

A case for Learning and Using the Standards

**Joint Committee on Standards for Educational
Evaluation**

Arlen Gullickson, Chair

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The Joint Committee on Standards for Educational Evaluation

- ASCD
- AIHEC
- CCSSO
- NAESP
- NLPES
- CES
- CREATE
- NEA

- AAC
- AEA
- AERA
- NSBA
- CSSE
- AASA
- NCME
- APA

Mission

The Joint Committee is incorporated exclusively for setting evaluation standards and promoting their use...

The standards it creates are certified as American National Standards



Purpose-objectives

- Provision of **training and technical assistance**
- **Research and development** associated with the interpretation and use of the standards
- **Dissemination** of and clearinghouse for information
- **Revision** of the Standards as needed, and expansion of their use in new directions

Who developed these standards?

- Joint Committee –members representing practitioners and researchers
- Hundreds of teachers, administrators, board members and others involved in evaluation
- National Panel of Writers appointed by Committee
- Validation Panel

A few assertions to show why
these standards are so important



In Cognition

Evaluation is ranked as the highest, most complex skill (Bloom's Taxonomy)



IN EDUCATION

Everyone evaluates!



IN EDUCATION

Everyone thinks their own evaluative judgments are sound

A majority don't know that their evaluative judgments are sound



IN EDUCATION

When evaluations are conducted and used in sound ways they can be of substantial benefit



IN EDUCATION

When evaluations are conducted in unsound ways they can be extremely detrimental to all affected parties



IN EDUCATION

Knowledge and use of the evaluation standards can make all the difference in assuring sound rather than unsound evaluations—whether you are the evaluator, evaluatee, or just a concerned stakeholder



Standards Books & Chronology of Development

- Program Evaluation Standards
 - 1981, 1994
 - 3rd edition currently under revision
- Personnel Evaluation Standards
 - 1988
 - 2nd edition currently under revision ([See jc.wmich.edu](http://jc.wmich.edu)—Field Trial Materials)
- Student Evaluation Standards
 - 2003

Purpose and Use of Standards

- To **improve practice** of educational evaluation (program, personnel and student)
- To present criteria for judging *evaluation plans, procedures and reports*
- To provide guidelines for institutions concerned with education (pre-K through graduate schools)
- To **reduce errors and poor evaluation practices**

Who Can Use the Standards

- **School** Boards and Superintendents to select, monitor, and implement plans
- **Administrators** to implement plans
- **K-16** educators to inform their practice
- **Researchers/consultants** to develop plans of education evaluation
- **Any person** involved in or affected by educational evaluation

Definitions by Joint Committee...

➤ Standard:

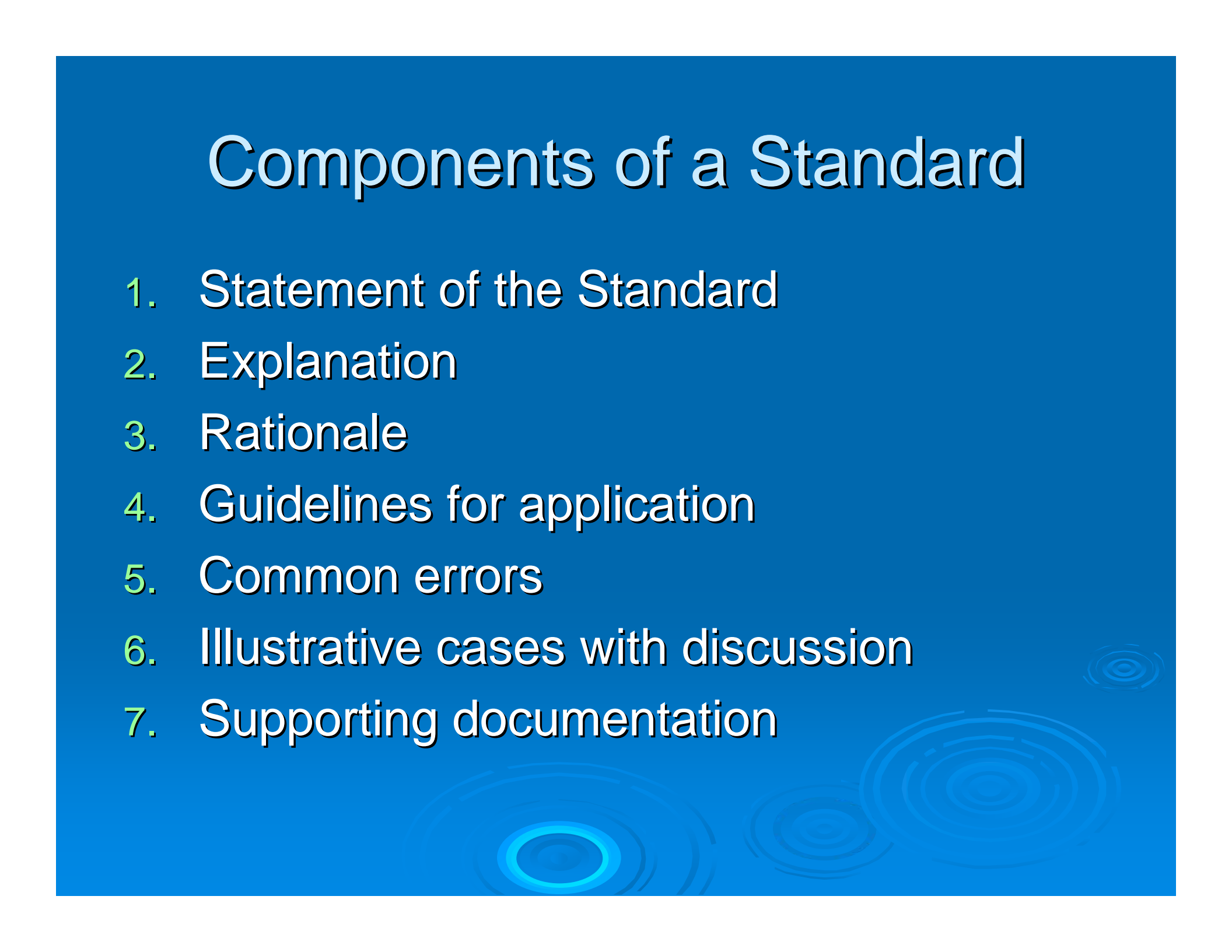
- “Principle commonly agreed to by people engaged in the professional practice of evaluation for the measurement of the value or the quality of an evaluation”

(Joint Committee, 1981)

Standards' Substance

- Standards serve 4 attributes of sound evaluation:
 - Propriety
 - Utility
 - Feasibility
 - Accuracy

Components of a Standard

1. Statement of the Standard
 2. Explanation
 3. Rationale
 4. Guidelines for application
 5. Common errors
 6. Illustrative cases with discussion
 7. Supporting documentation
- 

Propriety Standards

Propriety Standards help to ensure that evaluations will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.

Propriety Standards

Student

- **P1 Service to Students**
- P2 Appropriate Policies and Procedures
- P3 Access to Evaluation Information
- P4 Treatment of Students
- P5 Rights of Students
- P6 Balanced Evaluation
- P7 Conflict of Interest

Program

- **P1 Service Orientation**
- P2 Formal Agreements
- P3 Rights of Human Subjects
- P4 Human Interactions
- P5 Complete and Fair Assessment
- P6 Disclosure of Findings
- P7 Conflict of Interest
- P8 Fiscal Responsibility