



Exploring **EVALUATOR ROLE** *and Identity*



edited by
Katherine E. Ryan
& Thomas A. Schwandt

A VOLUME IN
EVALUATION AND SOCIETY



Exploring Evaluator Role And Identity Hc Evaluation And Society

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Exploring Evaluator Role And Identity Hc Evaluation And Society:

Exploring Evaluator Role and Identity Katherine E. Ryan, Thomas A. Schwandt, 2002 An exploration of evaluator role and identity The areas addressed include evaluation in an organizational world evaluation as responsibility conscience and conviction the evaluator's role in the transformative context hidden images of self and evaluation in dystopian times

Resources in Education, 1977 **Cumulative Author Index to Psychological Abstracts**, 1975 *Evaluation Use and Decision-Making in Society* Christina A. Christie, Anne Vo, 2015-06-01 This volume addresses a fundamental and highly debated issue in the evaluation field the use of evaluation information for decision making Chapter authors honor the contributions of Professor Marvin C Alkin to the evaluation use literature and advance our thinking on the topic by exploring a wide range of issues related to the theoretical and practical challenges of using evaluation information to make informed evidence based decisions Readers will come away from this volume with a new and clearer understanding of the theoretical contextual methodological and political dimensions of use and with direction for practice Chapters are written by leading evaluation scholars including Ernest House Stewart Donaldson and Tarek Azzam Eric Barela Richard D Nunneley Jr Jean A King Kelli Johnson and Laura Pejsa Eleanor Chelimsky Michael Quinn Patton and Wanda D Casillas Rodney K Hopson and Ricardo L Gomez *Evaluation Use and Decision Making in Society* A Tribute to Marvin C Alkin will be of great interest to evaluation students scholars and practitioners This volume has scholarly application for those who desire a state of the art resource for the latest insights and perspectives on one of the most pressing issues that the evaluation field faces today while also serving as a useful guide for both novice and experienced evaluation practitioners It is appropriate for use in a variety of evaluation courses including Introduction to Evaluation and Procedural Issues in Evaluation as well as topical seminars such as *Evaluation Use and Decision Making* **The Evaluator and Management** Evaluation Research Society, 1979-10

Evaluator Competencies Darlene F. Russ-Eft, Marcie J. Bober, Ileana de la Teja, Marguerite Foxon, Tiffany A. Koszalka, 2008-03-07 *Evaluator Competencies* based on research conducted by the International Board of Standards for Training Performance and Instruction ibspti identifies the competencies needed by those undertaking evaluation efforts in organizational settings Classified into domains these evaluator competencies have been rigorously validated and are accompanied by practical descriptions in the form of performance statements associated with each competency The authors discuss the challenges and obstacles in conducting such evaluations within dynamic changing organizations and provide methods and strategies for putting these competencies to use **Exploring Evaluation in School Districts** Susan Hibbard, 2011 This study explored the evaluation practices of internal evaluators in public school districts in a large southern state The individuals who conduct evaluations in school districts as internal evaluators were identified and background information was collected The education and training in evaluation was investigated and the types of evaluations typically conducted by those individuals Respondents n 134 revealed conducting evaluations was a secondary role and part of their

main job responsibilities The types of evaluations carried out and the way in which evaluation was practices were revealed A descriptive framework of the individuals who conduct evaluations in school districts and the ways those evaluations were carried out is presented Six dimensions were used to summarize evaluation practice Holistic Mixed Method Decision Making Procedures Valued People Valued Users Engaged Embodied Evaluator as Mediator Three one way MANOVAs were conducted to identify differences in evaluation practice Differences in practice were found among evaluators based on the highest degree obtained and area of highest degree held by respondents **The Evaluation Society** Peter

Dahler-Larsen,2011-11-09 Evaluation whether called by this name quality assurance audit accreditation or others is an important social activity Any organization that lives in public must now evaluate its activities be evaluated by others or evaluate others What are the origins of this wave of evaluation And what worthwhile results emerge from it The Evaluation Society argues that if we want to understand many of the norms values and expectations that we sometimes unknowingly bring to evaluation we should explore how evaluation is demanded formatted and shaped by two great principles of social order organization and society With this understanding we can more conscientiously participate in evaluation processes better position ourselves to understand many of the mysteries tensions and paradoxes in evaluation and use evaluation in a more informed way After exploring the sociology and organization of evaluation in this landmark work author Peter Dahler Larsen concludes by discussing issues that are critical for the future of evaluation as a discipline and a societal norm

Enhancing Evaluation Use Marlène Läubli Loud,John Mayne,2013-04-05 Enhancing Evaluation Use Insights from Internal Evaluation Units offers invaluable insights from real evaluators who share strategies they have adopted through their own experiences in evaluation Readers will learn about the challenges solutions and lessons drawn from the experience of evaluators working in a wide range of organizations Referencing the latest literature contributors discuss factors that help or undermine attempts to foster an evaluative thinking and learning culture within an organization Applicable in a wide range of situations their accounts demonstrate the initiative and innovative thinking they use to address challenges in various sometimes complex evaluation settings Questions at the end of each chapter stimulate thought and discussions about the issues raised and allow readers to apply their findings to their own situations This book speaks to a cutting edge topic that is the potential to generalize program evaluation expertise to larger organizational questions and the cases from multiple international contexts represent a unique feature John Clayton Thomas Georgia State University The use of actual cases to highlight major concepts in evaluation in the public sector is a great feature Danica G Hays Old Dominion University The text provides practical information from a variety of organizational contexts and the integration of international experiences provides for expanded discussion of evaluation theory and practice Kathleen Norris Plymouth State University The key strengths of this book lie in its national supra national and international organizational contexts its consistency in insider perspectives and the detailed examples provided Donna Haig Friedman University of Massachusetts Boston The book of

essays reviewed here was edited by two eminent evaluators. It fills an important gap in the literature in pursuit of improved quality of evaluation products. Evaluation thinkers have lavished attention on evaluation methods, ethics, and use, but they have sorely neglected evaluation governance issues and have largely failed to probe the workings of evaluation within organizations. Yet most evaluations are commissioned by or undertaken within organizations. The choices organizations make in structuring evaluation functions and designing evaluation processes have a major bearing on the relevance, validity, and usefulness of evaluations. Refreshingly, the book offers fresh mental models and practical lessons about evaluation systems and practices adopted in diverse organizational settings. All contributors to the book are seasoned practitioners. They hail from national, supranational, and international organizations, and many of them have trespassed across these thematic and organizational boundaries. They all are equipped to draw on a vast reservoir of hands-on experience as evaluation commissioners, managers, internal evaluators, or external practitioners. Remarkably, they also display considerable familiarity with relevant themes treated by the organization management and evaluation literature. Given its pragmatic focus, the book is bound to elicit broad-based interest among evaluation practitioners. While it addresses familiar dilemmas and challenges—evaluation independence, evaluation utilization, organizational learning, nurturing of an evaluation culture, etc.—it does so from the distinctive perspective of insiders who have had to contend with a variety of organizational constraints and management pressures. Revealingly, most contributors find good reasons to be optimistic about the possibility of positive change. The stage is set by John Mayne, whose introductory and authoritative chapter identifies the critical importance of organizational factors in the utilization of evaluation results. This is followed by Bastiaan de Laat's chapter, which puts forward an ingenious analytical construct: the tricky triangle of relationships that links commissioners, evaluators, and evaluands. Specifically, De Laat unmasks and assesses the different and complex configurations that result from this triangular interplay. Penny Hawkins' elegant contribution underlines the importance of evaluation independence. It highlights the considerable impact that the electoral cycle may have on evaluation approaches. It also reveals that indigenous cultures may present formidable obstacles to the very notion of external evaluative oversight. The next chapter, penned by Marlene Laubli, is equally perceptive in tracing the creative adaptation that the evaluation function underwent in response to changes in the organizational force field of the Swiss Federal Office of Public Health's Evaluation Unit. In a similar vein, Erica Wimbush provides a lucid exposition of the strategies used to bridge evaluative knowledge and management action in Scotland's public health agency. Still within the health field, Nancy Porteous and Steve Montague show convincingly that transformative organizational change in Canada's Public Health Agency was facilitated through judicious evaluation programming, and what has come to be called double loop learning. Finally, Bastiaan de Laat and Kevin Williams summarize important findings from two empirical studies of evaluation use in the European Commission that go a long way in identifying good practices for evaluation commissioning in a supra-national organizational context. The next two chapters of the book focus on two specialized

agencies of the United Nations They tread gently in what is admittedly a highly sensitive and contested terrain Maria J Santamaria Hergueta Alan Schnur and Deepak Thapa discuss how the World Health Organization's evaluation function evolved towards greater independence over several decades while Janet Neubecker Matthew Ripley and Craig Russon focus on the innovative techniques used within the International Labour Organization to enhance utilization of self evaluation findings The final chapter by Marlene Laubli Loud misses the opportunity to compensate for the good news bias that understandably characterizes the previous contributions Surprisingly it displays ambivalence towards evaluation independence which it equates with externality a concept soundly rejected by de Laat But setting this dimension aside the chapter is interesting and valuable since it reflects the co editor vast experience as an evaluator evaluation trainer and evaluation manager in diverse national and international contexts Thus the chapter provides a useful compilation of take away messages focused on good evaluation management practices It is on solid grounds when it describes how to make effective use of advisory committees motivate potential evaluation users design good terms of reference select the right evaluators craft judicious evaluation policies and keep an eye out for political windows of opportunity Each chapter of the book concludes with a crisp exposition of overarching findings discussion topics and references Thus the volume should be of practical value to teachers students professional evaluators as well as evaluation commissioners and programme managers All in all this is a book that belongs on your shelf if you are intent on enhancing the role that evaluation plays in your organization Robert Picciotto UKES Council Member

An Exploratory Investigation Into the Role of Evaluation Theory in Evaluative Thinking Lyssa Wilson Becho, 2019 The field of evaluation generally agrees that evaluation theory is important Evaluation theorists and scholars have written prolifically about the role of evaluation theory in practice However the empirical literature associated with how and why evaluation theory is important is still emerging In particular how evaluation theory fosters high quality evaluation practice through transparent logical reasoning attention to values and valuing and contextual responsiveness and how these inform evaluative thinking are understudied phenomena in the field This study intends to provide insights into the relationship between evaluation theory and evaluation practice to answer two major research questions The first research question asked to what extent American Evaluation Association AEA and Canadian Evaluation Society CES evaluators are trained in evaluation theory The second asked what role evaluation theory plays in evaluative thinking A sequential two phase mixed methods design was used to investigate these questions including a cross sectional survey of AEA and CES members and in depth one on one interviews The online survey asked a random sample of AEA and CES evaluators about their training in evaluation theory including the modalities of training and their familiarity with specific approaches The interviews were designed to unearth the role of evaluation theory in evaluators thinking and decision making Findings from the survey reveal that 80% of AEA and CES evaluators had some type of training in evaluation theory This training generally took the form of short presentations or webinars graduate courses and 1 4 day

professional workshops Overall evaluators were most familiar with participatory evaluation developmental evaluation and utilization focused evaluation and least familiar with deliberative democratic evaluation consumer oriented evaluation and constructivist or fourth generation evaluation Emergent themes from interviews showed that evaluators were responsive to a variety of contextual factors in their practice regardless of their level of training or familiarity with evaluation Evaluators with all levels of training in and familiarity with evaluation theory endorsed the importance of use as an indicator of successful evaluation and privileged stakeholder engagement as a factor in facilitating and increasing use However evaluators with more training in and familiarity with evaluation theory were more intentional in considering their options and more explicit in justifying the reasoning underlying their actions Their decisions were generally backed by personal or professional values Evaluators with less training in and familiarity with evaluation theory were more influenced by preferences or requirements of funders their disciplinary area or their own organization Implications and avenues for future research of this study include identifying the best ways to teach evaluation theory particularly in light of growing conversations around the professionalization of evaluation and the inclusion of evaluation theory in both the AEA and CES evaluator competencies Evaluator Interventions Evaluation Research Society,1979-11

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