

The Friendly Face of Program Evaluation

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While *assessment for learning* and *assessment of learning* have recently become operating principles in student learning and assessment, these principles have been part of the discipline of program evaluation since Michael Scriven first introduced the terms *summative* and *formative* evaluation in the 1960s. Yet even Michael Scriven probably did not foresee the changes and directions within program evaluation today. Though program evaluation still focuses on the systematic collection of data about a program in order to make judgments and improve the program, the roles of evaluators and those seeking evaluations have become much more interwoven. Increasingly, the evaluator is an advisor or partner collaborating with the program users to determine how best to make a program effective.

Suggested audience:

- Directors
- Superintendents with elementary and/or secondary responsibilities
- Administrators (elementary and secondary)
- Teachers
- Board researchers and analysts

Questions to think about before viewing:

- What are the purposes of program evaluation?
- Who conducts program evaluation?
- What are the tools of program evaluation?
- Who are the users of program evaluation?
- What are the impacts of program evaluation?

It is **recommended that you watch the module in its entirety** and then establish small discussion groups.

Depending on your role (teacher, school administrator, supervisory officer, or central office staff), frame your responses to the appropriate level:

- **Classroom**
- **School**
- **Board**

After-viewing discussion questions:

- What are the benefits of conducting a program evaluation?
- What program evaluation process is currently in place in your classroom, school, or board?
- What next steps need to be taken?
- Can you identify **three** areas where a program evaluation would be helpful?
- **In each of these three areas**, identify the challenges/obstacles that might be faced if a program evaluation were undertaken.