 AMERICAN EVALUATION ASSOCIATION

Presented by Kasey McCracken,
David Heil & Associates


Applying the American Evaluation Association's Guiding Principles for Evaluators to Work with Diverse Communities

Based on Materials Developed by the Ethics Committee Professional Development Task Force

Note: The AEA materials presented here have been approved by the AEA Board for public use and dissemination.

1


Objectives

 AMERICAN EVALUATION ASSOCIATION

- ☉ Increase knowledge of the AEA *Guiding Principles for Evaluators (GP)*
- ☉ Apply and analyze the *Guiding Principles* using the Teacher Retention and Renewal Project -- *Highlighting Cultural Competence/Relevance*
- ☉ Stimulate discussion and exchange ideas about applying the principles in diverse settings

2


AEA's Development of the *Guiding Principles for Evaluators*

 AMERICAN EVALUATION ASSOCIATION

- ☉ 1986: Founding of American Evaluation Association
- ☉ 1993-1994: Original five *Guiding Principles for Evaluators* developed and ratified
- ☉ 2002-2004: *GP* reviewed and updated
- ☉ 2004: Revised *GP* endorsed through referendum of AEA membership

3


Assumptions behind the *Guiding Principles for Evaluators*

 AMERICAN EVALUATION ASSOCIATION

- ☉ Purposes of the *Guiding Principles*
 - ☉ Promote ethical evaluation practice
 - ☉ Foster continuing professional development
 - ☉ Stimulate discussion within and outside evaluation
- ☉ Evaluators aspire to provide best possible information that might bear on the value of whatever is being evaluated

4


Assumptions behind the *Guiding Principles for Evaluators (cont.)*

 AMERICAN EVALUATION ASSOCIATION

- ☉ The *Guiding Principles*:
 - ☉ Proactively guide everyday practice
 - ☉ Cover all kinds of evaluation
 - ☉ Are not independent, but overlap
 - ☉ May sometimes conflict; need to consider trade-offs
- ☉ The *GP* were developed in the context of the United States

5

Guiding Principles

 AMERICAN EVALUATION ASSOCIATION

- ☉ **A. Systematic Inquiry:** Evaluators conduct systematic, data-based inquiries.
- ☉ **B. Competence:** Evaluators provide competent performance to stakeholders.
- ☉ **C. Integrity & Honesty:** Evaluators display honesty and integrity in their own behavior, and attempt to ensure the honesty and integrity of the entire evaluation process.
- ☉ **D. Respect for People:** Evaluators respect the security, dignity, and self-worth of respondents, program participants, clients, and other evaluation stakeholders.
- ☉ **E. Responsibilities for General & Public Welfare:** Evaluators articulate and take into account the diversity of general and public interests and values.

6

Teacher Retention and Renewal through Bioregional Outdoor Education (TRRBOE)

- Program of Four Corners School of Outdoor Education -- Monticello, UT
- 4-year NSF-funded project (NSF-ESI-0243523), finishing its final year during the 2006-2007 academic year
- Enrich teaching experience of group of teachers on the Colorado Plateau (approximately 40 per year)
- Includes: Weeklong Summer Institute, In-services throughout the year, BOEP Conference, Commitment by teachers for certification

TRRBOE - Four Corners Region

- Schools are geographically dispersed within the Colorado Plateau Bioregion -- Region includes 130,000 square miles
- Each year 6 Elementary schools in each of the four states participate
- Unique teacher and student populations:
 - UT: Members of the Mormon church
 - AZ & NM: Bureau of Indian Affairs Schools, serving primarily Navajo populations
 - CO: Affluent families in Durango, CO and surrounding communities

Principle A: Systematic Inquiry

- Evaluators conduct **systematic, data-based inquiries**:
 - Adhere to highest technical standards
 - Explore strengths and shortcomings of evaluation questions and approaches**
 - Communicate approaches, methods and limitations accurately

TRRBOE Logic Model

Outputs	Short-Term Impacts	Long-Term Strategic Impacts
2 teachers from each of 6 schools in 4 states (CA, AZ, NM, UT) participate in the following activities, leading to Bioregional Facilitator Certification: <ul style="list-style-type: none"> 6-Day Summer Institute 1-Day Winter Workshop 3-Day River Institute Annual Spring Conference School Resource Center In-School Mentoring by Regional Coordinator On-Campus In-services for participating schools (lead by BF candidates) 	<ul style="list-style-type: none"> Increase participating teachers' knowledge and skills regarding <ul style="list-style-type: none"> The living environment, specifically the Colorado Plateau Standards-based bioregional natural science content Improve student's knowledge of scientific content related to the living environment 	<ul style="list-style-type: none"> Effective professional development model for place-based lesson plans and mentoring activities that are aligned with science standards
		Long-Term Audience Impacts
		<ul style="list-style-type: none"> Increase teacher retention Increase teachers' skills in delivering STEM content Increase participation of underrepresented groups in STEM learning and careers

TRRBOE - NM Study

- Evaluation Questions:
 - Are retention rates for teachers who participated in TRRBOE higher than those for their district overall?
 - Do teachers report increases in the amount of science education and outdoor education that they teach after participating in TRRBOE?
 - What changes took place at the school-level as a result of TRRBOE and were the changes sustained over time?
- What is the value of focusing on one region?
 - Explore these questions in more depth.
 - Provide data to describe the cultural context.

Principle B: Competence

- Evaluators provide **competent performance to stakeholders**:
 - Possess appropriate skills and experience
 - Demonstrate cultural competence**
 - Practice within limits of competence
 - Continually improve competencies

Principle C: Integrity/Honesty



- ☉ Evaluators **display honesty and integrity** and attempt to ensure them throughout the entire evaluation process:
 - ☉ Negotiate honestly with clients and stakeholders
 - ☉ **Disclose values, interests and conflicts of interest**
 - ☉ Represent accurately methods, data and findings
 - ☉ Disclose source of request and financial support for evaluation

13

Principle D: Respect for People



- ☉ Evaluators **respect security, dignity and self-worth** of all stakeholders:
 - ☉ **Understand evaluation context**
 - ☉ Get informed consent and protect confidentiality
 - ☉ Maximize benefits and minimize harm
 - ☉ Respect differences among stakeholders
 - ☉ **Foster social equity**

14

Principle E: General and Public Welfare



- ☉ Evaluators take into account **general and public interests**:
 - ☉ **Include relevant stakeholders**
 - ☉ Balance client and stakeholder needs
 - ☉ Examine assumptions and potential side effects
 - ☉ **Present results in understandable forms**

15

Instructions for Small Group Work



- ☉ **Individually:**
 - 1) Read the complete case study
 - 2) Identify issues or questions that relate to each *Guiding Principle -- Highlighting issues of cultural competence/relevance*
 - 3) Record issues/questions on work sheet

16

Instructions for Small Group Work

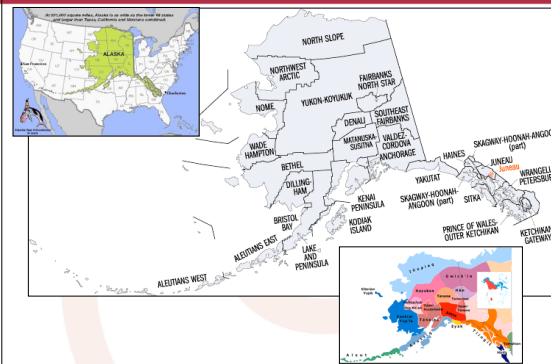


As a Group:

- ☉ Discuss how the *Guiding Principles* relate to the evaluation summarized in the case study, with specific attention to...
 - ☉ Questions related to cultural competence/relevance
 - ☉ Recommendations based on examples from your own work
- ☉ Choose a reporter & record your findings as a group

17

Case Study: Alaska Maps



18

Reporting Out from Small Groups



- ☉ Summarize small group report. What were the major issues that you discussed?
 - ☉ Concerns about the case study plan?
 - ☉ Areas of disagreement among group members?
 - ☉ Recommendations for enhancing cultural competence/relevance?

19

Professional Support Resources



- ☉ EvalTalk (<http://www.bama.ua.edu/archives/evaltalk.html>)
- ☉ AEA Local Affiliates and TIGs (<http://www.eval.org/AboutUs/Organization>)
- ☉ Ethical Challenges column in *American Journal of Evaluation* (<http://www.eval.org/Publications/AJE>)
- ☉ *Evaluation Ethics for Best Practice*, by Michael Morris
- ☉ Ethical Reasoning article from the IU Poynter Center

20

Professional Support Resources (cont.)



Selected Cultural Competence References:

- ☉ In Search of Cultural Competence in Evaluation, *New Directions in Evaluation* vol. 102 (2004)
- ☉ Co-Constructing a Contextually Responsive Evaluation Framework, *New Directions in Evaluation* vol. 101 (2004)
- ☉ Overview of Multicultural and Culturally Competent Program Evaluation: Issues, Challenges and Opportunities (2003)
 - ☉ <http://www.calendow.org/evaluation/pdf/overviewbook.pdf>

21

Other Resources for Guiding Evaluation Practice



- ☉ Meta-evaluation Checklist for AEA *Guiding Principles for Evaluators*
 - ☉ <http://www.wmich.edu/evalctr/checklists/checklistmenu.htm>
- ☉ Program Evaluation Standards, 2nd Edition (1994)
 - ☉ Under revision by the Joint Committee on Standards for Educational Evaluation
 - ☉ <http://www.wmich.edu/evalctr/jc/>

22

Ethics Committee Professional Development Task Force



- ☉ 2006 Ethics Committee: Jules Marquart, Leslie Goodyear, Dennis Affholter
- ☉ Professional Development Committee: Bill Rickards
- ☉ Diversity Committee: Denice Cassaro, Jennifer Williams
- ☉ Other AEA members: Marcie Bober, Edie Cook, Randall Davies, Amy Germuth, Tom Grayson, Kelly Hannum, Judith Inazu, Rita O'Sullivan, Stephanie Schneider, Linda Schrader, Veronica Thomas, Brian Yates

23