

## Review of New Directions for Evaluation, Volume 106: Theorists' Models in Action

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The summer 2005 issue of *New Directions for Evaluation*, “Theorists’ Models in Action”, edited by Marvin C. Alkin and Christina A. Christie is, in part, inspired by the “Radnor Middle School” case study conducted in the early 1980s (Brandt, 1981). In the Radnor case study notable theorists including Scriven, Stake, Eisner, and Popham were asked to explain how they would evaluate Radnor’s humanities curriculum.

In this issue Alkin and Christie asked four contemporary theorists—Jennifer C. Greene, Gary T. Henry, Stewart I. Donaldson, and Jean A. King—to describe how they would evaluate the case of the “Bunche-Da Vinci Learning Partnership Academy.” The Bunche-Da Vinci Learning Partnership Academy is essentially a “unique partnership between the [school] district and a nonprofit educational company specializing in innovative school interventions for low-performing students” (Eisenberg, Winters, & Alkin, 2005, p. 5).

Jennifer Greene (2005) is the first theorist to tackle the Bunche-Da Vinci evaluation. Greene, as anticipated, takes a value-oriented (engaged) approach.

# Theorists Models In Action New Directions For Evaluation Evaluation Pb2005

**Huey T. Chen**



## **Theorists Models In Action New Directions For Evaluation Evaluation Pb2005:**

Theorists' Models in Action Marvin Alkin, 2005-08-11 This volume analyzes how evaluation theorists apply their approach in practice A scenario of a situation at an elementary school is presented to four prominent theorists who describe how they would design and conduct an evaluation of the school's program The editors consider the theorists proposed evaluations as well as their subsequent comments to develop themes related to the influence of theory and context on practice They also provide a comparative analysis of the theorists evaluation approaches in relation to the context of evaluation case presented Evaluation theorists seem to be quite good at propounding on how they think the evaluation world ought to work Yet do we really know that what theorists say they would do in practice is indeed what they would actually do Evaluation after all is situational Each context offers its own constituency set of values programmatic elements bureaucratic hurdles and other variables This volume demonstrates why evaluators need to adapt their point of view to a particular situation and provides much needed study and analysis on the way in which they make those adaptations This is the 106th volume of the Jossey Bass quarterly report series New Directions for Evaluation

**Developing Effective Student Peer Mentoring Programs** Peter J. Collier, 2023-07-03 At a time when college completion is a major issue and there is particular concern about the retention of underserved student populations peer mentoring programs offer one solution to promoting student success This is a comprehensive resource for creating refining and sustaining effective student peer mentoring programs While providing a blueprint for successfully designing programs for a wide range of audiences from freshmen to doctoral students it also offers specific guidance on developing programs targeting three large groups of under served students first generation students international students and student veterans This guidebook is divided into two main sections The opening section begins by reviewing the issue of degree non completion as well as college adjustment challenges that all students and those in each of the targeted groups face Subsequent chapters in section one explore models of traditional and non traditional student transition persistence and belonging address what peer mentoring can realistically achieve and present a rubric for categorizing college student peer mentoring programs The final chapter in section one provides a detailed framework for assessing students adjustment issues to determine which ones peer mentoring programs can appropriately address Section two of the guidebook shifts from the theoretical to the practical by covering the nuts and bolts of developing a college student peer mentoring program The initial chapter in section two covers a range of design issues including establishing a program timeline developing a budget securing funding getting commitments from stakeholders hiring staff recruiting mentors and mentees and developing policies and procedures Subsequent chapters analyze the strengths and limitations of different program delivery options from paired and group face to face mentoring to their e mentoring equivalents offer guidance on the creation of program content and resources for mentors and mentees and provide mentor training exercises and curricular guidelines Section two concludes by outlining processes for evaluating programs including setting goals

collecting appropriate data and methods of analysis and by offering advice on sustaining and institutionalizing programs Each chapter opens with a case study illustrating its principal points This book is primarily intended as a resource for student affairs professionals and program coordinators who are developing new peer mentoring programs or considering refining existing ones It may also serve as a text in courses designed to train future peer mentors and leaders *NTIS Alert* ,2005

**Evaluation Roots** Marvin C. Alkin,2012-04-12 Evaluation Roots A Wider Perspective of Theorists Views and Influences Second Edition provides an updated examination of current evaluation theories and traces their evolution Marvin C Alkin shows how theories build upon theories and how the theories are related to each other The way in which these evaluation roots grew to form a tree helps to provide a better understanding of evaluation theory In addition to the editor s overview the book contains essays by leading evaluation theorists In these pieces the evaluators comment on their own development and give their views of their placement upon the tree All royalties from sales of this book are donated to support the AEA Research on Evaluation Student Award The Practice-Theory Relationship in Evaluation Christina A. Christie,2003-05-13 Exploring research s impact on evaluation practice The Practice Theory Relationship in Evaluation New Directions for Evaluation presents the finding of a unique empirical study of evaluation comparing the reported practices of evaluation theorists with real world practices in the field A selection of leading authorities offer both analyses and perspectives on the study s impact on the field prompting deep consideration of the role of empirical study of evaluation and the relationship between concept and practice Empirical study of evaluation is key to improving practices and developing alternate approaches and this book stimulates the level of debate necessary for determining future directions Evaluation Theory, Models, and Applications Daniel L. Stufflebeam,Chris L. S. Coryn,2014-10-13 The golden standard evaluation reference text Now in its second edition Evaluation Theory Models and Applications is the vital text on evaluation models perfect for classroom use as a textbook and as a professional evaluation reference The book begins with an overview of the evaluation field and program evaluation standards and proceeds to cover the most widely used evaluation approaches With new evaluation designs and the inclusion of the latest literature from the field this Second Edition is an essential update for professionals and students who want to stay current Understanding and choosing evaluation approaches is critical to many professions and Evaluation Theory Models and Applications Second Edition is the benchmark evaluation guide Authors Daniel L Stufflebeam and Chris L S Coryn widely considered experts in the evaluation field introduce and describe 23 program evaluation approaches including new to this edition transformative evaluation participatory evaluation consumer feedback and meta analysis Evaluation Theory Models and Applications Second Edition facilitates the process of planning conducting and assessing program evaluations The highlighted evaluation approaches include Experimental and quasi experimental design evaluations Daniel L Stufflebeam s CIPP Model Michael Scriven s Consumer Oriented Evaluation Michael Patton s Utilization Focused Evaluation Robert Stake s Responsive Stakeholder Centered Evaluation Case Study

Evaluation Key readings listed at the end of each chapter direct readers to the most important references for each topic Learning objectives review questions student exercises and instructor support materials complete the collection of tools Choosing from evaluation approaches can be an overwhelming process but Evaluation Theory Models and Applications Second Edition updates the core evaluation concepts with the latest research making this complex field accessible in just one book

**Evaluation Models** Daniel L. Stufflebeam, 2001-04-13 The author of this issue identifies analyzes and judges twenty two evaluation approaches thought to cover most program evaluation efforts providing unique assistance to evaluators faced with choosing an appropriate and valid approach for a particular situation He describes each approach its orientation purpose typical questions being addressed and methods and rates them in each of the four areas previously defined by the Joint Committee Program Evaluation Standards utility feasibility propriety and accuracy Controversially he concludes that there are only nine methods that merit continued use and development The standards based metaevaluation checklist used by the author is included so that readers can judge the validity of his process and conclusions or use the checklist themselves This is the 89th issue of the quarterly journal New Directions for Evaluation

**Progress and Future Directions in Evaluation: Perspectives on Theory, Practice, and Methods** Debra J. Rog, Deborah Fournier, 1997-01-24 In doing so we must be more cognizant of our responsibility to design and implement our studies with this broader contribution in mind

**Evaluation Roots** Marvin C. Alkin, 2004-02-19 Concern for evaluation theoretical prescriptions emerged about 40 years ago giving it a history that is both recent enough to be part of the living experience of many of today's theorists and old enough to afford an opportunity for an analysis of how the field has evolved over time This book examines current evaluation theories and traces their evolution with the point of view that theories build upon theories and therefore evaluation theories are related to each other Initially all evaluation was derived from social science research methodology and accountability concerns The way in which these evaluation roots grew to form a tree helps to provide a better understanding of evaluation theory Thus the book uses an evaluation theory tree as its central metaphor The authors posit that evaluation theories can be classified by the extent to which they focus on methods uses or valuing these three approaches form the major limbs of the tree In addition to the authors overview which analyzes the evaluation theory tree and connections among theories the book contains essays by most of the leading evaluation theorists In these pieces the evaluators comment on their own development and give their views of their placement upon the tree

**Realist Evaluation: An Emerging Theory in Support of Practice** Gary T. Henry, George Julnes, Melvin M. Mark, 1998-06-29 Why is another theory of evaluation needed The paradigm wars have left a void in their wake A new theory firmly grounded in a credible philosophy of science is needed to guide practice The aim of this volume is to provide a new theory that captures the sensemaking contributions from post positivism and the sensitivity to values from constructivist traditions The theory presented here is not a slap dash synthesis of the competing paradigms it is a new approach Some of the contributions of the

realist theory of evaluation are 1 providing a basis for principled discovery as we oscillate between explanations and data 2 using explanation as a means for extrapolating findings from one evaluation to other settings 3 viewing all methods both quantitative and qualitative as aids to sensemaking that have strengths and flaws 4 connecting evaluation practice with the ultimate goal of most program evaluation social betterment and 5 balancing the focus of the evaluation between sensemaking and value inquiry This is the 78th issue of the quarterly journal *New Directions for Evaluation*

*Co-Constructing a Contextually Responsive Evaluation Framework: The Talent Development Model of Reform* Veronica G. Thomas, Floraline I. Stevens, 2004-05-05 This volume presents the Talent Development evaluation framework an approach for evaluating urban school reform interventions deeply embedded in the work of the Howard University Center for Research on the Education of Students Placed At Risk CRESPAR and the Talent Development Model of School Reform The CRESPAR Talent Development TD evaluation approach is rooted in several traditions of evaluation that intentionally seek engagement with contexts of practice These traditions include responsive participatory empowerment and culturally competent approaches to evaluation The CRESPAR TD evaluation approach also takes up themes of inclusiveness and partnership advanced by the recent promotion of multiple methods in evaluation With these themes the TD evaluation approach is viably grounded in well accepted evaluation concepts and principles The approach further seeks to be practical useful formative and empowering for the many individuals served by TD evaluations and to give voice to persons whose perspectives are often ignored minimized or rejected in urban school settings Beyond such grounding and ambitions the CRESPAR TD evaluation framework seeks to re position evaluation in low income urban contexts as accountable not only for producing accurate and relevant information on the program being evaluated but also for enabling and contributing to the program s social betterment and social justice intentions This re positioning is effected primarily by a collaborative co constructionist model for evaluation in which CRESPAR program developers implementers and evaluators along with key program stakeholders partner together in envisioning implementing and evaluating programs that are responsive to and make cultural sense in the context at hand CRESPAR TD evaluators are contextually and culturally engaged and are responsible for this engagement This volume highlights the approach s five major themes engaging stakeholders co construction responsiveness cultural and contextual relevance and triangulation of perspectives

*Program Evaluation Theory and Practice* Donna M. Mertens, Amy T. Wilson, 2012-02-20 This engaging text takes an evenhanded approach to major theoretical paradigms in evaluation and builds a bridge from them to evaluation practice Featuring helpful checklists procedural steps provocative questions that invite readers to explore their own theoretical assumptions and practical exercises the book provides concrete guidance for conducting large and small scale evaluations Numerous sample studies many with reflective commentary from the evaluators reveal the process through which an evaluator incorporates a paradigm into an actual research project The book shows how theory informs methodological choices the specifics of planning implementing and using evaluations It offers balanced

coverage of quantitative qualitative and mixed methods approaches Useful pedagogical features include Examples of large and small scale evaluations from multiple disciplines Beginning of chapter reflection questions that set the stage for the material covered Extending your thinking questions and practical activities that help readers apply particular theoretical paradigms in their own evaluation projects Relevant Web links including pathways to more details about sampling data collection and analysis Boxes offering a closer look at key evaluation concepts and additional studies Checklists for readers to determine if they have followed recommended practice A companion website with resources for further learning

*Practical Program Evaluation* Huey T. Chen, 2014-09-19 The Second Edition of *Practical Program Evaluation* shows readers how to systematically identify stakeholders needs in order to select the evaluation options best suited to meet those needs Within his discussion of the various evaluation types Huey T Chen details a range of evaluation approaches suitable for use across a program s life cycle At the core of program evaluation is its body of concepts theories and methods This revised edition provides an overview of these and includes expanded coverage of both introductory and more cutting edge techniques within six new chapters Illustrated throughout with real world examples that bring the material to life the Second Edition provides many new tools to enrich the evaluator s toolbox In this eminently readable book Chen presents a strong matrix framework for conceptualizing a full range of evaluation strategies and approaches The writing is exceptionally clear accessible to novice evaluators and because it is fair minded and principled of relevance to seasoned evaluators as well Jennifer Greene University of Illinois at Urbana Champaign Professor Chen s Second Edition of *Practical Program Evaluation* sets a new standard for providing a variety of systematic frameworks for conducting high quality program evaluations The readers will come away with a detailed understanding of both conventional and cutting edge approaches It is a must read for practicing program evaluators evaluation scholars and students of evaluation Stewart I Donaldson Claremont Graduate University Chen brings decades of evaluation and experience to this new edition He continues his innovative and pragmatic thinking about evaluation including identifying constructing and testing theories that can work in practice Dr Chen shows how to blend formative and summative evaluation process and outcome evaluation theory and action and much more R Burke Johnson University of South Alabama Dr Chen s latest effort offers evaluators a thoughtful expansion on the topics addressed in *Practical Program Evaluation* 2005 in terms of program theory logic modeling and his evaluation typology New chapters gleaned from the field reveal solution sets for overcoming challenges in a variety of contexts while still balancing scientific and stakeholder needs This new work provides a solid foundation for the further development of an evaluator s acumen Gregg M Gascon Ohio State University Chen has the best conceptual framework and the quality of his writing and analysis are superb He takes the reader through the essential steps in evaluation with particularly valuable treatment of stakeholder involvement Mario A Rivera University of New Mexico

**Theory-Driven Evaluations** Huey T. Chen, 1990 A new comprehensive framework for programme evaluation designed to bridge the gap between the method and theory oriented

perspectives is presented in this book newly available in paper Chen provides an intensive discussion of the nature and functions of programme theory approaches to constructing programme theories and the integration of programme theory with evaluation processes Specific types of theory driven evaluations as well as principles and guidelines for application are developed for meeting different policy purposes Application of systematic strategies is illustrated by concrete examples from a variety of evaluation studies in different fields Critical Social Theory and Evaluation Practice Melissa

Freeman,2010-10-12 As a practice meant to improve society evaluation is implicated in discussions about which societal and cultural values and principles of justice will prevail and which ones will get subverted or ignored altogether For the most part as currently configured the relationship of evaluators to policy makers has jeopardized evaluation s ability to provide the critical lens needed for feedback on the effects of a society s practices policies and structures Many theorists believe that it is only by examining and critically assessing how knowledge is produced and reproduced in society that we can better reflect on and imagine new more socially just social configurations and relations One such approach critical theory is a pedagogical practice that employs a systemic and historical critique of social and cultural formations and practices in a way that fosters citizens abilities to evaluate and alter them The intent of this issue of New Directions for Evaluation is to show the relevance of critical social theory for evaluation practice Each of the authors in this volume addresses in a different way and from a variety of disciplinary fields what a critical theory lens might offer evaluation practice This is the 127th volume of the Jossey Bass quarterly report series New Directions for Evaluation an official publication of the American Evaluation Association

Evaluation Models Daniel L. Stufflebeam,2001 *Program Evaluation Theory and Practice* , *Pedagogy of Evaluation* Michael Quinn Patton,2017-10-04 As pedagogy is the study of teaching pedagogy of evaluation examines how and what evaluation teaches This volume is inspired by the works of Paulo Freire who believed that all interactions between people are pedagogical something is always being taught conveyed and proselytized the same could be said of evaluation Freirean principles though articulated nearly 50 years ago offer and affirm future directions for dealing with inequality poverty social injustice community development education and to the point here evaluation The principles remain fresh and timely and new Divided into three parts the editors invite you to use Freires works to reflect on your pedagogy of evaluation Contemporaries of Paulo Freire present his pedagogy Pedagogical principles of evaluation derived from Freire Freires current evaluation influence illustrated This is the 155th issue in the New Directions for Evaluation series from Jossey Bass It is an official publication of the American Evaluation Association **Advancing Validity in Outcome Evaluation: Theory and Practice**

Huey T. Chen,Stewart I. Donaldson,Melvin M. Mark,2011-07-20 Exploring the influence and application of Campbellian validity typology in the theory and practice of outcome evaluation this volume addresses the strengths and weaknesses of this often controversial evaluation method and presents new perspectives for its use Editors Huey T Chen Stewart I Donaldson and Melvin M Mark provide a historical overview of the Campbellian typology adoption contributions and criticism



Contributing authors propose strategies in developing a new perspective of validity typology for advancing validity in program evaluation including Enhance External Validity Enhance Precision by Reclassifying the Campbellian Typology Expand the Scope of the Typology The volume concludes with William R Shadish s spirited rebuttal to earlier chapters A collaborator with Don Campbell Shadish provides a balance to the perspective of the issue with a clarification and defense of Campbell s work This is the 129th volume of the Jossey Bass quarterly report series New Directions for Evaluation an official publication of the American Evaluation Association

**Evaluation Models** D.L. Stufflebeam, George F. Madaus, T. Kellaghan, 2000-11-30 Organized in three sections the first includes a historical perspective on the growth of evaluation theory and practice the second section includes articles on the major schools of thought about evaluation the final section describes and discusses the standards for program evaluation

## Adopting the Beat of Phrase: An Psychological Symphony within **Theorists Models In Action New Directions For Evaluation Evaluation Pb2005**

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