

Contents

Preface	ix
Purpose and Audience	x
Teaching and Learning Aids	xi
Organization	xii
Reader's Guide	xii
Suggestions for Improvement	xiv
 PART ONE INTRODUCTION	 1
Chapter 1 The Role of Evaluation in Improving Education	3
Informal versus Formal Evaluation	4
Evaluation's Roles and Goals	5
The Objects of Formal Evaluation Studies	7
Chapter 2 The History of Evaluation in Education	11
The History and Influence of Evaluation in Education	11
Chapter 3 The Concept of Evaluation: An Overview	21
Definition of Evaluation and Related Activities	22
Evaluation as Disciplined Inquiry	24
Similarities and Differences in Educational Evaluation and Research	26
Two Basic Distinctions in Evaluation	34
 PART TWO ALTERNATIVE APPROACHES TO EDUCATIONAL EVALUATION	 41
Chapter 4 Alternative Views of Evaluation	43
Diverse Conceptions of Educational Evaluation	44
Origins of Alternative Views of Evaluation	45
Philosophical and Ideological Differences	46
Methodological Backgrounds and Preferences	49
Different Metaphors of Evaluation	54
Responding to Different Needs in Education	57
	iii

Practical Considerations	58
Themes among the Variations	59
A Classification Schema for Evaluation Approaches	60
Chapter 5 Objectives-Oriented Evaluation Approaches	62
Developers of the Objectives-Oriented Evaluation Approach and Their Contributions	62
How the Objectives-Oriented Evaluation Approach Has Been Used	70
Strengths and Limitations of the Objectives-Oriented Evaluation Approach	72
Chapter 6 Management-Oriented Evaluation Approaches	77
Developers of the Management-Oriented Evaluation Approach and Their Contributions	78
How the Management-Oriented Evaluation Approach Has Been Used	82
Strengths and Limitations of the Management-Oriented Evaluation Approach	83
Chapter 7 Consumer-Oriented Evaluation Approaches	87
Developers of the Consumer-Oriented Evaluation Approach and Their Contributions	88
How the Consumer-Oriented Evaluation Approach Has Been Used	92
Strengths and Limitations of the Consumer-Oriented Evaluation Approach	96
Chapter 8 Expertise-Oriented Evaluation Approaches	98
Developers of the Expertise-Oriented Evaluation Approach and Their Contributions	99
How the Expertise-Oriented Evaluation Approach Has Been Used	107
Strengths and Limitations of the Expertise-Oriented Evaluation Approach	108
Chapter 9 Adversary-Oriented Evaluation Approaches	113
Developers of Adversary-Oriented Evaluation Approaches and Their Contributions	115
How the Adversary-Oriented Evaluation Approach Has Been Used	120
Strengths and Limitations of the Adversary-Oriented Evaluation Approach	121
Chapter 10 Naturalistic and Participant-Oriented Evaluation Approaches	127
Developers of Naturalistic and Participant-Oriented Evaluation Approaches and their Contributions	128

How Naturalistic and Participant-Oriented Evaluation Approaches Have Been Used	140
Strengths and Limitations of Naturalistic and Participant-Oriented Evaluation Approaches	141
Chapter 11 Alternative Evaluation Approaches: A Summary and Comparative Analysis	144
Cautions about the Alternative Evaluation Approaches	145
Contributions of the Alternative Evaluation Approaches	150
Comparative Analysis of Characteristics of Alternative Evaluation Approaches	151
Eclectic Uses of the Alternative Evaluation Approaches	156
Drawing Practical Implications from the Alternative Evaluation Approaches	157
 PART THREE PRACTICAL GUIDELINES FOR PLANNING EVALUATIONS	 161
Introduction of a Case Study	162
The Radnor Humanities Curriculum	163
Chapter 12 Clarifying the Evaluation Request and Responsibilities	165
Understanding the Reasons for Initiating the Evaluation	166
Conditions under which Evaluation Studies Are Inappropriate	168
Determining When an Evaluation Is Appropriate	171
Determining Whether to Use an External Evaluator	172
Selecting an External Evaluator	175
Case Study Application	181
Chapter 13 Setting Boundaries and Analyzing the Evaluation Context	186
Identifying Intended Audiences for an Evaluation	186
Describing What Is to be Evaluated: Setting the Boundaries	189
Analyzing the Resources and Capabilities that Can Be Committed to the Evaluation	195
Analyzing the Political Context for the Evaluation	198
Determining Whether to Proceed with the Evaluation	199
Case Study Application	200
Chapter 14 Identifying and Selecting the Evaluative Questions, Criteria, and Issues	210
Identifying Appropriate Sources of Questions and Criteria: The Divergent Phase	211
Selecting the Questions, Criteria, and Issues to be Addressed: The Convergent Phase	220

Remaining Flexible During the Evaluation: Allowing New Questions, Criteria, and Issues to Emerge	224
Case Study Application	225
Chapter 15 Planning the Information Collection, Analysis, and Interpretation	229
Identifying and Justifying Information Needs and Variables	231
Case Study Application	244
Chapter 16 Developing a Management Plan for the Evaluation	251
Estimating and Managing Time for Conducting Evaluation Activities	252
Analyzing Personnel Needs and Assignments	257
Estimating Costs of Evaluation Activities and Developing Evaluation Budgets	258
Complying with Established Policies, Protocol, and Ethics	262
Judging, Monitoring, and Revising the Evaluation Plan	263
Establishing Evaluation Agreements and Contracts	264
Case Study Application	267
PART FOUR PRACTICAL GUIDELINES FOR CONDUCTING AND USING EVALUATIONS	279
Chapter 17 Dealing with Political, Ethical, and Interpersonal Aspects of Evaluation	281
Establishing and Maintaining Good Communications among Evaluators and Stakeholders	282
Understanding Potential Bias Resulting from the Evaluator's Interpersonal, Financial, and Organizational Relationships with Others	283
Maintaining Ethical Standards: Considerations, Issues, and Responsibilities for Evaluators and Clients	289
Coping with Political Pressures and Problems in Evaluation	292
Case Study Application	295
Chapter 18 Collecting Evaluation Information	298
Protocol and Potential Problems in Collecting Evaluation Information	299
Information Control, Organization, and Retrieval	300
Methods for Collecting Evaluation Information	301
An Overview of Two Additional Methods for Collecting Evaluation Information	319
Case Study Application	323
Chapter 19 Analyzing and Interpreting Evaluation Information	328
Considerations in Analyzing and Interpreting Evaluation Information	329

Methods Used for Qualitative Data Analysis	329
Methods Used for Quantitative Data Analysis	331
Methods Used for Interpreting Evaluation Information	331
Cost Analysis	334
Case Study Application	336
Chapter 20 Reporting and Using Evaluation Information	341
Purposes of Evaluation Reports	341
Identifying Audiences for Evaluation Reports	342
Tailoring Evaluation Reports to Their Audience(s)	343
Timing of Evaluation Reports	345
Important Ingredients in a Good Written Evaluation Report	347
Suggestions for Presenting Information in Written Evaluation Reports	352
Human and Humane Considerations in Reporting Evaluation Findings	357
Suggestions for Effective Oral Reporting	360
A Checklist for Good Evaluation Reports	361
The Use of Evaluation Reports	361
Case Study Application	366
Chapter 21 Evaluating Evaluations	369
The Concept and Evolution of Meta-Evaluation	369
The Joint Committee Standards for Educational Evaluation	371
Professional Standards and Equity	376
The Role of Meta-Evaluator	376
Some General Guidelines for Conducting Meta-Evaluations	378
A Simple Example of Meta-Evaluation	381
A Need for More Meta-Evaluation	396
Case Study Application	396
Conclusion	399
Appendix 1 Some General Areas of Competence Important in Educational Evaluation	402
Appendix 2 Task-Oriented Teacher Education Programme (TOTE)	405
Notes	408
References	418
Name Index	441
Subject Index	447