

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

Stewart I. Donaldson



Theorists Models In Action New Directions For Evaluation:

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

What Counts as Credible Evidence in Applied Research and Evaluation Practice? Stewart I. Donaldson, Christina A. Christie, Melvin M. Mark, 2009 What Counts as Credible Evidence in Applied Research and Evaluation thoroughly covers one of the most fundamental issues facing applied research and evaluation practice today what counts as sound evidence for decision making An internationally renowned line up of authors explore a wide range of issues that address the fundamental challenges of designing and executing high quality applied research and evaluation studies Readers will come away from this volume with a new and clear understanding of the philosophical theoretical methodological political and ethical dimensions of gathering credible evidence to answer fundamental research and evaluation questions across diverse disciplinary boundaries and real world contexts

The SAGE Handbook of Evaluation Ian Shaw, Jennifer C Greene, Melvin M Mark, 2006-07-27 The Handbook succeeds in capturing and presenting evaluation's extensive knowledge base within a global context In so doing it provides a useful coherent and definitive benchmark on the field's diverse and dynamic purposes practices theories approaches issues and challenges for the 21st century The Handbook is an essential reference and map for any serious evaluation practitioner scholar and student anywhere in the world Michael Quinn Patton author of Utilization Focused Evaluation In this comprehensive handbook an examination of the complexities of contemporary evaluation contributes to the ongoing dialogue that arises in professional efforts to evaluate people related programs policies and practices The SAGE Handbook of Evaluation is a unique and authoritative resource consisting of 25 chapters covering a range of evaluation theories and techniques in a single accessible volume With contributions from world leading figures in their fields overseen by an eminent international editorial board this handbook is an extensive and user friendly resource organized in four coherent sections Role and Purpose of Evaluation in Society Evaluation as a Social Practice The Practice of Evaluation Domains of Evaluation

Practice The SAGE Handbook of Evaluation is written for practicing evaluators academics advanced postgraduate students and evaluation clients and offers a definitive benchmark statement on evaluation theory and practice for the first decade of the 21st century Introduction to Theory-Driven Program Evaluation Stewart I. Donaldson, 2021-09-30 Introduction to Theory Driven Program Evaluation provides a clear guide for practicing evaluation science and numerous examples of how these evaluations actually unfold in contemporary practice A special emphasis is placed how to conduct theory driven program evaluations that are culturally responsive and strengths focused In this thoroughly revised new edition author Stewart I Donaldson provides a state of the art treatment of the basics of conducting theory driven program evaluations Each case follows a three step model developing program impact theory formulating and prioritizing evaluation questions and answering evaluation questions The initial chapters discuss the evolution and popularity of theory driven program evaluation as well as step by step guide for culturally responsive and strengths focused applications Succeeding chapters provide actual cases and discuss the practical implications of theory driven evaluation science Reflections challenges and lessons learned across numerous cases from practices are discussed The volume is of significant value to practicing evaluators professors of introductory evaluation courses and their students advanced undergraduate and graduate students and serves as a text or a supplementary text for a wide range of evaluation and applied research courses It is also of great interest to those interested in the connections between work and health well being career development human service organizations and organizational improvement and effectiveness

Purposeful Program Theory Sue C. Funnell, Patricia J. Rogers, 2011-03-15 Between good intentions and great results lies a program theory not just a list of tasks but a vision of what needs to happen and how Now widely used in government and not for profit organizations program theory provides a coherent picture of how change occurs and how to improve performance Purposeful Program Theory shows how to develop represent and use program theory thoughtfully and strategically to suit your particular situation drawing on the fifty year history of program theory and the authors experiences over more than twenty five years From needs assessment to intervention design from implementation to outcomes evaluation from policy formulation to policy execution and evaluation program theory is paramount But until now no book has examined these multiple uses of program theory in a comprehensive understandable and integrated way This promises to be a breakthrough book valuable to practitioners program designers evaluators policy analysts funders and scholars who care about understanding why an intervention works or doesn t work Michael Quinn Patton author Utilization Focused Evaluation Finally the definitive guide to evaluation using program theory Far from the narrow one true way approaches to program theory this book provides numerous practical options for applying program theory to fulfill different purposes and constraints and guides the reader through the sound critical thinking required to select from among the options The tour de force of the history and use of program theory is a truly global view with examples from around the world and across the full range of content domains A must have for any serious evaluator E Jane Davidson

PhD Real Evaluation Ltd Companion Web site josseybass.com/go/funnellrogers **Credible and Actionable Evidence** Stewart I. Donaldson, Christina A. Christie, Melvin M. Mark, 2014-09-10 Addressing one of the most important and contentious issues challenging applied research and evaluation practice today what constitutes credible and actionable evidence this volume offers a balanced and current context in which to analyze the long debated quantitative qualitative paradigms In the Second Edition the contributors a veritable who's who in evaluation discuss the diversity and changing nature of credible and actionable evidence offer authoritative guidance about using credible and actionable evidence explain how to use it to provide rigorous and influential evaluations and include lessons from their own applied research and evaluation to suggest ways to address the key issues and challenges Reflecting the latest developments in the field and covering both experimental and non experimental methods the new edition includes revised and updated chapters summaries of strengths and weaknesses across varied approaches and contains diverse definitions of evidence Also included are two new chapters on assessing credibility and synthesizing evidence for policy makers This is a valuable resource for students and others interested in how to best study and evaluate programs policies organizations and other initiatives designed to improve aspects of the human condition and societal well being Theorists' Models in Action Christina A. Christie, Marvin C. Alkin, 2019 **Encyclopedia of Educational Theory and Philosophy** D. C. Phillips, 2014-06-06 The two volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice Drawing together a team of international scholars this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses *Knowledge Utilization, Diffusion, Implementation, Transfer, and Translation* Judith M. Ottoson, 2009 This volume teams up familiar literature in knowledge utilization with related theories of diffusion implementation transfer and translation Each of these knowledge for action theories is reviewed for its disciplinary roots assumptions about change key variables and contextual influences Cross talk among these heretofore parallel theories identifies priorities and implications for evaluation practice This issue provides evaluators with multiple lenses to capture change including a consideration of complexity rather than succumb to single discipline perceptions of value If we think about the new knowledge enshrined within a policy or program under evaluation as the foreground then complexity invites evaluators to think more critically about the background that is the dynamic properties of the setting or system into which a policy program is introduced and the implications this raises for evaluation This is the 124th volume of the Jossey Bass quarterly report series New Directions for Evaluation an official publication of the American Evaluation Association **Critical Issues in STEM Evaluation** Douglas Huffman, Frances Lawrenz, 2006-03-31 This volume of New Directions for Evaluation focuses on evaluation of science technology engineering and mathematics STEM programs with special emphasis on evaluation of STEM education initiatives STEM evaluation has

always been important given the issues facing public schools and the economic and social considerations of STEM fields. But because these fields today face a variety of concerns, this discussion of STEM evaluation is particularly timely. Evaluation advances may contribute to STEM fields by helping programs address the challenges they face. This volume presents multiple viewpoints and state-of-the-art examples and methodological approaches in the hope that its chapters will contribute to the understanding of STEM evaluation. STEM education, STEM education evaluation, and evaluation in general. Overall, this volume of *New Directions for Evaluation* may help not only to move the field to consider new methods and methodologies for engaging in evaluation but also to reconsider ideas of what it means to engage in scientific evaluation. **Consequences of**

No Child Left Behind on Educational Evaluation Tiffany Berry, Rebecca M. Eddy, 2008-04-04. This volume explores how key aspects of No Child Left Behind (NCLB) have transformed the landscape of educational evaluation and ultimately how this process is redefining what evaluation is within the educational evaluation community. In their chapters, the authors examine case studies, critical commentaries, and technical information related to the nexus between evaluation and NCLB. The volume is intended to stimulate conversation around fundamental issues in the discipline of evaluation, including blurring the lines among research, evaluation, and assessment; prioritizing summative evaluations over formative using questions to drive research design rather than the reverse; balancing accountability requirements with other stakeholder needs; exploring the role of evaluation capacity building in an institutional setting; understanding the availability and appropriate use of assessment data; and defining learning outcomes that are based on standardized test scores alone. Evaluative activities have become integrated into the fabric of NCLB primarily through two core aspects of the legislation: responding to accountability systems and implementing scientifically based research. One plausible consequence of this close integration is that the purpose, design, and practice of evaluation may actually be transformed by this legislation. This volume describes these transformative influences and then explores the potential consequences. This is the 117th volume of the Jossey-Bass quarterly report series *New Directions for Evaluation*, an official publication of the American Evaluation Association. **Promoting**

the Use of Government Evaluations in Policymaking Rakesh Mohan, Kathleen Sullivan, 2007-03-05. Public policymaking is a high-stakes business that affects millions of citizens and budgets ranging in the billions of tax dollars in even the smallest of states. Policymakers need timely evaluative information reported in understandable language by unbiased sources. It is this need that evaluators at all levels of government as well as those in many nonprofit organizations seek to meet as they conduct evaluations, analyze policy options, and recommend action on the part of policymakers. The authors contributing to this volume examine theoretical and practical approaches to designing evaluation projects in ways that promote the use of evaluation results in high-stakes settings. The volume explores management of the politics of evaluation, which can be accomplished by considering the context in which an evaluation occurs and examining strategies for maximizing both evaluators' independence from and their responsiveness to key stakeholders. Unconventional approaches such as prospective

evaluation and development of analytical tools for use by agency personnel are examined as is promotion of evaluation use through a symbiotic relationship with performance measurement The chapter authors discuss utilization strategies as applied to evaluations of public health education and corrections programs The final chapter provides sage advice to evaluators on how to impact policy development *Building a Theory of Change and a Logic Model for an Empowerment-based Family Support Training and Credentialing Program* Betsy Crane,2000 *Program Theory in Evaluation Challenges and Opportunities* Patricia J. Rogers,2000-10-30 This issue explores the current state of program theory as it has developed over the last ten years and examines the role program theory can play in a range of new areas that have recently arisen in evaluation The contributors draw on a review of the literature to discuss the history of program evaluation its diversity in application and its strength and limitations in practice including the special challenges related to causal inference They describe opportunities for program theory to help evaluators in areas such as measuring performance replicating successful programs helping program staff understand the support evaluation and conducting meta analysis They outline a future agenda for program theory evaluation explain why it is essential that there be an increase in real world tests and applications and more This is the 87th issue of the quarterly journal *New Directions for Evaluation* **Advances in Program Theory** Leonard Bickman,1990 Understanding Causes and Generalizing about Them Lee Sechrest,1993 Current Index to Journals in Education ,2002 **Theories and Models in Applied Behavioral Science: Organizational** ,1991

Current Index to Statistics, Applications, Methods and Theory ,1996 The Current Index to Statistics CIS is a bibliographic index of publications in statistics probability and related fields **Sociological Abstracts** Leo P. Chall,2003 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers

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