Collective Thinking on the Evaluation of ITEST Projects

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Working with Teachers

- how to recruit
- their responsibility toward responding to evaluators
- how to bring them closer to the evaluation process
- best practices in communicating with teachers around evaluation
- teachers’ misconceptions about project accountability and the evaluator
PI/Project Team Relationship with Evaluators

• new roles for evaluators and evaluation
• frequency of communication between project and evaluation teams
• drawing the line between an evaluator being both part of the “team” and external
Job of an Evaluator

- what goes on behind the scenes: IRB, proposals, evaluation design, contacting teachers, collecting data, analyzing, reporting
- what roles are assumed to be those of the evaluator
- ways to present a united front to participants, as relevant to evaluation activities
Evaluation Reports

• audience: who reads them? who should they be written for? should we share with teachers?

• what is the ideal format

• best practices in communicating with a client about a report

• ideal time frame for reporting to client

• the difference between a project’s annual report and the evaluation report
Research vs. Evaluation

• often projects contain both “research” and program evaluation components. where are the boundaries between the two? what should be considered appropriate overlap?
• can the external evaluator participate in the research as well?
Embedded Assessments

• what are they?
• what types of programs/activities are best-suited to this type of assessment?
• what are the benefits and challenges of this methodology?
• are embedded assessments alone enough to demonstrate outcomes or should they always be paired with other methods?
• can an evaluator create embedded assessments without compromising his/her role as "external" evaluator
Test Scores as Indicators of Project Success

• schools often perceive evidence of success of educational innovations as solely based on improved test scores

• to what extent should test scores (state, district, standardized, classroom assignment specific) be included as a measurement of project success or traction?