anyone responsible for reviewing evaluation proposals planning and conducting evaluations managing evaluation projects or judging the merit and worth of evaluations once completed For experienced practitioners it provides a set of values and principles by which to guide successful practice that is a set of criteria that determines whether educational evaluations are trustworthy and fair The Standards sets expectations of the design and implementation of educational evaluation for all practitioners in all types of educational arenas even those involved in social programming endeavors For newcomers and those less experienced who may be responsible for

commissioning and using evaluations the Standards supplies a useful framework of generating a list of questions to raise about any evaluation plan or final report in an effort to assess its pros and cons The book is an invaluable how to resource for graduate students venturing out into the field and it instills a sense of what it means to be a responsible evaluator For clients or consumers the book offers advice on what they should expect of an evaluation Publisher description *A program evaluation handbook for health education programs in nutrition* IOX Assessment Associates,1982

Designing Professional Development for Teachers of Science and Mathematics Susan Loucks-Horsley,Katherine E. Stiles,Susan Mundry,Nancy Love,Peter W. Hewson,2009-11-24 This third edition represents the gold standard of resources for those working in the field of professional development My staff and I highly recommend this book as a primary resource for designing and continuously improving professional development programs for teachers of science and mathematics Unlike other resources this unique and important book provides current research an updated strategic planning framework and access to a portfolio of best practices for informing your work Sally Goetz Shuler Executive Director National Science Resources Center In the 21st century when STEM education has become vital for our students and our nation and the importance of quality professional development has increased at least tenfold this seminal work should be required reading for every education leader It is both practical and scholarly in guiding a school toward a culture of continuous learning and improvement Harold Pratt President Science Curriculum Inc Former President National Science Teachers Association The classic guide for designing robust science and mathematics professional development programs This expanded edition of one of the most widely cited resources in the field of professional learning for mathematics and science educators demonstrates how to design professional development for teachers that is directly linked to improving student learning Presenting an updated professional development PD planning framework the third edition of the bestseller reflects current research on PD design underscores how beliefs and local factors can influence the PD design illustrates a wide range of PD strategies and emphasizes the importance of Continuous program monitoring Combining strategies to address diverse needs Building cultures that sustain learning An inspiring blend of theory and practical wisdom Designing Professional Development for Teachers of Science and Mathematics remains a highly regarded reference for improving professional practice and student achievement *Planning Effectively for Educational Quality* William H. Bergquist,Jack L. Armstrong,1986

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