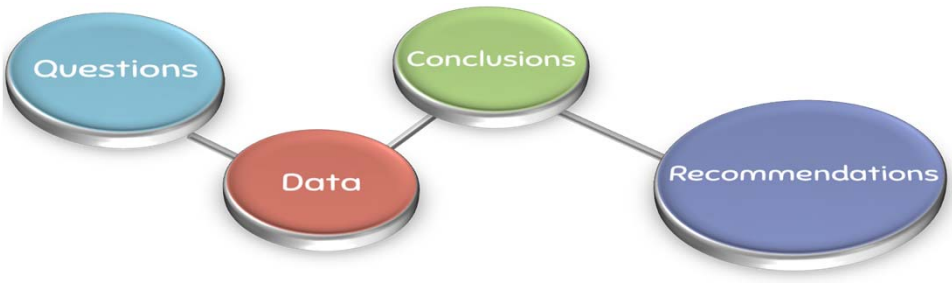


Connecting the Dots for an Effective Evaluation

November 20, 2013

EvaluATE
Evaluation Resource Center for advanced technological education

This material is based upon work supported by the National Science Foundation under grant number 1204683. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the presenters and do not necessarily reflect the views of NSF.

Introductions

Krystin

Krystin Martens

Lori Wingate

Goldie MacDonald

Michael Lesiecki

EvaluATE
Western Michigan University

CDC
Centers for Disease Control and Prevention

Maricopa Community Colleges
NETWORKS

Welcome!

CDC

CENTERS FOR DISEASE CONTROL AND PREVENTION

Science
Technology
Engineering
Mathematics

Objectives

Krystin

Participants will

1. Deepen their understanding of the importance of appropriate and well-written evaluation questions.
2. Know the key considerations for developing sound evaluation questions.
3. Be able to strengthen the linkages between evaluation questions, data, conclusions, and recommendations.

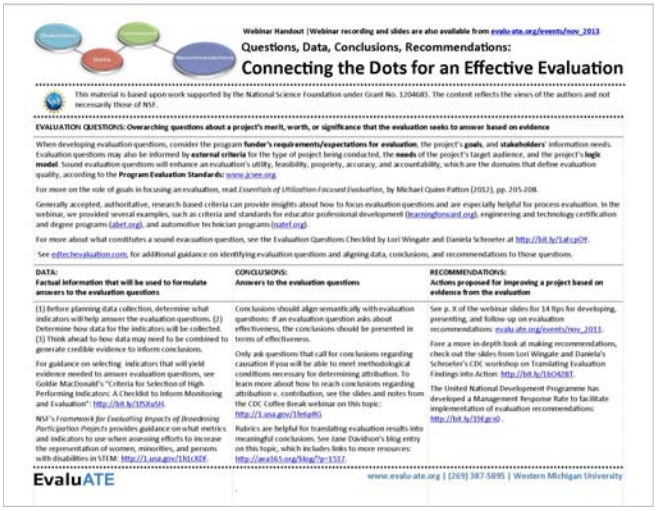
Materials

Krystin

Handout →

Slides

Recording



Webinar Handout | Webinar recording and slides are also available from evalu-ate.org/events/nov_2013

Questions, Data, Conclusions, Recommendations:
Connecting the Dots for an Effective Evaluation

This material is based upon work supported by the National Science Foundation under Grant No. 1204683. The content reflects the views of the authors and not necessarily those of NSF.

EVALUATION QUESTIONS: Overarching questions about a project's merit, worth, or significance that the evaluation seeks to answer based on evidence

When developing evaluation questions, consider the program **funder's requirements/expectations for evaluation**, the project's **goals**, and **stakeholders'** information needs. Evaluation questions may also be informed by **external criteria** for the type of project being conducted, the **needs** of the project's target audience, and the project's **logic model**. Sound evaluation questions will enhance an evaluation's utility, feasibility, propriety, accuracy, and accountability, which are the domains that define evaluation quality, according to the **Program Evaluation Standards**: www.jcsee.org.

For more on the role of goals in focusing an evaluation, read *Essentials of Utilization-Focused Evaluation*, by Michael Quinn Patton (2012), pp. 205-208.

Generally accepted, authoritative, research-based criteria can provide insights about how to focus evaluation questions and are especially helpful for process evaluation. In the webinar, we provided several examples, such as criteria and standards for educator professional development (learningforward.org), engineering and technology certification and degree programs (abet.org), and automotive technician programs (natef.org).

For more about what constitutes a sound evaluation question, see the Evaluation Questions Checklist by Lori Wingate and Daniela Schroeter at http://bit.ly/1aEcpOY.

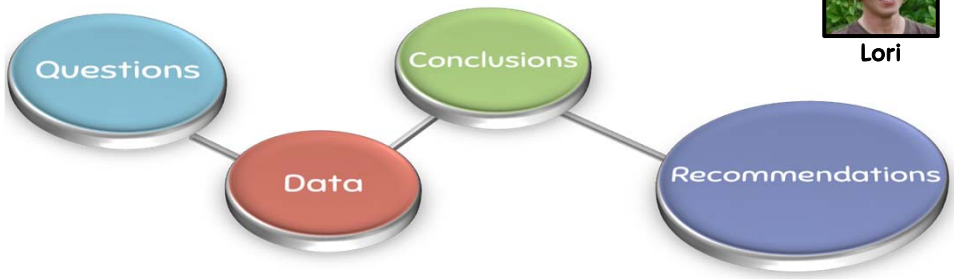
See edtechevaluation.com, for additional guidance on identifying evaluation questions and aligning data, conclusions, and recommendations to those questions.

DATA: Factual information that will be used to formulate answers to the evaluation questions	CONCLUSIONS: Answers to the evaluation questions	RECOMMENDATIONS: Actions proposed for improving a project based on evidence from the evaluation
(1) Before planning data collection, determine what indicators will help answer the evaluation questions. (2) Determine how data for the indicators will be collected. (3) Think ahead to how data may need to be combined to generate credible evidence to inform conclusions. For guidance on selecting indicators that will yield evidence needed to answer evaluation questions, see Goldie MacDonald's "Criteria for Selection of High Performing Indicators: A Checklist to Inform Monitoring and Evaluation": http://bit.ly/1fSXaSH. NSF's *Framework for Evaluating Impacts of Broadening Participation Projects* provides guidance on what metrics and indicators to use when assessing efforts to increase the representation of women, minorities, and persons with disabilities in STEM: http://1.usa.gov/1hUcXDF.	Conclusions should align semantically with evaluation questions: If an evaluation question asks about effectiveness, the conclusions should be presented in terms of effectiveness. Only ask questions that call for conclusions regarding causation if you will be able to meet methodological conditions necessary for determining attribution. To learn more about how to reach conclusions regarding attribution v. contribution, see the slides and notes from the CDC Coffee Break webinar on this topic: http://1.usa.gov/19x6pRG Rubrics are helpful for translating evaluation results into meaningful conclusions. See Jane Davidson's blog entry on this topic, which includes links to more resources: http://eval65.org/blog/?p=1327.	See p. X of the webinar slides for 14 tips for developing, presenting, and follow-up on evaluation recommendations: evalu-ate.org/events/nov_2013. Fore a more in-depth look at making recommendations, check out the slides from Lori Wingate and Daniela's Schroeter's CDC workshop on Translating Evaluation Findings into Action: http://bit.ly/1bCH2BT. The United National Development Programme has developed a Management Response Rate to facilitate implementation of evaluation recommendations: http://bit.ly/1tKgcx0 .

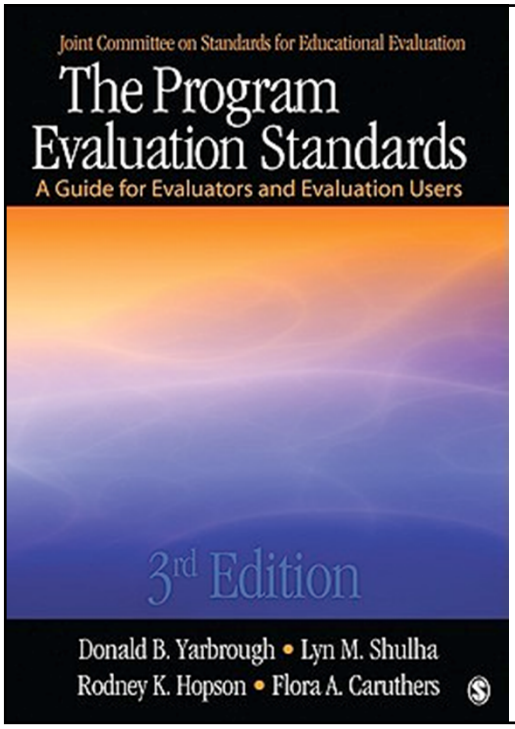
EvaluATE www.evalu-ate.org | (269) 387-5895 | Western Michigan University

evalu-ate.org/events/nov_2013/

Lori



- Distinct components of an evaluation
- Each component must be clearly linked to the others
- Strengthening the connections will improve an evaluation's quality



Utility

Feasibility

Propriety

Accuracy

Accountability

www.jcsee.org

Evaluation Questions

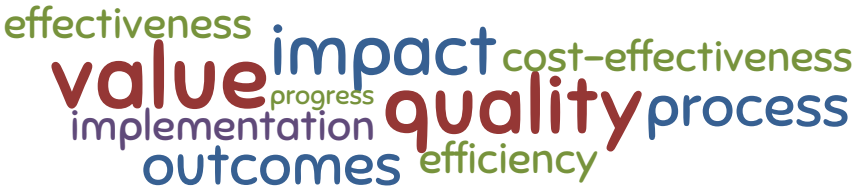
Lori

Overarching questions about a project's **merit**, **worth**, or **significance** that the evaluation seeks to answer based on evidence

Evaluation Questions

Lori

merit worth significance



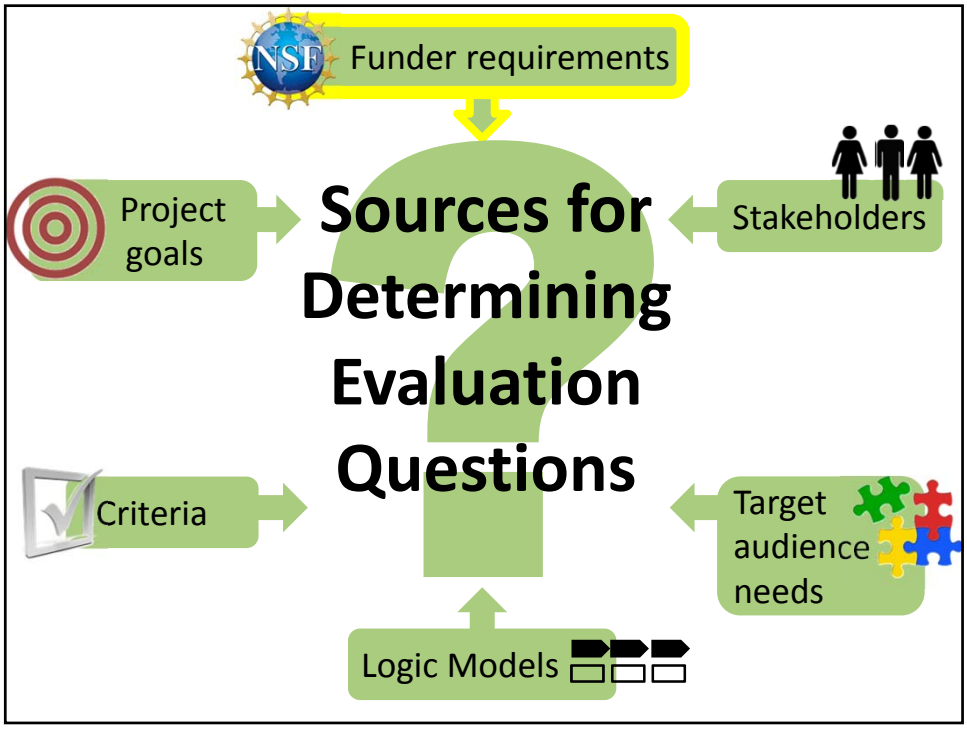
"big-picture" questions that typically require multiple sources of data to answer

Evaluation Questions

Lori

"Questions establish **boundaries** for the evaluation by stating what aspects of the program will be addressed."

CDC Framework for Program Evaluation in Public Health
ftp://ftp.cdc.gov/pub/Publications/mmwr/rr/rr4811.pdf

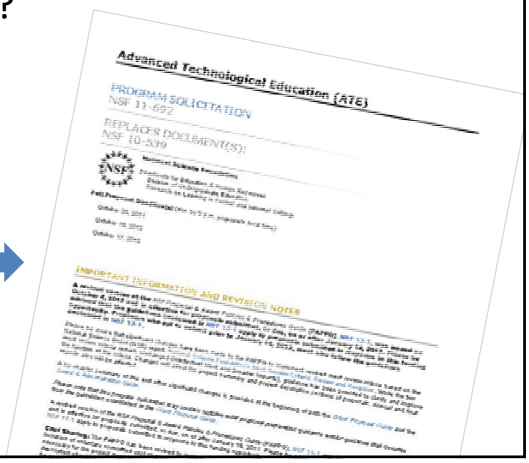


Funder's Evaluation Requirements [or Expectations]

Lori

What does the program funder expect the evaluation to address?

(Re)read the solicitation



Funder's Evaluation Requirements [or Expectations]

Lori

EXAMPLE: Professional Development Projects

"Evaluation should demonstrate **use in the classrooms** and **sustainable changes in practice** of participating faculty and teachers. **Changes in student learning outcomes** as well as **students' perceptions of technical careers** should be measured."

To what extent …

- **do participants integrate the PD content in their instruction?**
- **do participants sustain the changes they make to their instructional practices?**
- **are learning outcomes affected by changes in instruction related to the PD?**
- **do changes in instruction affect students' perceptions of technical careers?**

Funder's Evaluation Requirements [or Expectations]

Lori

EXAMPLE: Occupational Safety and Health Training Projects

"The application must describe an evaluation plan to review and determine the **quality and effectiveness** of the proposed training program. This should include plans to obtain **feedback from current and former trainees** to help identify **weaknesses** in the program and to provide **suggestions for program improvements.**"

→ **What is the quality of the training program?**
How effective is the training program?
→ **(this type of evidence is valued)**
→ **What are the strengths and weaknesses of the training program?**
→ **(recommendations are expected)**

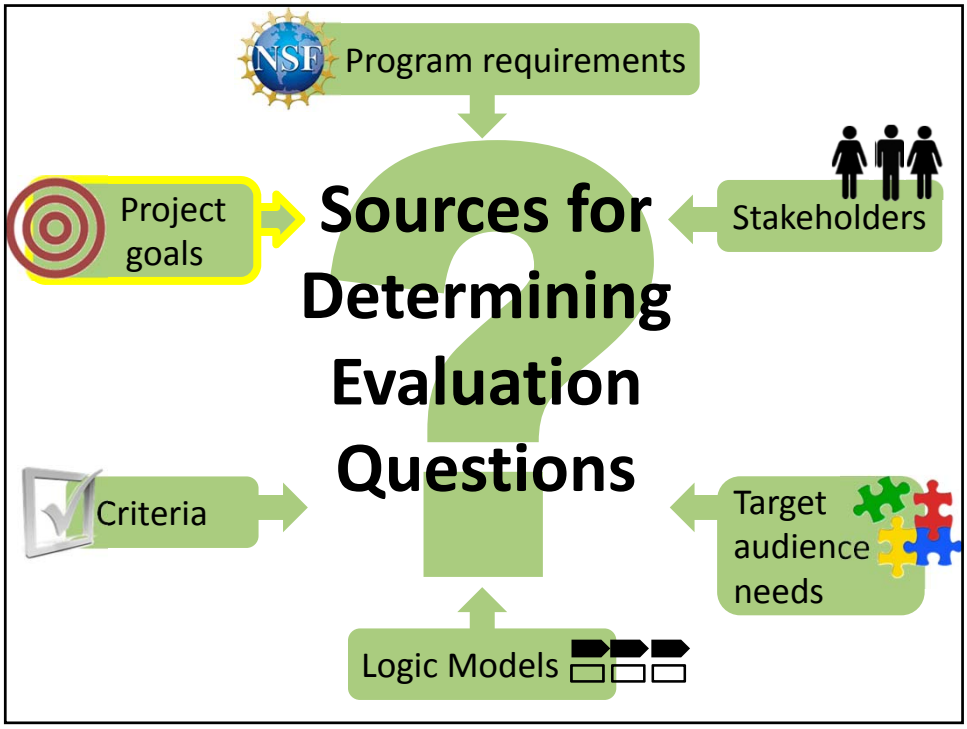
Funder's Evaluation Requirements [or Expectations]

Lori

EXAMPLE: Occupational Safety and Health Training Projects

QUALITY
and
EFFECTIVENESS
need to be defined and unpacked

← **What is the quality of the training program?**
← **How effective is the training program?**



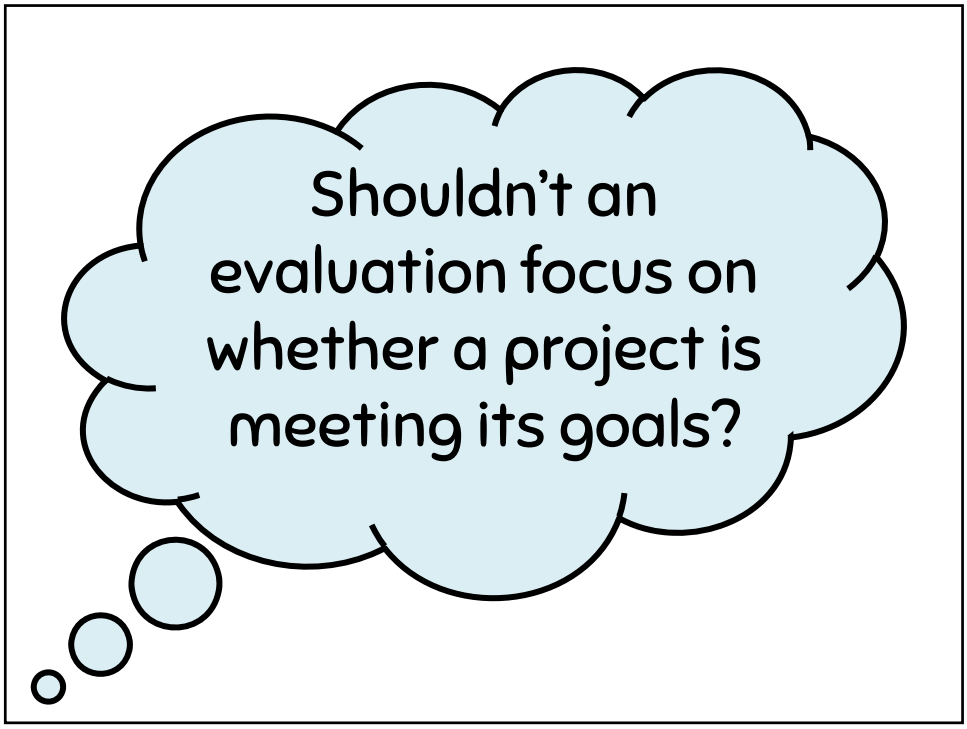
Goals

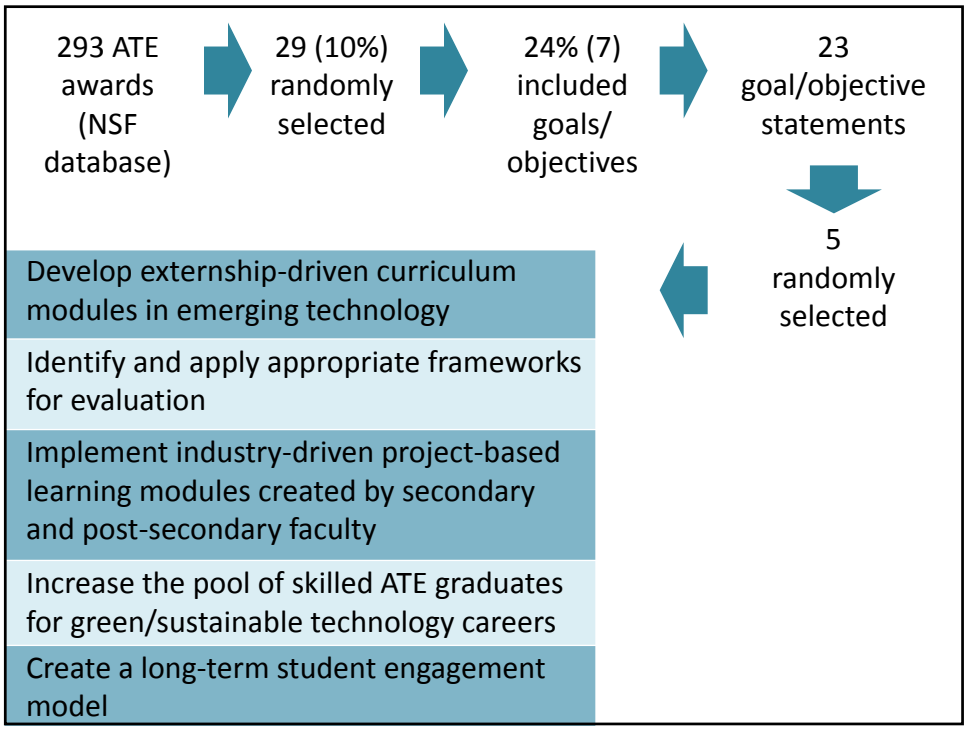
Lori

What is the project seeking to achieve?

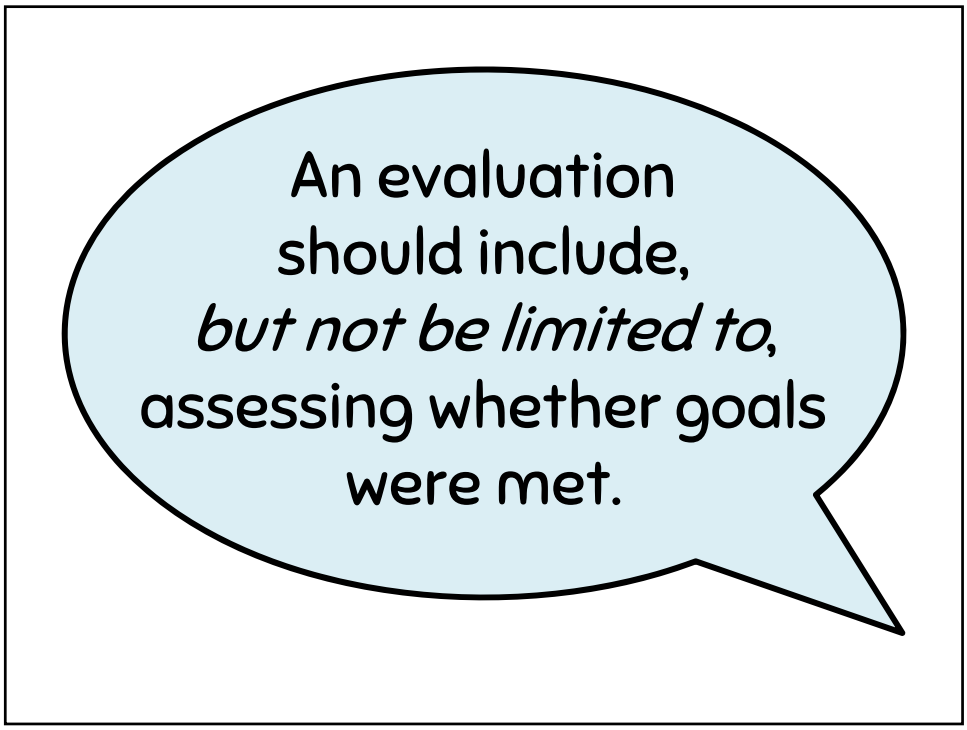
What was the project funded to achieve?

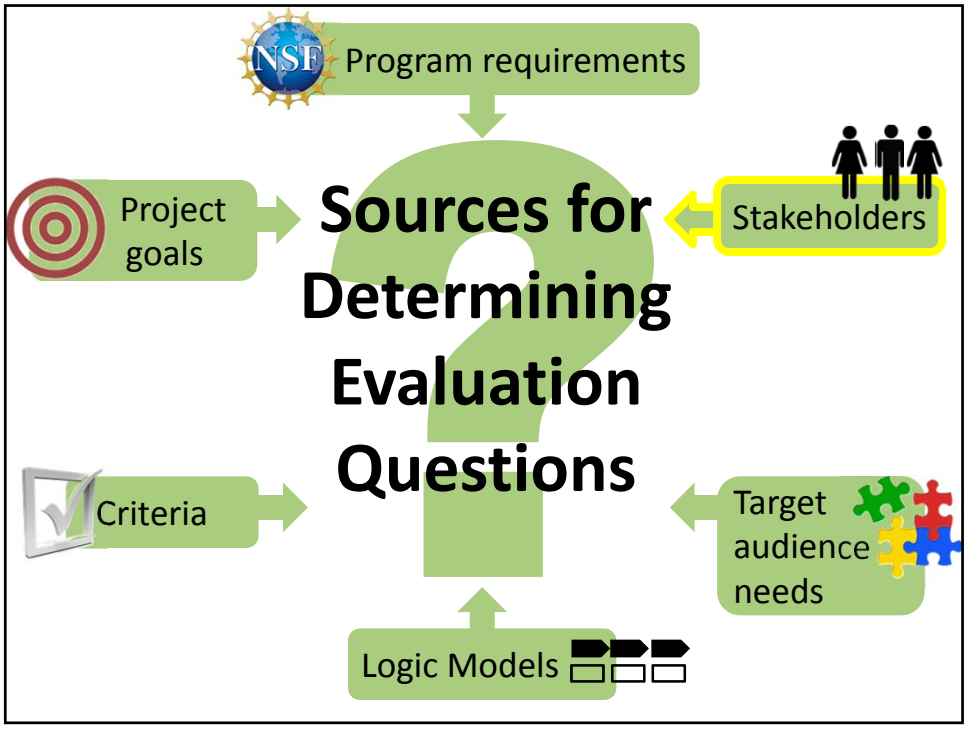
➡ make sure evaluation questions clearly align with project purposes


Shouldn't an evaluation focus on whether a project is meeting its goals?


293 ATE awards (NSF database)
29 (10%) randomly selected
24% (7) included goals/ objectives
23 goal/objective statements
5 randomly selected
Develop externship-driven curriculum modules in emerging technology
Identify and apply appropriate frameworks for evaluation
Implement industry-driven project-based learning modules created by secondary and post-secondary faculty
Increase the pool of skilled ATE graduates for green/sustainable technology careers
Create a long-term student engagement model

Are these ATE goal/objective statements focused on project PROCESS or OUTCOMES?	**PROCESS** - Activities - Products - People reached *What a project does*	**OUTCOMES** Changes in - Knowledge, - Behavior - Broader conditions *What difference it makes*
Develop externship-driven curriculum modules in emerging technology	☐	☐
Identify and apply appropriate frameworks for evaluation	☐	☐
Implement industry-driven project-based learning modules created by secondary and post-secondary faculty	☐	☐
Increase the pool of skilled ATE graduates for green/sustainable technology careers	☐	☐
Create a long-term student engagement model	☐	☐





Stakeholders

Lori

Individuals who are involved in or affected by the project and its evaluation

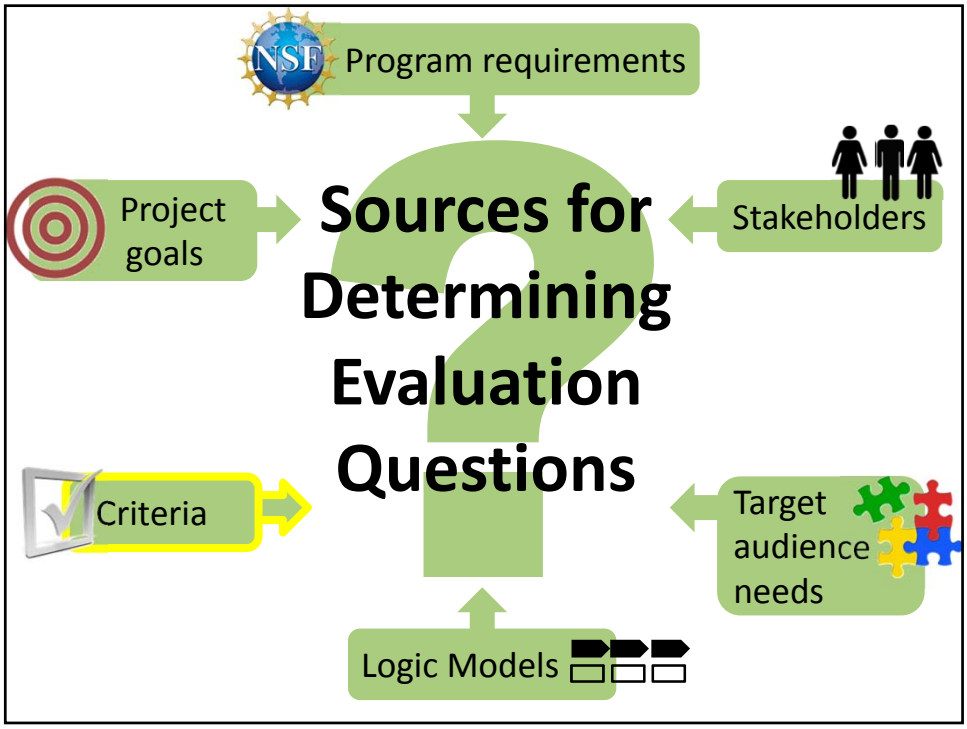
➡ Intended users: Individuals in a position to make decisions about a project based on the evaluation results

Stakeholders

Lori

Ask:

- What do you hope to learn from the evaluation?
- What, if any decisions will be influenced by the results?



External Criteria

Lori

What makes this type of intervention good or successful?

External Criteria

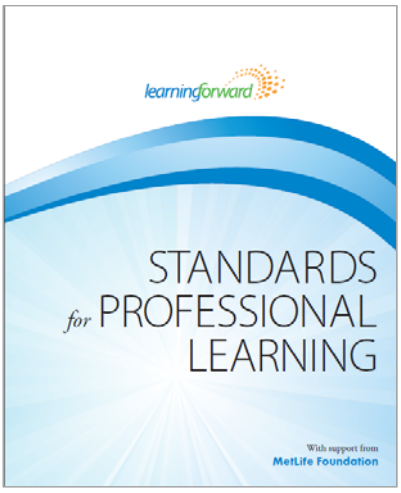
Lori

- Research-based
- Authoritative
- Generally accepted quality standards

Especially useful for assessing quality in process evaluation (implementation, content, products)

External Criteria for
Professional Development for Educators

Lori



www.learningforward.org

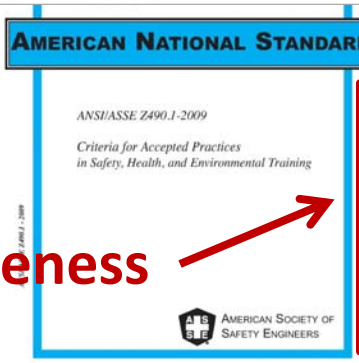
External Criteria for
Occupational Health and Safety Training

Lori

Criteria for Accepted Practices in Safety, Health, and Environmental Training

Quality

Effectiveness



Evaluation of training programs should demonstrate evidence of
- achieving training objectives
- show gains in trainee knowledge and skills
- exhibit beneficial organizational performance

www.ansi.org

External Criteria for
Curricula and Programs

Lori

Criteria established by accrediting organizations, e.g.,

NATEF automotive programs

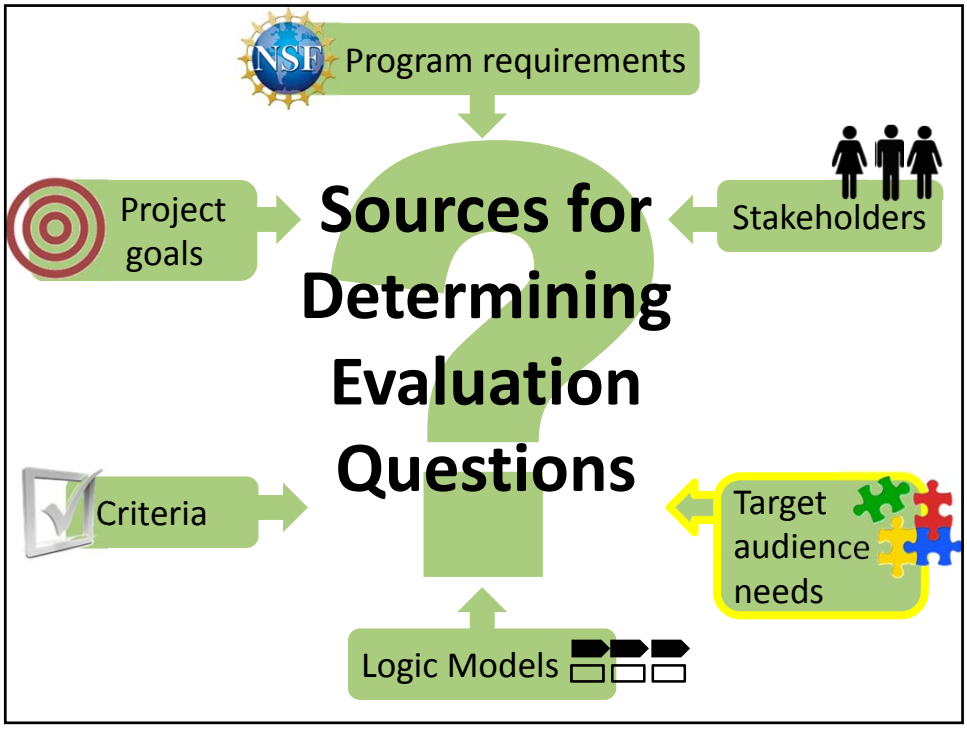
ABET engineering and technology programs

External Criteria for
Public Health Interventions

Lori

World Health Organization WHO Guidelines

CDC Morbidity and Mortality Weekly Report (MMWR)
Guidelines and recommendations

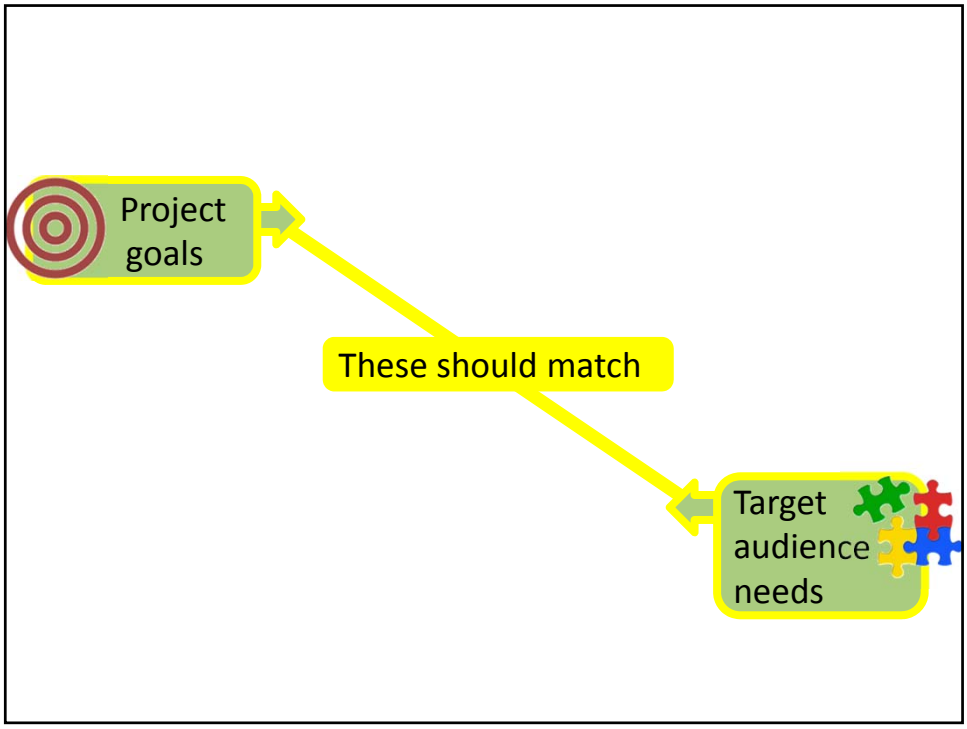


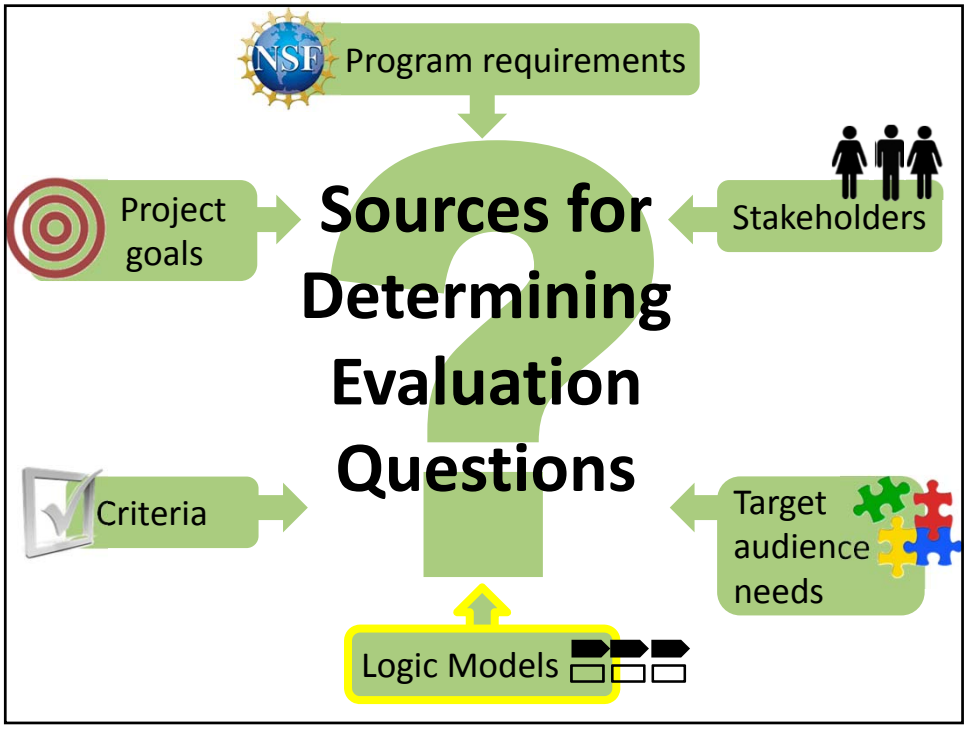
Needs

Lori

What do those being served by the project need?

What gap(s) in services, opportunities, or products is the project addresses?

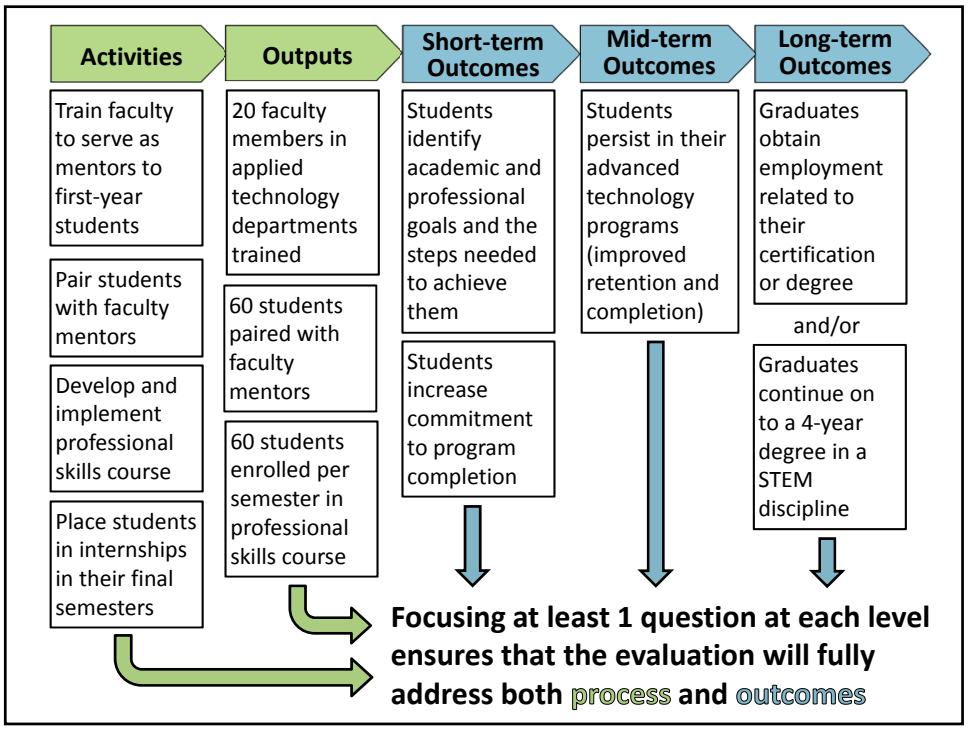

Project goals
These should match
Target audience needs


NSF
Program requirements
Project goals
Sources for Determining Evaluation Questions
Stakeholders
Criteria
Target audience needs
Logic Models

Logic Models

Lori

What results should be achieved at each stage of the project?



Logic Models

Lori

Overlaying evaluation questions on a logic model may reveal flaws in the model.

If so, then it's a good time to revisit

Goals **Stakeholders** **Criteria** **Needs**

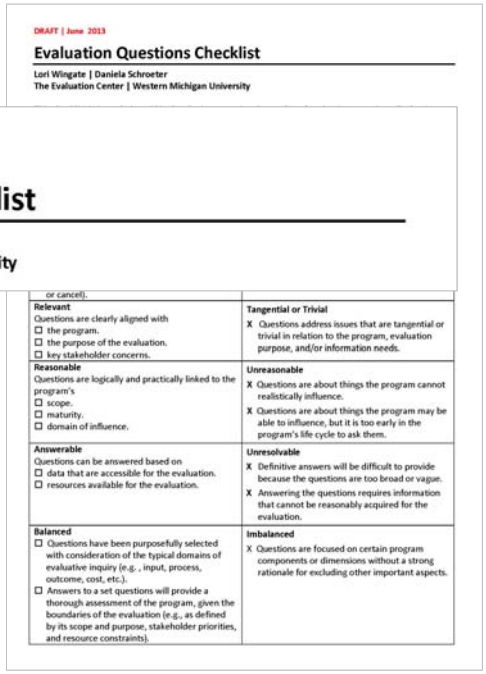
DRAFT | June 2013

Evaluation Questions Checklist

Lori Wingate | Daniela Schroeter
The Evaluation Center | Western Michigan University

Good evaluation questions are….

- ❑ Evaluative
- ❑ Relevant
- ❑ Reasonable
- ❑ Answerable
- ❑ Balanced


DRAFT | June 2013

Evaluation Questions Checklist

Lori Wingate | Daniela Schroeter
The Evaluation Center | Western Michigan University

or cancel).

Relevant Questions are clearly aligned with ☐ the program. ☐ the purpose of the evaluation. ☐ key stakeholder concerns.	**Tangential or Trivial** X Questions address issues that are tangential or trivial in relation to the program, evaluation purpose, and/or information needs.
Reasonable Questions are logically and practically linked to the program's ☐ scope. ☐ maturity. ☐ domain of influence.	**Unreasonable** X Questions are about things the program cannot realistically influence. X Questions are about things the program may be able to influence, but it is too early in the program's life cycle to ask them.
Answerable Questions can be answered based on ☐ data that are accessible for the evaluation. ☐ resources available for the evaluation.	**Unresolvable** X Definitive answers will be difficult to provide because the questions are too broad or vague. X Answering the questions requires information that cannot be reasonably acquired for the evaluation.
Balanced ☐ Questions have been purposefully selected with consideration of the typical domains of evaluative inquiry (e.g., input, process, outcome, cost, etc.). ☐ Answers to a set questions will provide a thorough assessment of the program, given the boundaries of the evaluation (e.g., as defined by its scope and purpose, stakeholder priorities, and resource constraints).	**Imbalanced** X Questions are focused on certain program components or dimensions without a strong rationale for excluding other important aspects.

evalu-ate.net/downloads/resources/Evaluation_Questions_Checklist.pdf

Evaluation questions are essential to an evaluation because they…

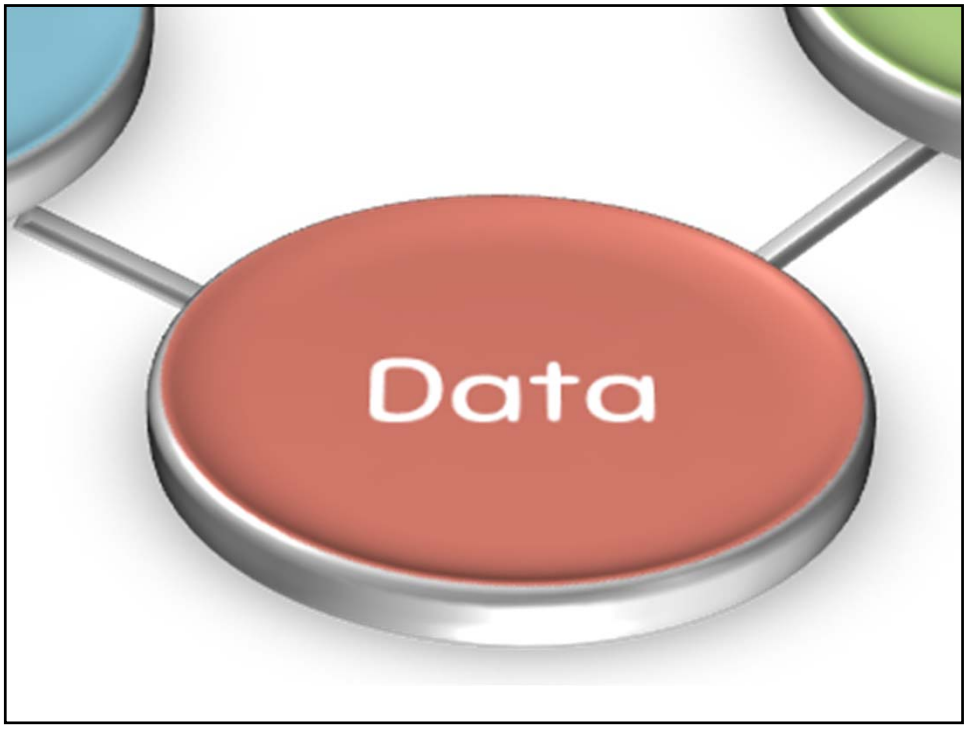
Lori

- Focus the evaluation
- Point to the types of evidence needed
- Set the stage for conclusions and recommendations

Discussion

Goldie MacDonald

Lori Wingate



1. Indicator

Lori

Merriam-Webster

: a sign that shows the condition or existence of something

: a pointer or light that shows the state or condition of something

2. Data

Lori

Merriam-Webster

: factual information … used as a basis for reasoning, discussion, or calculation

3. Evidence

Lori

Merriam-Webster

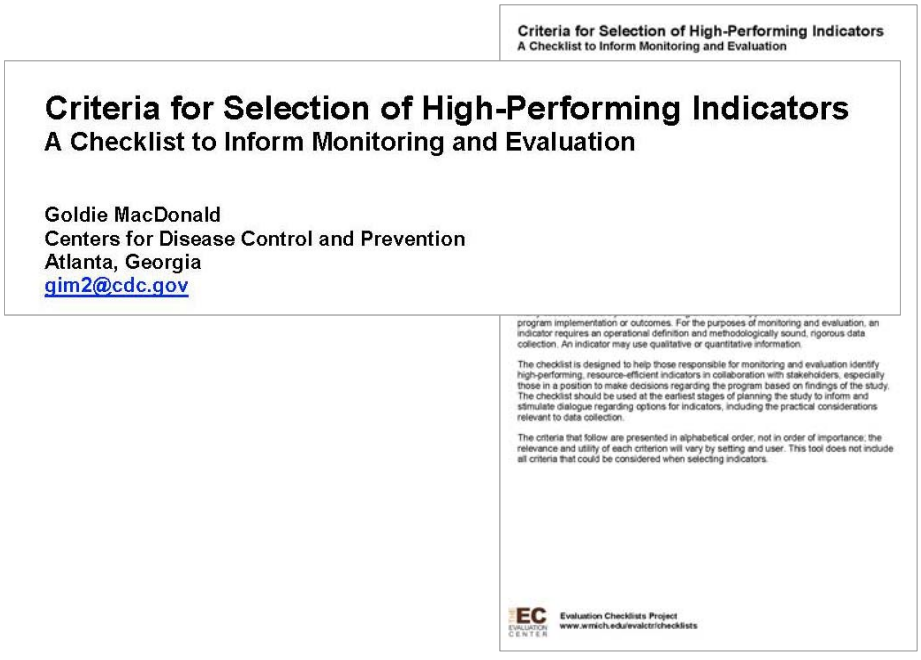
: something which shows that something else exists or is true

Aligning data with questions

Lori

1. Determine what **indicators** will help answer the evaluation questions.
2. Determine how **data** for the indicators will be collected.
3. Think ahead to how data may need to be combined to generate credible **evidence** to inform conclusions.

A common pitfall is to concentrate exclusively on data



- ❑ Accepted Practice and History of Use
- ❑ Applicability in Different Settings
- ❑ Availability of Data
- ❑ Burden of Data Collection on Participants
- ❑ Clarity of Focus and Meaning
- ❑ Cultural Appropriateness and Relevance
- ❑ Data Quality
- ❑ Investment of Resources
- ❑ Opportunity to Detect Unexpected or Unintended Findings
- ❑ Pathway for Use of Data
- ❑ Relevance to Evaluation Questions
- ❑ Strength of Evidence or Substantive Merit
- ❑ Value within a Set of Indicators

Criteria for Selection of High-Performing Indicators
A Checklist to Inform Monitoring and Evaluation

Goldie MacDonald
Centers for Disease Control and Prevention
Atlanta, Georgia
gim2@cdc.gov

The checklist includes practice-based criteria to be considered in the selection of indicators for use in monitoring and evaluation. The selection of indicators can be a complex, time-consuming task. In some cases, this process is not made explicit for stakeholders. Moreover, those expected to participate in this work come to the discussion with varying levels of knowledge relevant to monitoring and evaluation. Therefore, how do we assess the quality of indicators proposed for use? And, how do we encourage full participation of stakeholders in this dialogue? The purpose of the checklist is three-fold: (1) aid in establishing a process and shared vocabulary for dialogue with stakeholders regarding the selection of indicators; (2) reinforce the necessary connection of indicators to the evaluation questions to be addressed by the study; and (3) contribute to design of data collection activities more clearly linked to intended uses of findings.

As a starting point, what is an indicator? The term is used widely with variation in meaning and application. For the purposes of this checklist, an indicator is a documentable or measureable piece of information regarding some aspect of the program in question (e.g., characteristics of the program, facets of implementation or service delivery, outcomes). In many cases, indicators provide a meaningful marker or approximation of the status of program implementation or outcomes. For the purposes of monitoring and evaluation, an indicator requires an operational definition and methodologically sound, rigorous data collection. An indicator may use qualitative or quantitative information.

The checklist is designed to help those responsible for monitoring and evaluation identify high-performing, resource-efficient indicators in collaboration with stakeholders, especially those in a position to make decisions regarding the program based on findings of the study. The checklist should be used at the earliest stages of planning the study to inform and stimulate dialogue regarding options for indicators, including the practical considerations relevant to data collection.

The criteria that follow are presented in alphabetical order, not in order of importance; the relevance and utility of each criterion will vary by setting and user. This tool does not include all criteria that could be considered when selecting indicators.

EC EVALUATION CENTER **Evaluation Checklists Project**
www.wmich.edu/evalctr/checklists

❑ Relevance to Evaluation Questions

The degree to which an indicator helps to address predefined evaluation questions

Criteria for Selection of High-Performing Indicators
A Checklist to Inform Monitoring and Evaluation

Goldie MacDonald
Centers for Disease Control and Prevention
Atlanta, Georgia
gim2@cdc.gov

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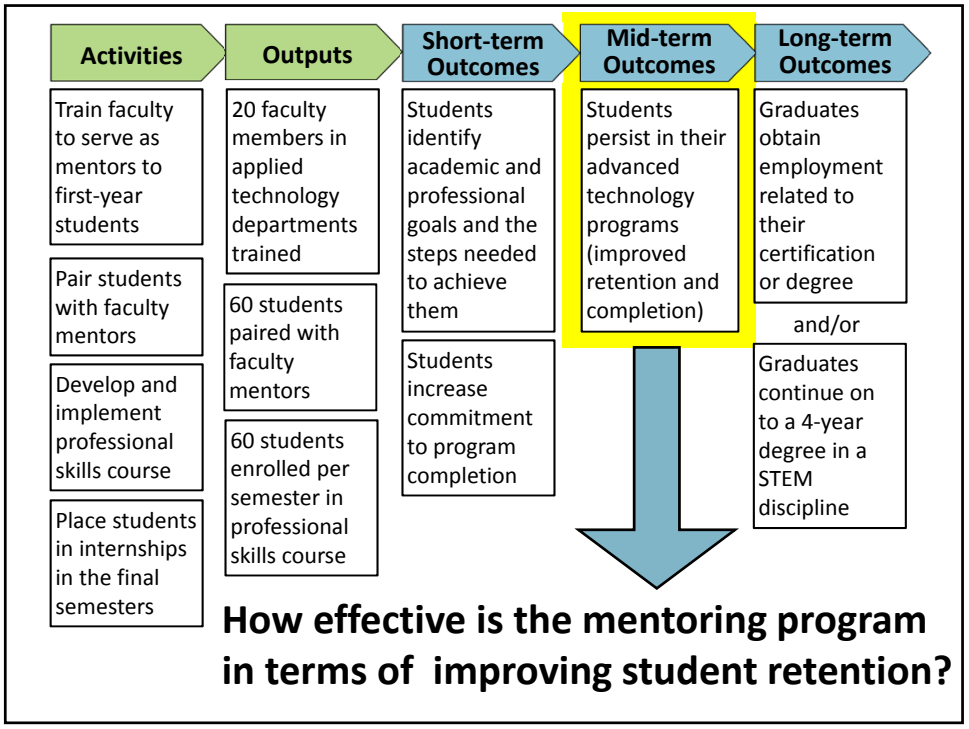
EC EVALUATION CENTER **Evaluation Checklists Project**
www.wmich.edu/evalctr/checklists



How effective is the mentoring program in terms of improving student retention?

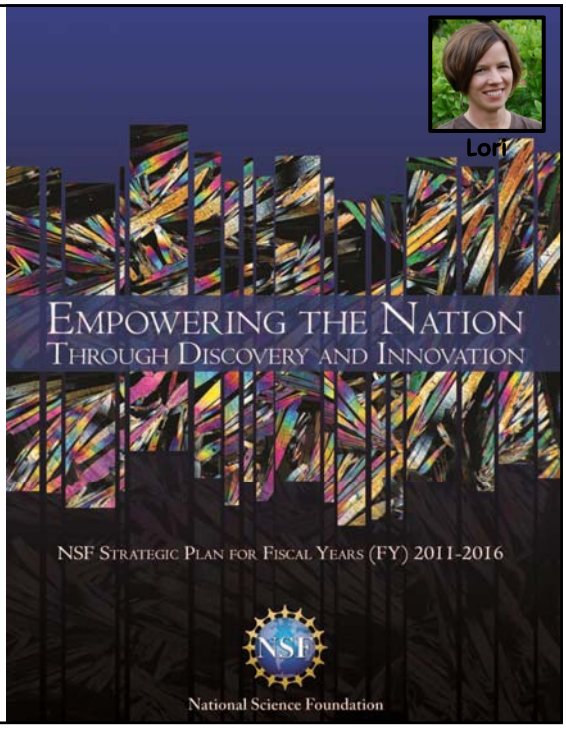
Lori

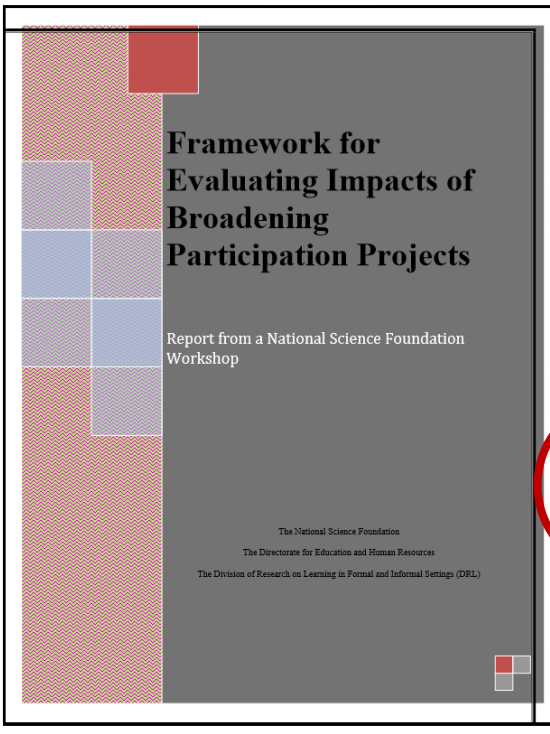
Are these indicators relevant to *this evaluation question?*

Number of students who receive mentoring	✗
Percentage of mentored students retained in program compared with nonmentored students	✓
Faculty mentors' level of satisfaction with the training they received to serve as mentors	✗
Percentage of mentored students who self-report that mentoring positively influenced their decision to continue in their programs	✓
Degree to which mentoring increases students' sense of self-efficacy	✗

"NSF is committed to broadening participation."

- Women
- Minorities
- Persons with disabilities



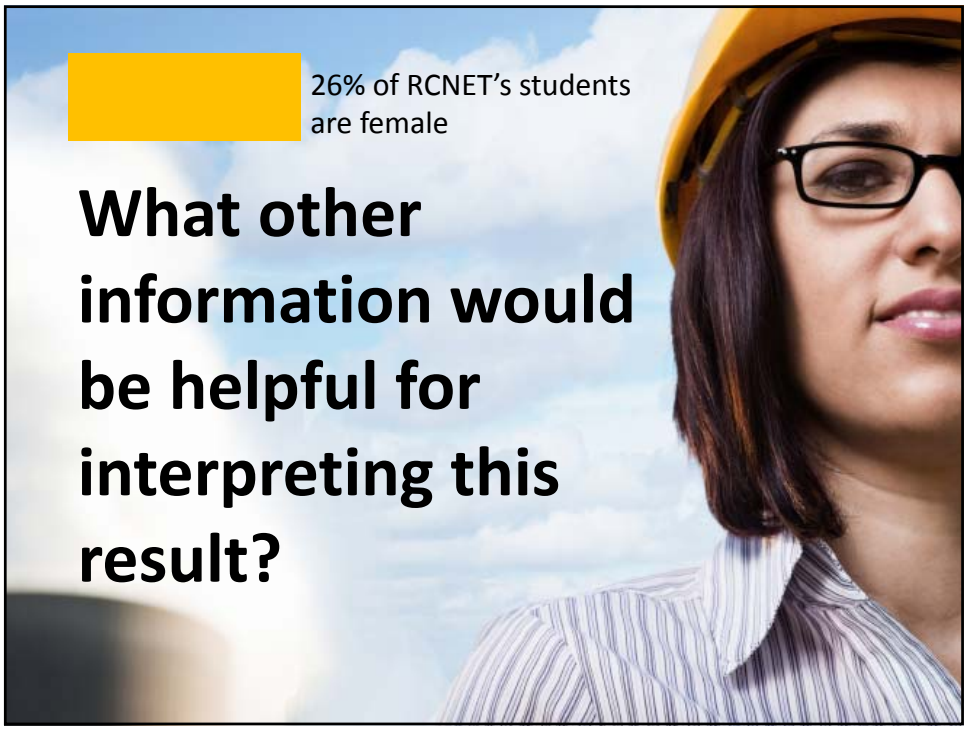


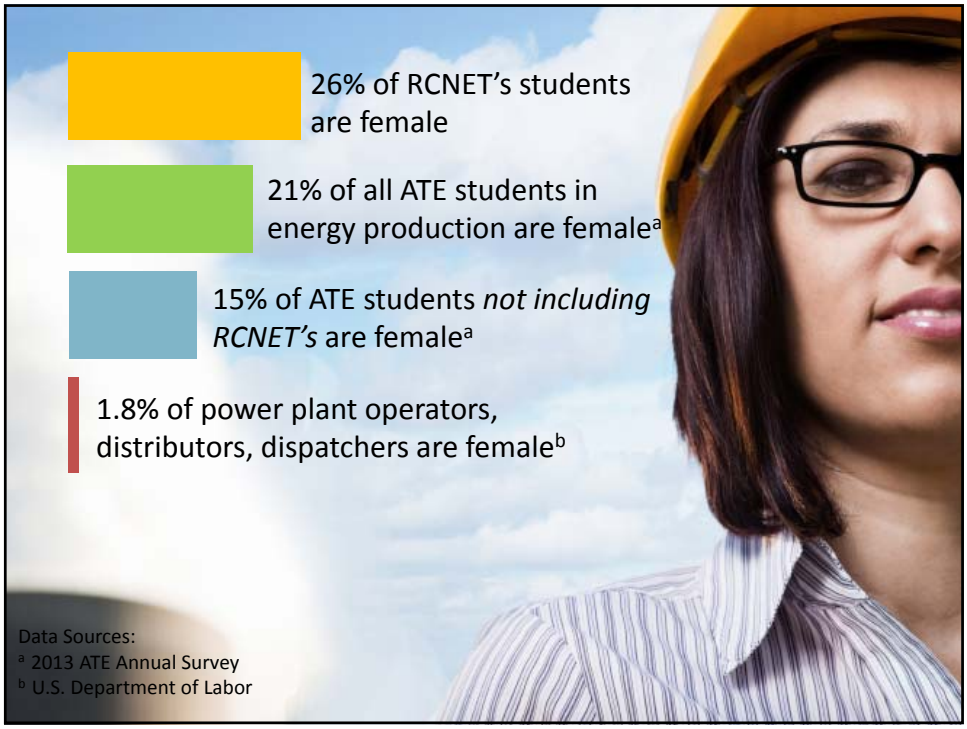
Lori

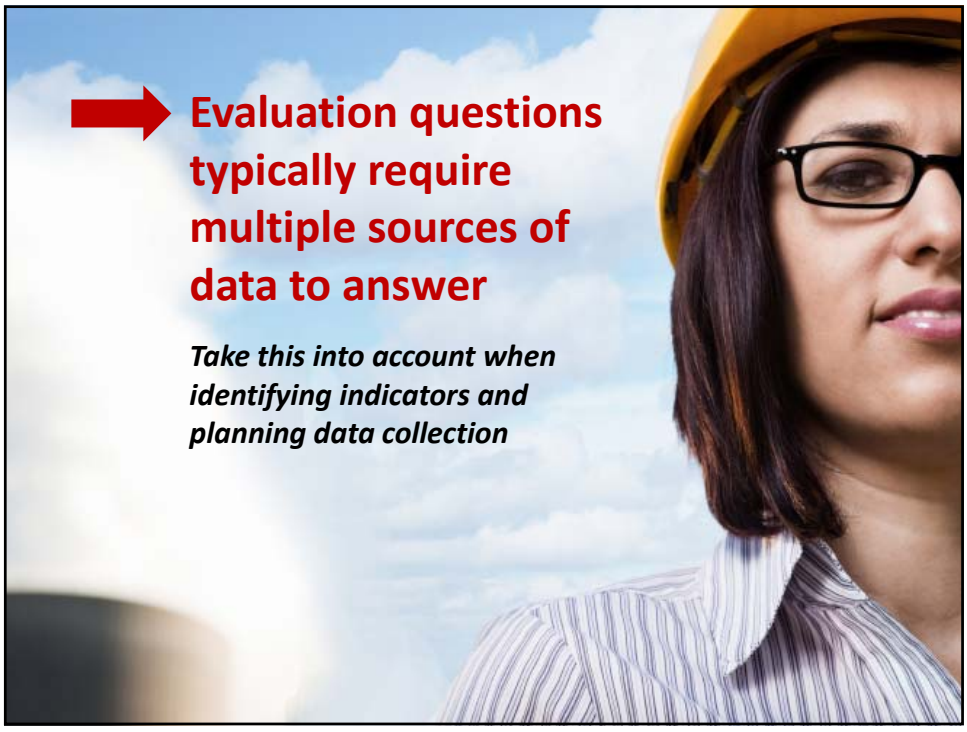
See Chapter 4:

Measuring Success and Effectiveness of NSF's Broadening Participation Programs: Suggested Monitoring Metrics and Evaluation Indicators

Example….
Regional Center for
Nuclear Education & Training
RCNET
NSF


26% of RCNET's students are female
What other information would be helpful for interpreting this result?


26% of RCNET's students are female
21% of all ATE students in energy production are female[a]
15% of ATE students *not including RCNET's* are female[a]
1.8% of power plant operators, distributors, dispatchers are female[b]
Data Sources:
[a] 2013 ATE Annual Survey
[b] U.S. Department of Labor


Evaluation questions typically require multiple sources of data to answer
Take this into account when identifying indicators and planning data collection

Comments

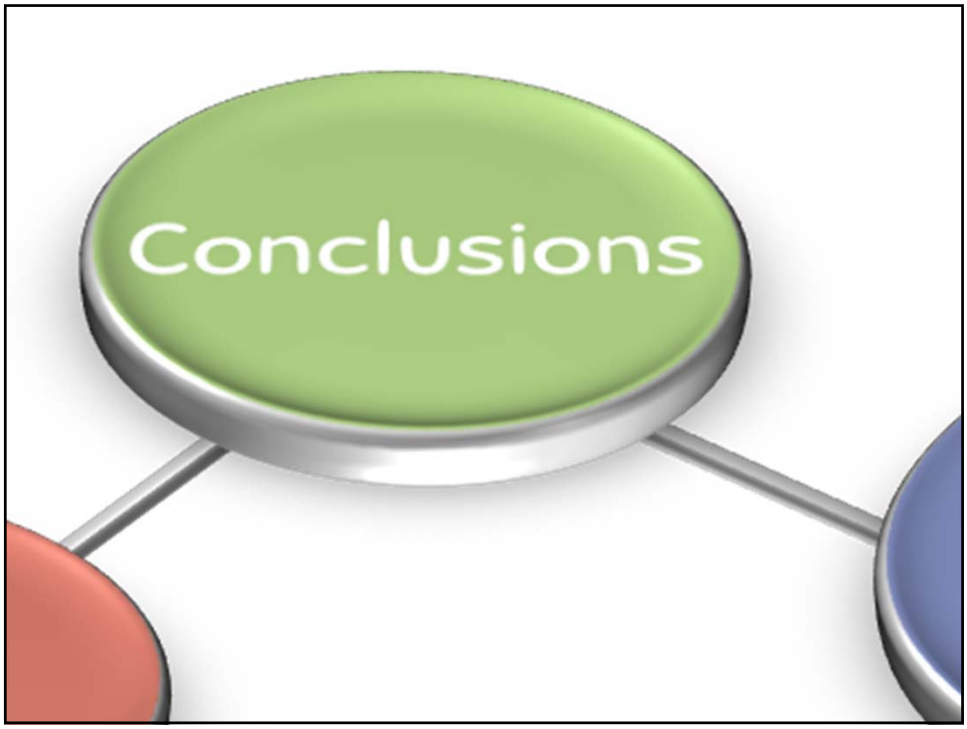
Goldie
MacDonald

Criteria for Selection of High-Performing Indicators
A Checklist to Inform Monitoring and Evaluation

Goldie MacDonald
Centers for Disease Control and Prevention
Atlanta, Georgia
gim2@cdc.gov

Goldie

- ❑ Accepted Practice and History of Use
- ❑ Applicability in Different Settings
- ❑ Availability of Data
- ❑ Burden of Data Collection on Participants
- ❑ Clarity of Focus and Meaning
- ❑ Cultural Appropriateness and Relevance
- ❑ Data Quality
- ❑ Investment of Resources
- ❑ Opportunity to Detect Unexpected or Unintended Findings
- ❑ Pathway for Use of Data
- ❑ Relevance to Evaluation Questions
- ❑ Strength of Evidence or Substantive Merit
- ❑ Value within a Set of Indicators



Conclusions

Lori

Answers to the evaluation questions.

If the question is…	The answer should be about	Examples
To what extent has the project increased the representation of women in the college's engineering programs?	Level and direction of change	The project has resulted in a **moderate increase** in the representation of women in engineering at the college.
What is the quality of workshops?	Level of quality	Overall, the workshops are **excellent**.
How replicable is the project's approach to student engagement?	Degree of replicability	The project's approach to student engagement is **partially replicable**.

Conclusions

Lori

Answers to the evaluation questions.

If the question is…	The answer should be about	Examples
To what extent has the project increased the representation of women in the college's engineering programs?	Level and direction of change	The project has resulted in a **moderate increase** in representation of women in engineering at the college.
What is the quality of workshops?	Level of quality	Overall, the workshops are **excellent**.
How replicable is the project's approach to student engagement?	Degree of replicability	The project's approach to student engagement is **partially replicable**.

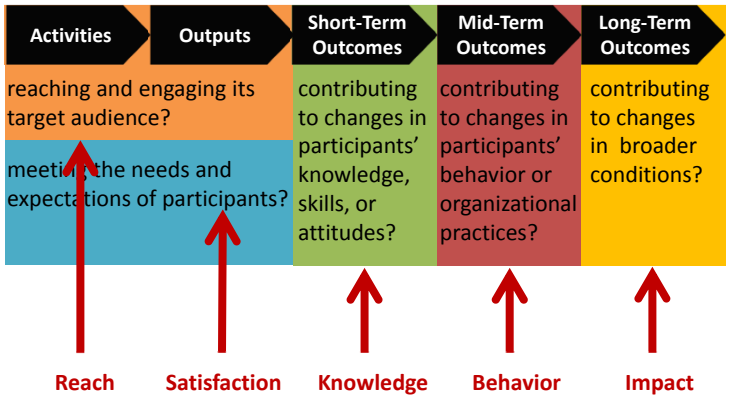
Only ask questions that call for evidence of causation if you can meet methodological conditions necessary for determining attribution

Conclusions

Lori

Level of quality

How well is the project doing in terms of…



Conclusions

Lori

All-Purpose Holistic Rubric

Lori

Excellent	Clear example of exemplary performance or best practice in this domain; no weaknesses
Good	Very good or excellent performance on virtually all aspects; strong overall but not exemplary; no weaknesses of any real consequence
Adequate	Reasonably good performance overall; might have a few slight weaknesses but nothing serious
Marginal	Fair performance, some serious (but nonfatal) weaknesses on a few aspects
Poor	Clear evidence of unsatisfactory functioning; serious weaknesses across the board or on crucial aspects

Source: Table 8.2 from *Evaluation Methodology Basics* by Jane Davidson (2005)

Project-Specific Holistic Rubric

	Poor	Fair	Good	Excellent
Student Impact	No set plan for how to engage students either through coursework or experiential learning under the auspices of the project	Students engaged at least sporadically in experiential learning activities; there is talk of a certificate or degree program	Students engaged in a systematic way in experiential learning or a degree/certificate program, but may need further development	Clear strategy for engaging students under the auspices of the project through both experiential learning and a degree/certificate program
Scholarship	No established plan for obtaining external grants or contracts; no evidence of activity in this area No evidence of advancing scholarship Not clear how the project contributes to enhancing perceptions of college	Minimal plans for obtaining external grants or contracts; some proposals submitted Evidence of some scholarship, but may not be obviously related to project Potential to raise the institution's stature in national rankings or perceptions if successfully implemented	Clear plan for obtaining external funding; proposals have been submitted Evidence of some scholarship directly related to the project Could bring national attention to college through exceptional performance in its focus area	Success in obtaining external grants and contracts in focus area Strong record of substantial scholarship directly related to the project Likely to attract national attention through its distinctive focus, assets, or innovation
External Impact	No set plans for external engagement	Some ideas for external engagement, but few have been implemented yet	External engagement, either through service or collaborations, is an important part of the project	Project has a strong external focus that is central to its mission, with demonstrable impacts on the community attributable to the project/institution.
Sustainability	No clear plan for supporting the center by grants, contracts, and/or fees	Some ideas for becoming partially self-sustaining but need to be further developed	Grants or contracts may bring significant external support to the project, but it depends on forces beyond the control of the project; fees or other revenue streams are likely to provide stable income	Very likely that grants, contracts, and/or fees will be a significant and stable source of support for the project

Project-Specific Holistic Rubric

Lori

Student Impact Rubric

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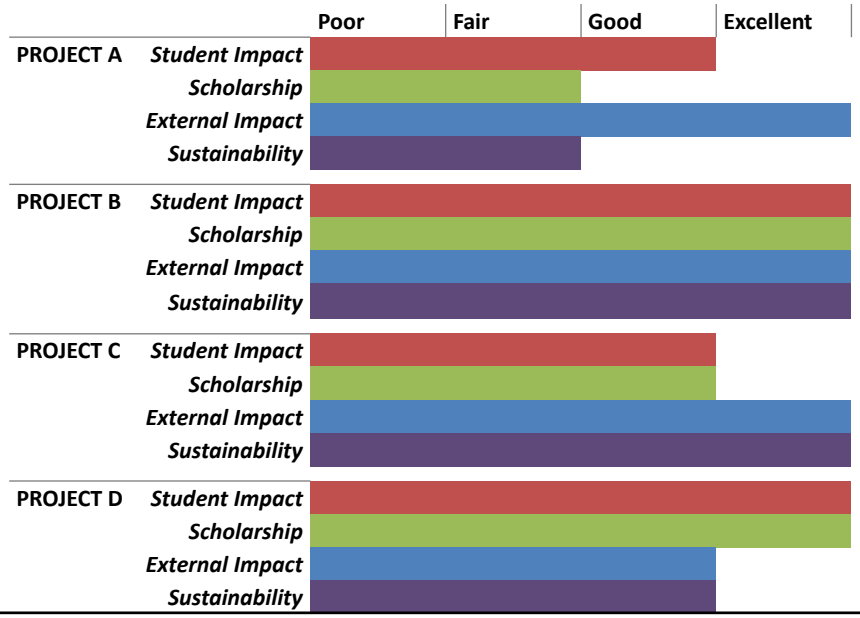
Project-Specific Holistic Rubric



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Works well with quantitative data – just plug in ranges for each indicator

How effective is the mentoring program for improving student retention?

- 55% of students said mentoring positively influenced their decision to continue in their program
- retention rate of course participants is 22% better than that of a matched group

Is that good?

Mentoring was moderately effective in improving student retention, according to the criteria established for the project.*
* Criteria and specific results also provided to justify conclusion.

Discussion

Goldie
MacDonald

Lori
Wingate

Recommendations

Lori

Proposed actions for improving a project's performance based on evidence

Types of Recommendations

Lori

FORMATIVE
Suggestions about actions to take to improve performance

MINOR
Tweaks to implementation

MAJOR
Significant changes in goals, activities, or audiences

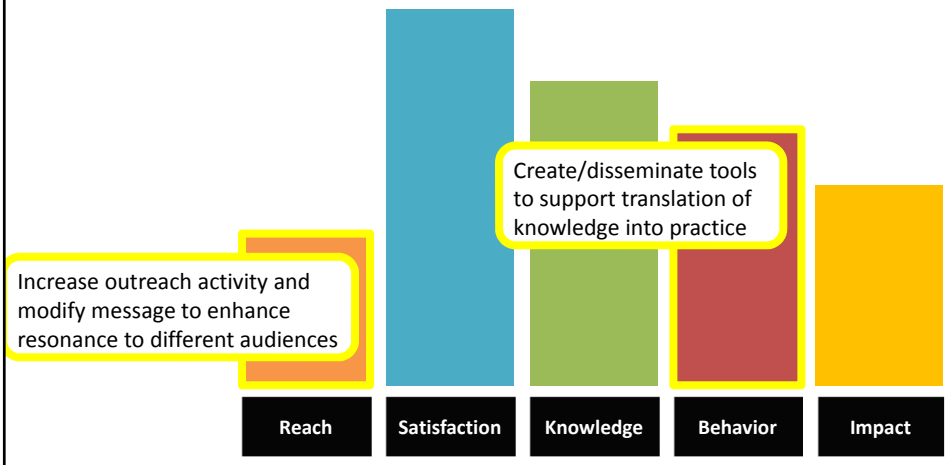
SUMMATIVE
Suggestions about program expansion/ contraction, continuation, cancellation

Changes that substantially impact funding, personnel, policy or service delivery

These are the types of recommendations generated from ATE project-level evaluations

Recommendations

Lori



Diagnose

What are the causes of suboptimal performance?

Identify weak links/breaks in the project's implementation and outcomes

Look for unintended outcomes

Evaluation Recommendation Tips

Lori

Developing

1. To the extent reasonable at the design stage, determine the nature of recommendations needed or expected.
1. Generate possible recommendations throughout the evaluation, not just at the end.
2. Base recommendations on evaluation findings and other credible sources.
3. Engage stakeholders in developing and/or reviewing recommendations prior to their finalization.
4. Focus recommendations on actions within the control of intended users.
5. To the extent reasonable, provide multiple options for achieving desired results.

Presenting

7. Clearly distinguish between findings and recommendations.
8. Write recommendations in a clear and actionable way.
9. Specify the justification/information sources for each recommendation.
10. To the extent reasonable, explain the costs, benefits, and challenges associated with implementing recommendations.
11. Exercise political sensitivity in the focus and wording of recommendations.
12. Categorize recommendations, such as by type, focus, and/or priority.

Following-up

13. Meet with stakeholders to review and discuss recommendations in their final form.
14. Provide tools to facilitate decision making and action planning around recommendations.

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Lori

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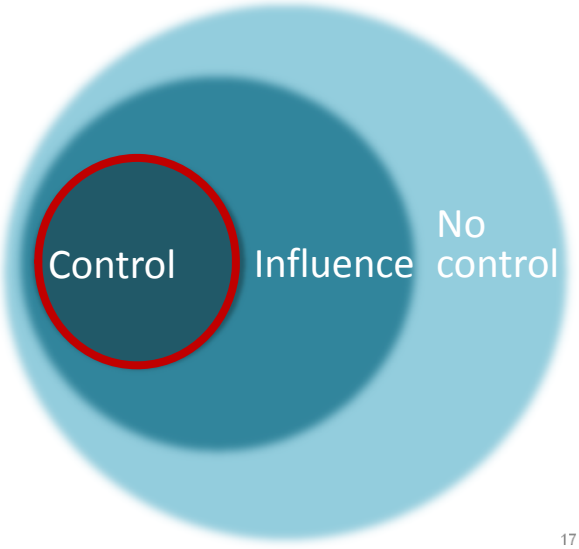
Focus recommendations on actions within the control of intended users

Lori

Revisit how stakeholders responded when asked,

What, if any, decisions will be influenced by the results?



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Evaluation Recommendation Tips

Lori

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Specify the justification/information sources for each recommendation.

Lori

Recommendation

Provide additional in-person workshops in lieu of more Web-based tutorials.

Justification

- Workshop participants learned more and expressed greater satisfaction than those who completed Web-based tutorials.
- There are technical problems with the tutorial system that caused more than half of the users to terminate sessions before completing.

Specify the justification/information sources for each recommendation.

Lori

Proposed actions for improving a project's performance **based on evidence**

What information sources other than evaluation results might influence evaluation recommendations?

Specify the justification/information sources for each recommendation.

Lori

- Give precedence to evaluation findings
- Consult research literature/established best practices
- Acknowledge the influence of personal experience/substantive expertise
- Use common sense

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Evaluation Recommendation Tips

Lori

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Provide tools to facilitate decision making and action planning around recommendations.

Provide tools to facilitate decision making and action planning around recommendations.

- Record decisions
- Assign responsibilities
- Set deadlines
- Track progress

UNDP Management Response Template

Evaluator's verbatim recommendation

Project's response (re: perceived validity, relevance, acceptability)

Evaluation Recommendation 1:				
Management Response:				
Key action(s)	Time frame	Responsible unit(s)	Tracking	
			Comments	Status
1.1				
1.2				
1.3				

When actions will be taken

Notes on progress

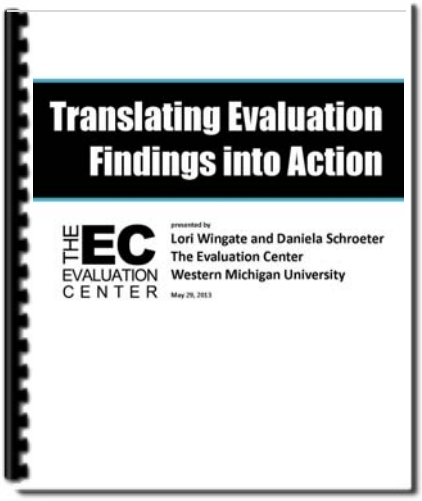
- Pending
- Initiated
- Completed

Concrete actions to be implemented, articulated by project

Who is responsible for implementation

web.undp.org/evaluation/handbook/Annex6.html

Want to Know More about Evaluation Recommendations?



www.wmich.edu/evalctr/2010/06/lori-wingate-ph-d/

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A Three Stage Process for Effective Program Evaluation

The program evaluation process outlined here is one that has been specifically designed to examine technology's impact on student achievement. It is one which has been used very successfully in large and small school districts to assess initiatives ranging from grant-funded projects to the implementation of entire district technology plans. Regardless of scope, the same three basic "stages" apply. These are:

Stage 1: Establish Process and Create Indicators
Stage 2: Collect and Analyze Data
Stage 3: Recommend and Report

Effective technology evaluation develops your capacity to improve, build upon, and effectively integrate educational technology district-wide. A district's data can be combined with research-based knowledge on how technology can improve teaching and learning and used to inspire reflection and change. The Three Stage Technology Evaluation will help you visualize what is possible in your district and reach that vision.

edtechevaluation.com

Comments

Goldie
MacDonald

ATE PIs, evaluators, and project staff, join us at our next webinar...

Orientation to ATE Survey 2014

January 22, 2014

EvaluATE
Evaluation Resource Center for advanced technological education

This material is based upon work supported by the National Science Foundation under grant number 1204683. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the presenters and do not necessarily reflect the views of NSF.

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