

Facilitator Information

About the Guide

This facilitator's guide is intended to be a supplement to *The Student Evaluation Standards: How to Judge Evaluations of Students*, by The Joint Committee on Standards for Educational Evaluation, Arlen R. Gullickson, Chair, Thousand Oaks, CA, Corwin Press, 2003 (www.corwinpress.com). *The Student Evaluation Standards* provide guidance for assessing and improving student evaluation practices and policies. The 28 standards are organized around the attributes of propriety, utility, feasibility, and accuracy.

This guide provides a framework for introducing educators and other education stakeholders to *The Student Evaluation Standards*. It presents a series of lesson plans for workshop activities to support the general understanding and application of the Standards and promote sound student evaluation practices and policies.

This first section of the guide, "Facilitator Information," provides information about the workshop objectives, potential participants, logistics, materials, design, and the facilitator's role. This section also includes some frequently asked questions to aid facilitators in answering questions about the Standards. The "Workshop Activities" section presents a series of lesson plans for workshop activities, grouped in three parts: Orientation, Introduction to *The Student Evaluation Standards*, and Conclusion. The final section, "Workshop Materials," includes handouts and overheads, which may be photocopied for use in the workshops.

To use this guide effectively for planning and conducting workshops on the Standards, it is very important that facilitators read and become familiar with the contents of *The Student Evaluation Standards*.

Workshop Objectives

The overarching goal of the Student Evaluation Standards workshop presented in this guide is to make participants aware of the Standards and their importance in supporting student learning. In support of this goal, the workshop objectives are for participants to

- develop a common understanding of the nature of student evaluation, including the range of activities and purposes associated with student evaluation
- become acquainted with the contents and organization of *The Student Evaluation Standards*
- apply the Standards in order to understand their relevance and applicability
- identify ways to use the Standards (as teachers, administrators, parents/guardians, university instructors, and others who evaluate students and/or have a legitimate need for student evaluation results)

Workshop Participants

Workshop organizers and facilitators are encouraged to think broadly in terms of potential workshop participants. Student evaluation plays a central role in education, and there are many

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important stakeholders—persons involved in and/or affected by student evaluations. These include, but are not limited to

- teachers
- guidance counselors
- school psychologists
- curriculum directors
- principals
- superintendents
- school improvement team members
- school board members
- community members
- parents/guardians
- college/university instructors involved in teacher preparation
- students

Although students are most immediately affected by student evaluations, this guide was not developed with student workshop participants in mind. However, for workshops with diverse roles represented, workshop organizers may find value in including some high school students.

Workshop Logistics

The facilitator is responsible for making sure the workshop environment is conducive to learning and participation by all workshop attendees. Logistical considerations should be attended to well in advance, so that valuable workshop time is not used for locating/fixing equipment, rearranging seating, or participants going in search of refreshments, etc.

The ideal number of workshop participants is 12–20. It is preferable to arrange seating in the room to promote discussion (e.g., U-shape, circle, or round table). Participants should have enough room to move their chairs around or move to other seating areas in the room in order to work in small groups.

Workshop Materials

A copy of *The Student Evaluation Standards* should be provided to all workshop participants at least one week in advance of the workshop. Participants should be encouraged to read as much of the book as possible before the workshop. At a minimum, each participant should read the book’s introduction and one complete standard in preparation for the workshop. A sample letter to include when the book is provided to participants in advance of a workshop is provided in Appendix A.

In planning for the workshop, identify what equipment or supplies will be needed. These include the following items:

- name tags
- flip chart(s)
- flip chart paper (blank and prepared)

- overhead projector or computer projector
- masking tape
- colored markers
- index cards
- 3" x 5" sticky notes (e.g., Post-It® notes)
- bowl or other container (see Activity 2.4)
- overheads
 - Definition of Student Evaluation (Appendix C)
 - Standards Summaries (Appendices D1-D4)
- handouts (1 copy per participant except where noted)
 - Agenda (sample provided in Appendix B)
 - Case Example 1: Plagiarism Controversy (Appendix E)
 - Case Example 1 Questions (Appendix F)
 - Standard Application Worksheet (Appendix G)—two copies per small group
 - Case Example 2: Math Learning Communities (Appendix H)
 - Treasure Hunt Questions (Appendix I)—only one copy required
 - Pair-Share Questions (Appendix J)
 - Workshop Evaluation Form (Appendix K)

You may wish to consult the matrix in the next section to determine what materials are required for each activity. Make sure these materials are in place and are operational before the start of the workshop. To save time in distributing materials, you might consider creating packets for participants that include all the handouts (except the Treasure Hunt questions, which are cut up and distributed on separate strips of papers) to be distributed at the beginning of the workshop.

Workshop Design

The activities presented in this guide consist mostly of small-group discussions. Small-group discussion, followed by reporting to the larger group, is an effective way to engage participants and promote analysis and reflection on the topics presented. Small groups should consist of 3 to 5 participants.

It is a good idea to group participants according to number, rather than forming groups based on where they are sitting—because participants who already know each other will tend to sit together. Go around the room and assign each participant a number by counting 1 to 4 (or less, depending on how many groups you want to create). Then group all the 1s together, all the 2s, and so on. It may be beneficial to create new groups for some of the exercises, so that participants can benefit from interacting with a range of other people.

Instructional time for the workshop, as presented in this guide, is approximately 5 hours. Ideally, it would be offered as a 1-day workshop (rather than broken up over multiple days). The matrix below is provided to assist you in preparing for and organizing your workshop.

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Activity	Purpose	Materials	Length
1.1 Introductions & Ground Rules	Have everyone introduce themselves; establish ground rules	<ul style="list-style-type: none"> • name tags • index cards 	20 minutes
1.2 Student Evaluation Perceptions & Expectations	Explore preconceived ideas about student evaluation	<ul style="list-style-type: none"> • flip chart paper (blank and prepared) • colored markers • tape 	30 minutes
1.3 Workshop Objectives & Expectations	Establish objectives for the workshop	<ul style="list-style-type: none"> • agenda (see Appendix B) 	15 minutes
1.4 Nature of Student Evaluation	Present a unified definition of student evaluation and orient participants to the importance of student evaluation	<ul style="list-style-type: none"> • student evaluation definition overhead (Appendix C) • flip chart paper (prepared) • colored markers • tape • sticky notes 	45 minutes
2.1 Overview of the Standards	Introduce participants to the Standards	<ul style="list-style-type: none"> • Standards overheads (Appendices D1-D4) 	20 minutes
2.2 Importance and Relevance of Standards	Orient participants to the need for standards	<ul style="list-style-type: none"> • Case Example 1 (Appendix E) • Case Example 1 questions (Appendix F) 	30 minutes
2.3 Applying the Standards	Engage participants in applying the Standards	<ul style="list-style-type: none"> • Case Example 1 (Appendix E) • Standards Application worksheet (Appendix G) • Case Example 2 (Appendix H) • flip chart paper 	1 hour, 15 minutes
2.4 Treasure Hunt	Explore and become familiar with the content and organization of the book	<ul style="list-style-type: none"> • Treasure Hunt questions (Appendix I) • Sticky notes • container 	20 minutes
3.1 Pair-Share Discussion	Reflect on and discuss material presented; identify actions to be taken	<ul style="list-style-type: none"> • Pair-Share questions (Appendix J) 	20 minutes
3.2 Review	Review workshop objectives and expectations	None (large-group discussion)	15 minutes
3.3 Workshop Evaluation	Get evaluative feedback on workshop	<ul style="list-style-type: none"> • Workshop Evaluation forms (Appendix K) 	10 minutes

Even in the most carefully planned workshops, facilitators may experience unexpected situations that threaten to derail the agenda. It is important to try to stay on schedule, but if this proves

impossible, facilitators should adjust the schedule midstream, skipping or shortening some activities if necessary. Certain activities are more critical to achieving the workshop objectives than others; if time runs short, every effort should be made to thoroughly complete activities 1.4, 2.1, 2.3 (at least one of the cases), and 3.1.

The Facilitator's Role

The facilitator's role is primarily to provide a structure for learning about the Standards, keep the process on track, facilitate discussion, and answer questions. The facilitator should *not* make decisions for participants, dominate discussions, or criticize participants' ideas.

The following tips should help facilitators fulfill this role:

- Keep an eye on the schedule, noting when each activity starts, and try to wrap it up on time. If you don't know when you started an activity, it will be hard to judge when the allotted time has passed.
- Encourage input from all participants. If some participants seem reluctant to contribute, call on them by name and invite their input. If someone is dominating the discussion, encourage more input from others, rather than discouraging or criticizing the dominant talker.
- Ask open-ended questions such as, *What does the rest of the group think?* and *How did you reach that conclusion?*
- Check understanding—make sure participants understand you and vice versa.
- Role model how you want participants to behave (e.g., don't interrupt, acknowledge all input, listen actively, ask questions, etc.).

Frequently Asked Questions

The following questions and answers are presented to help facilitators anticipate and prepare for participants' questions.

Who developed the Standards?

The Standards were developed by the Joint Committee on Standards for Educational Evaluation. The Joint Committee is composed of representatives from the following organizations:

- American Association of School Administrators
- American Counseling Association
- American Educational Research Association
- American Evaluation Association
- American Psychological Association
- Association for Supervision and Curriculum Development
- Canadian Evaluation Society
- Canadian Society for the Study of Education
- Consortium for Research on Educational Accountability & Teacher Evaluation
- Council of Chief State School Officers
- National Association of Elementary School Principals

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- National Council on Measurement in Education
- National Education Association
- National Legislative Program Evaluation Society
- National School Boards Association

In addition, hundreds of volunteers helped to draft, review, and field-test the Standards.

The Joint Committee has published two other sets of evaluation standards: *The Program Evaluation Standards* (1981, 1994) and *The Personnel Evaluation Standards* (1988).

The Standards are certified by the American National Standards Institute as an American National Standard.

There is additional information on the Joint Committee and the development of *The Student Evaluation Standards* in the book’s preface.

Am I expected to fully meet all the Standards in all that I do when evaluating students?

No. In fact, in some instances you will find that completely fulfilling one standard or set of standards makes it difficult to meet other standards. For example, creating assessments that are more reliable is often addressed by making the assessment longer. In turn, making the assessment longer complicates such matters as assessment time and feasibility of using the assessment. As the Joint Committee (1994) states in *The Program Evaluation Standards*, “The relative importance of individual standards will differ from situation to situation” (p. 9). Determining which standards absolutely must be met and which are less important should be based on your informed judgment and knowledge of the particular situation.

Should I immediately try to review all my evaluation policies/practices to ensure that they meet the Standards?

Like with most things, a moderate approach to change is recommended. Take on one course, part of a course, policy, or part of a policy (one that you believe is most important to improve); carefully review it against the Standards, and note concrete ways to improve it. Make those changes and monitor the effects to determine if making those changes does improve the teaching-learning situation. Once you are satisfied with your results, then tackle another area.

Should I inform students about the Student Evaluation Standards?

You are encouraged to inform both students and their parents about these standards. Talk to them about the importance of sound student evaluation practices to serve student learning. Engage them in working with you to monitor and improve student evaluation practices and policies. Research on evaluation practices shows that engaging students in such efforts does serve student learning.

Can the Standards be used for standardized testing?

The Student Evaluation Standards are pertinent to many of the issues one encounters in the use of standardized tests. Persons interested in constructing and validating standardized tests would be better served by the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement, 1999). Those standards were specifically developed to guide the development and use of standardized tests. It would be highly appropriate, however, to use *The Student Evaluation Standards* to help teachers plan and prepare students for annual standardized test programs and integrate the results from standardized tests into the classroom learning situation.

Why haven't I heard of the Standards before?

The Student Evaluation Standards was published in early 2003. The organizations that sponsor the Joint Committee have worked to publicize the new Standards to their members. Information about the Standards has been provided at several regional and national meetings. It takes time to reach everyone. The most important and effective avenue for disseminating information about the Standards is through parents, teachers, and administrators who recognize their importance. This workshop is a starting point—do what you can to spread the word!