

PREPARING SCHOOL EVALUATORS: HIROSHIMA PILOT TEST OF THE JAPAN EVALUATION SOCIETY'S ACCREDITATION PROJECT

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Abstract: This article reports on the efforts of the Japan Evaluation Society (JES), in collaboration with the Canadian Evaluation Society, to develop and pilot test an accreditation and certification scheme for school evaluators. The purpose of the JES accreditation model is to support evaluation capacity building and promote high quality evaluation by developing functional evaluation competencies. The article describes the theory and practice of the JES approach to evaluation training and accreditation, including its overall rationale, the influence of Japan's socio-political context, the content of the school evaluator training program, and the findings of the initial "test of concept" pilot test in Hiroshima. Based on a six-month follow-up evaluation, the article also provides an assessment of the acceptance, early results, and potential sustainability of the evaluator training program. These findings have encouraged the JES to establish the accreditation scheme for school evaluation, followed by a similar system for the evaluation of international development assistance programs and government policy evaluation. The development of the JES accreditation scheme should be of interest to other evaluation societies and also to public/nonprofit organizations that must use brief training courses or evaluation "toolkits" for building evaluation competencies quickly among staff.

Résumé: Cet article traite des efforts déployés par la *Japan Evaluation Society* (JES), en collaboration avec la Société canadienne d'évaluation, pour élaborer et mettre à l'essai un système d'agrément

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et de reconnaissance professionnelle pour les évaluateurs des établissements d'enseignement. Le modèle d'agrément de la JES vise à appuyer le renforcement des capacités d'évaluation et à promouvoir des évaluations de haute qualité en développant des compétences fonctionnelles en évaluation. L'article décrit la théorie et la pratique de la méthode employée par la JES en matière de formation et d'agrément en évaluation, y compris la justification de la méthode, l'influence du contexte sociopolitique au Japon, le contenu du programme de formation des évaluateurs des établissements d'enseignement, et les résultats du premier essai pilote effectué à Hiroshima. Basé sur une évaluation de suivi qui a duré six mois, l'article fournit également une évaluation de l'acceptation, des premiers résultats, et de la durabilité potentielle du programme de formation pour évaluateurs. Ces constatations ont encouragé la JES à mettre en place le système de reconnaissance professionnelle pour l'évaluation des établissements d'enseignement, puis un système semblable pour l'évaluation des programmes d'aide au développement international et l'évaluation des politiques gouvernementales. L'élaboration du modèle de reconnaissance professionnelle de la JES devrait intéresser d'autres sociétés d'évaluation ainsi que des organismes publics et à but non lucratif qui doivent utiliser des cours d'appoint ou des « boîtes à outils » pour développer rapidement les compétences en évaluation de leur personnel.

The preparation of evaluators is pivotal to the growth and development of both the evaluation profession and the Canadian Evaluation Society (CES). This view is also shared by other evaluation societies, such as the American Evaluation Association (Altschuld, 1999; Altschuld & Engle, 1994) and the Australasian Evaluation Society (English, 2002). Over the last decade, these evaluation societies have sponsored many discussions and debates about the nature of the preparation of evaluators, including the body of knowledge and skills needed to be effective evaluation practitioners. In this discourse, arguably no issue has proven more sensitive and contentious than the question of the certification of evaluators. Despite persistent pressure, currently no system of certification exists in the field of evaluation. Some of the principal reasons for this include the wide variety of fields of evaluation practice that make it difficult to recognize professional qualifications and the apparent complexities/costs to evaluation societies of operating certification systems (Worthen, 1999). In contrast to the debate and speculation about certifying evaluators, this article describes the concrete efforts by the Japan Evaluation Society to pilot test a model of accreditation and certification.

Because there are multiple ways of regulating professional practice and considerable confusion can arise from the overlap in their purposes and functions, it is important to clarify three important terms from the onset: certification, licensing, and accreditation. *Certification* involves the assessment by professional peers of competence in light of standards accepted within the profession and the written endorsement (or certification) of those competencies by a recognized body, usually a professional association. Whereas certification offers a guarantee of the competence of a practitioner, *licensing* seeks to exclude incompetent practitioners by restricting practice to those who are legally considered competent to practice within a specific jurisdiction. *Accreditation* is granted to programs or organizations that meet the educational and core proficiency requirements set by a recognized professional body for training practitioners in that specific field. Graduation from an accredited program enhances the credibility of the practitioner and also provides some guarantee of competence. In general, professional associations play two roles in the regulatory process: establishing and verifying levels of qualification, and recognizing the learning and professional development achievements of its members. Depending on the field of practice and specific legal jurisdiction, various combinations of these tools for regulating professional practice may be employed — for example, a practitioner may need certification from a professional body before being allowed to take a licensing examination. See Lysaght and Altschuld (2000) for a concise review of these terms and related concepts.

In the article “Should Evaluators Be Certified?” Love (1994) identified two distinct yet complementary ways of viewing evaluator certification: the professional development approach and the licensing approach. The professional development approach emphasizes that the central purpose of certification is to provide assurance of the quality of professional practice, in terms of a practitioner’s knowledge, competencies, and application of the profession’s standards of practice and code of ethics. The licensing approach, on the other hand, focuses on controlling entry into a profession by a professional body that has the legal power and responsibility to admit members to the profession and enforce standards and ethical codes by applying sanctions.

In the search for a flexible and feasible approach to certification, the professional development approach has several practical advantages. It permits the certification of practitioners with diverse disciplinary training and disciplinary loyalties while affirming unique

competencies in evaluation. It permits the use of a flexible combination of formal (university courses) and informal (coaching, secondments) preparation methods. It allows the certification of practitioners whose evaluation responsibilities may be limited (basic certification), as well as evaluation specialists (intermediate and advanced certification). During the last decade, the Canadian Evaluation Society has adopted a professional development approach to improving the quality of evaluation practice in Canada, first through the Essential Skills Series of basic evaluation courses created and overseen by the CES, and more recently through a new set of intermediate evaluation courses that are being fashioned under the Society's auspices.

In the spring of 2003, the Canadian Evaluation Society agreed to share with the Japan Evaluation Society (JES) its experience in providing evaluation training through the CES Essential Skills Series. This article reports the efforts of JES, in collaboration with CES, to develop and pilot test an accreditation and certification scheme for school evaluation based on the professional development approach. In the Japanese scheme, only organizations *accredited* by JES would be approved to deliver the school evaluation training program. In turn, successful graduates of the training program would be *certified* as school evaluators by the accredited training program.

This article provides a description of the theory and practice of the JES approach to evaluation training and accreditation, including the overall rationale, socio-political context, and the content of the school evaluator training program. Because evaluation was critical for a project that transformed concepts drawn from the Canadian evaluation culture into concrete activities in the Japanese context, this article also reports the major findings of the initial evaluation of the JES pilot test based on feedback from participants, instructors, and two participant observers. In essence, the pilot test was a "front-end" or "test of concept" evaluation that clarified the training program theory and content, provided feedback to improve program design and implementation, and monitored levels of program satisfaction to ensure that the project could proceed to the next phase without unacceptable risk. Based on a six-month follow-up evaluation, the article also provides an initial assessment of the acceptance, early results, and potential sustainability of the evaluator training program. Evaluation of effectiveness and cost-benefit are still ongoing at the time of this writing and will be reported elsewhere.

DRIVING FORCES BEHIND JAPAN EVALUATION SOCIETY'S ACCREDITATION SCHEME

The choice of the JES model of accreditation and evaluator certification was strongly influenced by the Japanese context. During the last decade, there has been a growing interest in program evaluation in Japan among all levels of the public sector (national, regional, and local). This interest was fuelled primarily by a reduction in public spending to cope with recession, internal and external pressures for performance improvement, and constant demand to review, renovate, and reform the way the public sector does business in order to achieve social accountability (Nagao, 2000). This heightened interest in evaluation led to a rapid diffusion of evaluation activities and growth of internal evaluation that resulted in uncertainty about the purpose of evaluation and the use of its results. This was accompanied by limited budgets to meet the need for evaluation and evaluation training (Nagao, 2001). Today most evaluations in Japan are “mainstreamed,” that is, conducted internally by various central and local government agencies for three major purposes: (a) policy evaluation, (b) performance improvement for schools, hospitals, and other public sector organizations, and (c) monitoring the effectiveness and efficiency of overseas development assistance projects.

The Japan Evaluation Society was established in September 2000 with the specific aim of promoting the practice of evaluation. Its most pressing concern is the role JES should play in developing capacity to meet the surging demand for evaluation in Japan. One immediate need is to generate a large number of individuals with basic understanding of evaluation theory and practice to play a coordinating role in internal evaluations conducted by a wide variety of public sector organizations, now required by law. JES decided that it would be difficult to directly involve itself in the delivery of professional development activities. It determined that it could better contribute to the practice of evaluation by assisting the promotion of high quality evaluation training activities and by devoting itself to the quality assurance of professional development programs. In response, the professional development committee of JES proposed an accreditation scheme to certify evaluation training programs. The purpose of the JES accreditation scheme is to support evaluation capacity building and promote high quality evaluation by accrediting training programs that meet specific quality standards. Ultimately, individual evaluators will be granted certification if they meet the requirements and standards specified by a JES-accredited training program.

INFLUENCE OF CES ESSENTIAL SKILLS SERIES ON THE JES ACCREDITATION SCHEME

In visualizing the possible shape of an accreditation scheme, JES found the CES Essential Skills Series (ESS) to be a useful model. Developed originally by the Ontario Chapter of CES, the ESS is a carefully constructed four-day course that provides a systematic introduction for new evaluators, as well as an update for experienced evaluators (Love, 1994). The instructors for the ESS courses are highly qualified university-level faculty who also are experienced evaluators. They blend relevant theory with their first-hand knowledge of evaluation in a broad range of programs and use adult education methods to deliver each course. Participants who attend all four ESS courses receive a certificate from the CES to recognize their completion of the standardized evaluation training.

JES had studied various evaluation societies in other countries and found that, although most of them had examined ways of building capacity in evaluation, none had established a certification or licensing system. JES saw CES as the only exception because for nearly a decade CES had been offering a four-day Essential Skills Series course and issuing certificates to the workshop participants.

The CES/JES collaboration began when JES decided to create a professional development project in the education field, modelled on the CES Essential Skills Series, which enabled “teacher-evaluation facilitators” to acquire functional competencies in evaluation. In February 2003, Arnold Love from CES Ontario presented an overview of the CES experience with the ESS at the International Cooperation Workshop in Japan. JES viewed the CES approach as the model that came closest to the solution for training new evaluators in Japan. In adopting the Canadian model to the Japanese context, JES aimed at attaining “basic functional evaluation competence” in participants, that is, the set of knowledge, skills, and experience typically needed to coordinate internal evaluation activities in public sector organizations. This was conceptualized as an intermediate level of competence located between “novice” and “advanced beginner” on one hand, and “proficient” and “expert” levels on the other. The JES parameters of “functional competency” in evaluation were influenced by the work of Conner (2001) and King, Stevahn, Ghere, and Minnema (2001).

JES shared the CES emphasis on professional development rather than licensing. However, two major differences exist between the JES and CES approaches:

- JES aims to develop standardized evaluation training programs for *specific sectors*, such as education and overseas aid, rather than the generic orientation of the CES Essential Skills courses
- Instead of following the CES model by organizing and delivering evaluation training itself, JES plans to accredit a broad range of organizations to deliver high quality evaluation training in Japan, including public/governmental organizations, universities, nonprofits/NGOs, and private sector organizations.

JES asked CES to share its experience and accumulated expertise, mainly through provision of technical advice in developing standardized evaluation training programs and building an accreditation scheme for such programs. JES wished to work closely with a few members of CES who were familiar with the ESS and certification issues and who would help JES pilot-test the accreditation scheme in the area of school evaluation. As part of a cooperative agreement between JES and CES, Arnold Love acted as liaison with JES, and Keiko Kuji-Shikatani, Chair of the CES Ontario Chapter Professional Development Committee and a fluent Japanese speaker, volunteered to give direct support to the JES accreditation project. Kuji-Shikatani was uniquely qualified for this project because she is not only an evaluator but also an educator from the comparative and international development education field.

The cooperative agreement between CES and JES represented the first attempt by JES to form a bilateral partnership with an evaluation association in another country. JES hoped that this partnership would not only benefit JES but, more generally, assist with the building of evaluation capacity in Japan, set a pattern for cooperation and collaboration between national evaluation associations, and share the experience of CES/JES collaboration in evaluation training as a successful and direction-setting model of international cooperation in evaluation.

HIROSHIMA PILOT PROJECT ON SCHOOL EVALUATION ACCREDITATION

The revision of the code for establishing public schools, announced by the Ministry of Education in April 2002, stipulated that all primary and secondary schools were to carry out self-evaluation of their educational activities and school management and to make public

the results of such evaluation. In April 2001, the Hiroshima Prefectural Board of Education initiated an experimental project to introduce a school self-evaluation system with the participation of 6 elementary, 6 middle, and 10 high schools. With Masafumi Nagao as chair, the Board established a 12-member commission consisting of experts representing different sectors to monitor the project and develop general guidelines for the introduction of a school self-evaluation system into all public schools. The commission concluded its work and published its report in November 2002. The report showed that many schools had developed numerous ways to collect evaluation data, although most relied heavily on simple questionnaires (Hiroshima Prefecture Board of Education, 2002).

In April 2003, JES came to a formal agreement with the Hiroshima Prefectural Education Centre and the Centre for International Cooperation in Education (CICE) at Hiroshima University to implement a pilot project in Hiroshima to develop a training program to develop functional competency in evaluation for teachers. JES hoped to apply the learning from this pilot study to establish a formal accreditation scheme for short-term evaluation training in the near future.

In designing the school evaluation training program, the school evaluation team faced a number of challenges, but it also had significant strengths to draw upon. Interested Japanese-language readers may find details of historical and recent developments of school evaluation in Maki (1999) and Kioka (2002) and its theory and practice in Nishimura (1994) and Ikeda (1995). Because these challenges and assets provide an important context for the development of the JES accreditation scheme, they are described briefly as follows.

Challenges

The first challenge was that some evaluation terms and concepts developed in North America were so foreign to Japan that either they did not exist in the Japanese language or the meaning of the terms were different from the usual meaning in North America (e.g., internal vs. external evaluation). As a second challenge, similar to other jurisdictions in the world, in Japan there were underlying sensitive political, socioeconomic, historical, and cultural issues (e.g., relationships with school board, tensions between principals and teachers' unions, minority issues) that affected evaluation practices. A third challenge was that the growing concern with accountability had heightened community interest in schools and their perform-

ance (e.g., emphasis on the average child, concept of equality, delinquency, classroom management issues). This challenge was linked to steadily increasing teacher workloads (e.g., curriculum preparation, extramural activities, entrance examination preparation, career counselling, numerous ceremonies and special events), raising the spectre of opposition to the additional demands created by evaluation training and undertaking school evaluations. There was also the challenge of new educational requirements, such as the recent emphasis on thinking skills and a new curriculum. The final challenge was the concern that the evaluation training would fail because participants were not accustomed to professional development courses as demanding as the CES Essential Skills Series.

Strengths

There were significant strengths that partially offset these challenges. The first strength was a large pool of willing applicants who were recommended by their own school principals — there were three times more applicants than course space available. Because school evaluation was a requirement and not an option, the participants were highly motivated to learn more about school evaluation. A third strength was tradition of “Lesson Study” that is commonly practiced among teachers across Japan. Lesson study is the process of having teachers observe and critique the teaching of their colleagues and then suggesting improvements to make the lessons more effective. Lesson study allows teachers who have more background in a subject to share their knowledge (teaching methods, materials used) and improve the teaching quality in the entire school. As a result, it was possible to draw an analogy between the highly respected practice of lesson study and school evaluation. The lesson study analogy allowed the various stakeholders to put their differences aside and see school evaluation as a way of working together and using evaluation findings for improving the education of the children.

One of the most important strengths of this pilot project was the strong organizational support shown by the Hiroshima Prefectural Education Center, CICE/Hiroshima University, and JES. Leadership from the top is always important for organizational change, and the Director of the Hiroshima Prefectural Education Center, Nobumasa Uchida, was very supportive of the project and facilitated the implementation of the pilot study. CICE/Hiroshima University provided the academic and organizational support, as well as the qualified instructors that are critical to the success of any training program. For its part, JES offered its expertise and advice.

SCHOOL EVALUATION COURSE OUTLINE

The school evaluation training course was conducted from July 28 to July 31, 2003 in Hiroshima Prefecture, Japan. The final course outline appears in Table 1.

A number of safeguards were put in place to address the challenges and take advantage of the strengths of the Hiroshima Project, including:

- To ensure that participants could follow the course instruction at a similar pace, applicants had to be actively engaged in school evaluation work. Most of the participants had 15–20 years teaching experience and were currently serving on their schools' evaluation committees.
- To improve the practical application of the course, each day one small group exercise focused on different evaluation tasks in hypothetical school settings.
- To actively engage participants in the learning process, the course was highly interactive, emphasizing discussions and exchanges of views, rather than lectures.
- To facilitate the evaluation of course delivery, instructors and participants engaged in ongoing course assessment. The instructors assessed their own delivery after each session and participants assessed the session delivery at the end of each day.

DEVELOPMENT OF THE SCHOOL EVALUATION CURRICULUM

The key course objectives and the development of the school evaluation training curriculum to meet each objective are described below.

Objective 1: To acquire basic understanding of school evaluation theory and implementation

The first step was identifying the basic knowledge required to establish functional competency in school evaluation. One of the major concerns was that some of the important technical content of the Essential Skills Series would not be understood, either because terms/concepts were foreign to participants or because they required a foundation in social research methods that most Japanese “teacher-evaluation facilitators” did not possess. Much thought was given to

Table 1
Outline of Hiroshima Prefecture School Evaluation Course

Dates	July 28–31, 2003
Venue	Hiroshima Prefectural Education Center (Higashi-Hiroshima City)
Sponsors	Hiroshima Prefectural Education Center CICE, Hiroshima University, JES/CES
Participants	27 teachers from publicly (prefectural and municipal) funded elementary, junior, and senior high schools. (Selected from over 80 applicants recommended by their school principals)
Pre-requisite	Involvement in School Evaluation in their respective schools.
Objective of the workshop	The objective of this workshop is to help provide participants with the essential skills to establish effective ways to implement school evaluation as a means of developing schools with character. Through the four day professional development workshops, the participants are expected: <ol style="list-style-type: none"> 1) to acquire basic understanding of school evaluation theory and implementation 2) develop skills to facilitate school evaluation upon returning to their respective schools 3) Participate in the critical analysis of case studies of school evaluation implementation and discussions of actual examples from experimental schools.
Outcome Objectives	Upon completion of the workshop the participants are expected to achieve an understanding of: <ol style="list-style-type: none"> 1) the realities of school evaluation, issues and future perspectives 2) evaluation terminologies, concepts, objectives, evaluation process and steps in implementing evaluation 3) the objectives of school evaluation, basic approaches, basic design, data collection and analysis 4) how to report school evaluation and utilization of results 5) how to implement school evaluation and organizational issues 6) the role of networking among school evaluators
Learning Materials	<ul style="list-style-type: none"> • School evaluation training workbooks • "School Evaluation in Hiroshima Prefecture: The Final Report of Hiroshima School Evaluation System Development Meeting – November, 2002" (prerequisite reading)
Program Chair	Prof. Masafumi Nagao (Professor, CICE/ Hiroshima University)
Instructors	<p>Dr. Shinji Ishii (Professor, Graduate School of Education and Director of CICE, Hiroshima University)</p> <p>Dr. Takashi Hayashi (Associate Professor, Graduate School of Education, Hiroshima University)</p> <p>Mr. Toshinari Awatsu (Head Instructor, Hiroshima Prefectural Education Center)</p> <p>Mr. Yasuhito Terachi (Instructor, Hiroshima Prefectural Education Center)</p>
Advisor	Dr. Keiko Kuji-Shikatani (Evaluation Consultant, CES)
Overall Instructor	Dr. Akihiko Hashimoto (Senior Researcher, History of Education, Research Department for Policy and Evaluation, National Institute for Educational Policy Research) (JES Representative and Judge)

determining what fundamental knowledge in program evaluation should be included and what should be left to a later time. Ultimately, the selection of content was based on an analysis of the specific evaluation knowledge that the participants needed to perform their functions as teacher-evaluation facilitators.

Objective 2: To participate in the critical analysis of case studies of school evaluation implementation and discussions of actual examples from the experimental schools

The overall approach of the school evaluation course was the development of functional competencies by having participants work together on a case study. The course designers felt that this approach would result in a better understanding of the evaluation concepts through a simulated “real world” situation. To reflect the local context, sample case studies were developed from information available on the Hiroshima Prefectural Board of Education website. Nagao and Terachi then refined the cases with the cooperation of the teachers’ evaluation study group for use with the four course work groups (two groups of elementary teachers and one group each of junior and senior high school teachers). The examples for these case studies were selected with the cooperation of the teachers in the evaluation study group. These teachers were instrumental in giving important feedback for the development of this pilot project. The teachers in the study group showed considerable enthusiasm and dedication throughout the development of the case studies.

Objective 3. To develop skills to facilitate school evaluation upon returning to their respective schools

The case study approach had two important benefits. It allowed participants the opportunity to apply their new knowledge of basic evaluation theory to practical school evaluation problems, instead of the common method of meeting evaluation reporting requirements by completing prescribed forms. It also enabled them to work together and practice their communication and interpersonal skills in a way that would facilitate evaluation when they returned to their school settings. The course designers hoped that by working together the teachers would become colleagues who could advise and help each other and, eventually, create an active network of school evaluators.

The course outline and the actual workbooks went through several revisions. Input from Terachi, who is an elementary school teacher

himself, was important to make sure that the language was familiar to the participants. The initial version of the course was based closely on the CES Essential Skills Series, but it was considered too technical by the teachers in the evaluation study group. The revised version included only those fundamental evaluation concepts that were necessary for the participants to function as school evaluation teacher-facilitators. The revision placed greater emphasis on understanding the theory behind evaluation and on experiential learning exercises to build the functional skills necessary for school evaluation facilitators to carry out their responsibilities. A comparison of the final version of the four-day pilot with the outline of the CES Essential Skills Series appears in the Appendix.

EVALUATION OF THE PILOT TEST

The pilot test of the school evaluation training program had four overall objectives:

- to study how CES conducts their evaluation professional development program and then develop a school evaluation training program in Japan
- to implement and assess the school evaluation training program
- to conduct post-workshop follow-up studies to examine the impact of the training program
- to clarify how school evaluation should be conducted.

To meet these objectives, the evaluation of the pilot test incorporated six major components:

1. pre-post evaluation of participants' knowledge of school evaluation
2. daily workshop assessment of the training program by program participants
3. assessment by instructors of the participants' ability, attitude and achievement, as well as the instructor's own delivery, at the end of each training session
4. six months post-training mail survey to participants and evaluation users
5. a School Evaluation Training Facilitation Follow-up Seminar conducted six months after the workshop to network and discuss the participants' progress

6. longer-term follow-up to assess the effectiveness of the school evaluation training to enable teacher-evaluation facilitators to conduct high quality school evaluations (in progress at the time of this writing).

Pre-post Evaluation of Participants' Knowledge

Training program participants assessed their school evaluation knowledge before-and-after the training program using a five-point rating scale. The pre-post measurement of evaluation knowledge was used to answer the following evaluation questions:

- Had everyone achieved the minimum requirements set for the training program?
- Did the training program achieve improvement in the participants' understanding of evaluation?
- Which aspects of the training program did the participants find difficult to comprehend?

The goal of the training was to achieve a minimum rating of "three" on the five-point scale on the 25 items that covered the following five domains: meaning of evaluation, usefulness of evaluation, reliability and ethics, key issues in evaluation, and utilization of evaluation results. All participants achieved the minimum standard, with all but one participants' average scores improving after the training.

The two domains with the lowest pre-training scores were those related to the meaning of evaluation and the utilization of evaluation results. At the end of training, virtually all participants felt that they understood these areas of evaluation knowledge very well.

Daily Assessment of the Training Program by Participants

Participants were asked to provide daily feedback about the achievement of training session process objectives, ease of understanding, achievement of training session outcomes, session-by-session comprehension ratings, participant satisfaction ratings, ratings of difficulty, overall rating of comprehension and usefulness, and appraisal of training balance. The daily feedback showed that each day 90% of the participants felt that they had a good understanding of the evaluation issues and challenges presented in the course and nearly the same percentage said that they understood the training content. An analysis of training outcome performance by day showed that the participants' sense of content mastery was lower on the first two days of the

training. These lower ratings were attributed to the large number of new evaluation terms and concepts introduced at the start of the course and the time needed for participants to assimilate them. Analyses of session-by-session comprehension rates also showed that training sessions covering “needs assessment” and the “logic model” topics received lower comprehension ratings, as well as lower ratings for participant satisfaction and ease of understanding. Response to open-ended questions voiced a need for more concrete examples of logic models, more time for exercises, and the need for extra support with this topic. It is worth noting that these topics, especially logic models, also present comprehension difficulties for Canadian participants in the CES Essential Skills Series.

The participants' assessments of the course design and delivery were positive. The training session structure, implementation, audio/visual support, and quality of the lectures received uniformly high ratings. Making use of the CES Essential Skills Series framework and methods of course delivery was believed to contribute to these positive ratings.

Assessment of Participants' Performance by the Instructors

At the end of each session, instructors assessed the participants' performance in terms of ability, attitude, and achievement. Based on prior experience, there was a concern that some participants might not be able to follow the content of a particular session. Although the instructors had been asked to pay particular attention to spotting “lost” participants, none of the instructors reported finding any. In general, the instructors felt that participants performed well in the training course sessions, even though some participants initially were unsure of the details of some sessions. This was especially true during the first two days because of the volume of new terms and concepts. These findings in Japan mirror those of CES Essential Skills Series evaluations that find some participants are overwhelmed by the amount of new information and unfamiliar evaluation terms presented during the first two days of the ESS course.

Six-Month Follow-up Survey

In December 2004, a follow-up mail survey was conducted to measure the implementation of evaluations in each school six months after completing the course. The return rate was 100% from all the participating schools at both the elementary and middle school levels. There was only one return missing at the upper-high school level,

which brought the total number of returns to 23, or a return rate of 96%. The surveys assessed the extent of the implementation of evaluations in the schools, clarified what content was being used from the training course, and what factors, if any, were hindering the implementation of evaluation in the pilot schools.

As shown in Figure 1, the most common type of school evaluation was an overall assessment of the school's educational situation. Over 95% of the schools reported conducting this type of evaluation. On average, 60% of the schools implemented the four different types of evaluation presented in the course (needs assessment, evaluability assessment, process evaluation, and outcome evaluation). The implementation rate of needs assessment was lower since it was mid-year and many of the schools had already conducted a needs assessment. A similar situation existed for outcome evaluation: because the follow-up survey was conducted mid-year it was still too early to implement outcome evaluations.

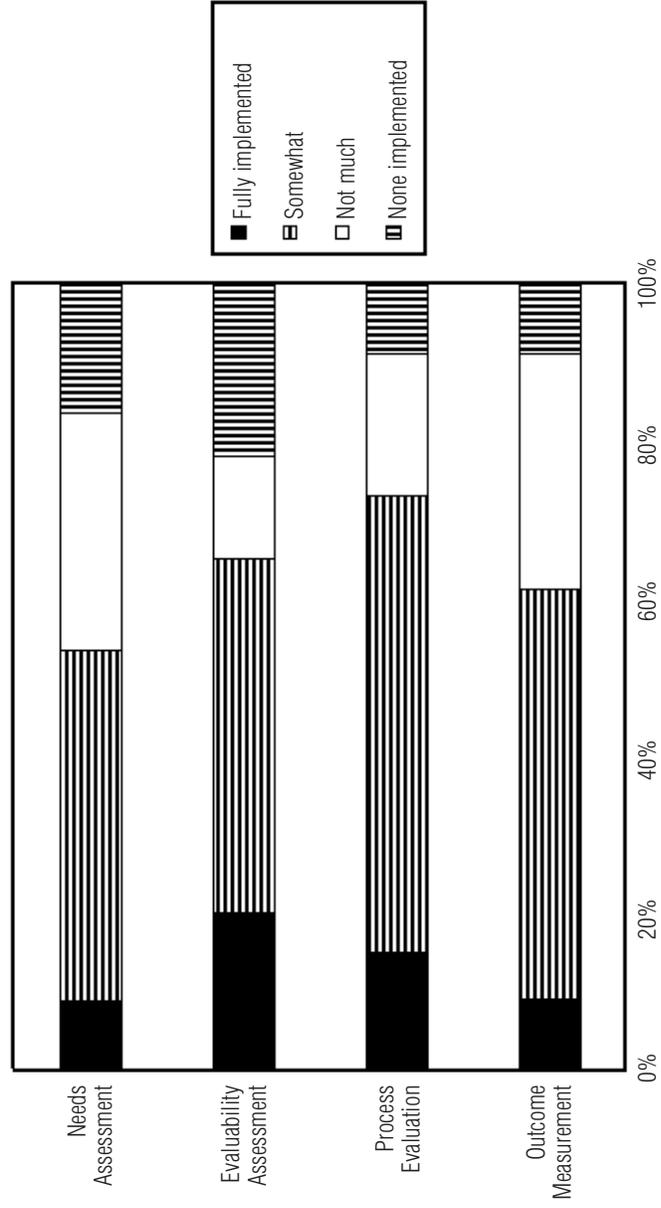
Overall, the follow-up survey indicated that cooperation within the schools is high, as 95% of the supervisors and 78% of the staff reported being supportive of school evaluation. Comparisons by type of staff (supervisors, teaching staff, head teachers, and members of the evaluation committee) of their roles in implementing school evaluation found that the influence of head teachers was the highest, making them ideal participants in future school evaluation training programs.

The follow-up survey indicated that generally the participants were trying to apply the school evaluation training by conducting evaluations in their schools. Analysis of the data, however, showed that implementation of school evaluations differed greatly depending on the level of school. The follow-up data showed that progress with school evaluation in elementary schools was slow. The junior high schools were progressing very well, but this was not the case for high schools. Open-ended responses indicated the need for active follow-up coaching and support, especially in the high schools and elementary schools. The survey feedback showed that almost all the training course participants had evaluation issues that they wanted to discuss.

Feedback at School Evaluation Training Support Seminar

The school evaluation training support seminar conducted in December 2003 gave the participants an opportunity to assess their

Figure 1
Types of Evaluations Implemented in their Schools after Participating in the School Evaluation Training Course



current situation and determine what support they required. The participants exchanged their experiences and progress in their schools with school evaluation, with the middle school group very actively discussing issues and exchanging solutions. The Hiroshima Prefectural Board of Education reminded participants of the importance of effective school evaluation and explained the board's plans for school evaluation. In particular, the board wanted logic models to be used as a tool for planning, implementing, and evaluating educational activities. Participants requested that concrete examples of logic models from schools successfully implementing school evaluation should be circulated widely.

A formal evaluation report was prepared for JES on the findings of the pilot project and presented during the closing session. The evaluation report indicated that the four-day seminar went very smoothly, even with some last-minute changes to the presenters. The thorough preparation was reflected in the satisfaction of the participants. The evaluation reports showed that the participants felt the school evaluation training workshop had enabled them to do the following:

- understand the theoretical basis for school evaluation
- understand more about different types of evaluation
- learn how to focus evaluation studies
- develop logic models, collect data, and conduct analyses of data
- influence the perceptions of the persons in charge.

On the other hand, the report indicated that some participants were concerned that they did not have enough evaluation training. They were unsure where to set priorities given the overall school evaluation plan, needed practical guidance in introducing and implementing a school evaluation system, and, once implemented, how to improve its reliability.

The following are two examples of the many positive comments that teachers made during the closing session:

Thank you for the four days. School evaluation was seen as something that should be done by emulating other schools and just writing down objectives that were easy to achieve. I was happy to hear the systematic theory behind evaluation and that was very important. I thought that the lecture was easy to understand and then the group activities proved me wrong, I needed to really understand.... You kindly explained all the details.

I work with the Board of Education and I had received a lot of criticism that indicators were always in numbers and that teaching is not all about numbers. I appreciated the theoretical basis for use of qualitative information. Now I can show that qualitative information is important and explain its practical application. It is difficult, but I understood the process to implement this through actual application. We are eternal friends now let us try to deepen our understanding together....

KEY LESSONS FROM THE SCHOOL EVALUATION PILOT TEST

Through observing the course implementation and by coaching both the presenters and the participants, Kuji-Shikatani identified seven key lessons from the school evaluation pilot test.

Lesson One: Importance of Presenters

Experience from organizing the Essential Skills Series for the Ontario Chapter shows that success of an evaluation workshop is highly dependent on the presenters. The Japanese team also had excellent presenters. In particular, Nagao was adept at clearly introducing new evaluation concepts to the teachers, and the examples he had drawn from his own experience helped illustrate his presentations. He put the teachers at ease by advising them in the beginning that they should not be bogged down in details, but should focus on the important “big” messages. He emphasized that there were no established “ideal examples” of school evaluations in Japan, and he encouraged the teachers to find 10 points in the course that were important to them personally. Because skilled presenters will be the key to the success of evaluation training programs in Japan, JES may have to consider ways of training presenters who have a good grasp of evaluation.

Lesson Two: Usefulness of the Case Studies

As anticipated, many evaluation concepts at first seemed foreign to the teachers. Presentation of details and examples specific to Hiroshima helped bridge the gap between abstract evaluation concepts and the local situation. However, the daily exercises using the case study drawn from information on the Hiroshima Prefecture website seemed to have helped the most in furthering their understanding.

The daily case study exercises allowed time for asking questions and clarifying issues, practicing the knowledge learned to improve comprehension, sharing common problems, and building networking possibilities.

Lesson Three: Experiential Learning Fosters Good Evaluation Process

Initially some participants were too shy to speak up in the exercises using the case studies, but soon most of them realized the value of discussing an issue. They found that they could learn much from this process. Participants commented that they realized that school evaluation should be focused on clear evaluation questions to avoid the trap of collecting huge amount of data without sufficient attention to who would utilize the information.

The Hiroshima University Sponsored Volunteer Discussion Workshop facilitated by Hashimoto after dinner hours in a *tatami* common room (traditional Japanese matted room) was attended by about two-thirds of the participants. These informal evening sessions helped to develop a sense of camaraderie, deepen the experience of working together for a common goal through discussions, and encourage networking. The attendance had to be voluntary since it was beyond the teachers' regular working hours. Every night two participants made presentations about their school evaluation experiences. Many participants seemed inspired and highly motivated by these presentations and engaged in lively discussions.

Lesson Four: Establish the Basis of School Evaluation at the Onset

An understanding of evaluation theory and practices was helped by setting the context for school evaluation as a way of improving education "for the sake of our children." Drawing a parallel with the highly respected "Lesson Study" practiced for similar reasons in Japanese schools was an important bridge concept. The ability to establish this value basis of evaluation and link it to a utilization-focused evaluation approach contributed to the acceptance of the training course and provided motivation for learning.

Lesson Five: Importance of Support from the Top

The endorsement and participation of prominent officials, researchers, and academics helped reinforce the importance of the evalua-

tion training workshop. The expectations for the project are certainly high, and the Hiroshima Prefectural Education Centre and the Centre for International Cooperation in Education both remain very interested in supporting training in school evaluation.

Participants mentioned that they had the support of their school principals and this support would make it easier to carry out evaluation in their schools. Most importantly, the top-level leaders showed that their organizations were willing to provide support to the teachers who would conduct school evaluations when they returned to their classrooms.

Lesson Six: Carefully Select the Evaluation Concepts that Facilitate Functional Competency

A comparison of the contents of the JES pilot training project and the original CES Essential Skills Series modules (see Appendix) shows that the school evaluation course/curriculum developers introduced evaluation concepts in a highly selective and carefully paced manner. For example, the first CES Essential Skills module spends 5 hours and 50 minutes introducing various program evaluation concepts. Brief group exercises and case studies are utilized throughout the day, with examples drawn from the instructors' experiences or through interaction with the participants. In contrast, the JES pilot project spent 1 hour and 15 minutes introducing fundamental concepts in evaluation. Then 3 hours and 15 minutes were devoted to providing an overview of the Hiroshima School Evaluation framework and related research findings. Another 3 hours and 30 minutes were devoted to case studies focused on building functional competencies through experiential learning.

The JES model assumed that teacher-evaluators would be working within an established evaluation context that was clearly defined by the management practices of Prefectural education authority. The initial pilot study feedback showed promise that a professional development course could help teacher-evaluators acquire functional competencies in evaluation within an institutional framework.

Lesson Seven: Avoid the Assumptions about Social Science Tradition

The CES Essential Skills Series model assumes that the participants already possess some knowledge of social science methods, as understood in the North American context. However, the JES/CES

collaboration process revealed that along with the need for sensitivity to socio-cultural differences, there must be recognition of the difference in the preparation of professionals. This awareness is necessary to accurately decipher what constitutes the core body of knowledge essential for individuals to function as evaluators within their context. Recognizing these differences led to a significant reorganization of the content and pedagogical process for the school evaluation training (see Appendix).

WHERE DO WE GO FROM HERE?

At its annual general meeting, JES heard a preliminary report on the school evaluation pilot project and decided to formally consider establishing an accreditation system. In addition to the Accreditation Committee, JES also established a study group to examine the legal, financial, administrative, and organizational aspects of the accreditation scheme. Based on the favourable results to date, JES intends to establish the accreditation scheme for school evaluation in the immediate future, followed by a similar system for the evaluation of foreign development assistance programs and then government policy evaluation.

Now that the initial pilot of the training program is complete, JES is beginning the design and pilot-test of the accreditation component for organizations that want to deliver the training. This will include an assessment of materials the organization must submit prior to offering training (e.g., credentials of the organization, instructors professional training and evaluation background, teaching materials) and after training (e.g., pre-post scores of evaluation knowledge, daily evaluation by participants using JES standard format, instructors' assessments of each participant's ability, attitude, and achievement at the end of the sessions).

For the school evaluation accreditation program to be successful, JES will need to develop clear standards for the key results areas in the scheme. Recent developments in international evaluation standards (Love & Russon, 2004), especially those for internal evaluation, such as the new expanded German standards for educational self-evaluation (Müller-Kohlenberg & Beywl, 2003), could prove helpful in this process.

In terms of competencies, the work of creating an overall taxonomy of essential competencies for evaluators (Stevahn, King, Ghere, &

Minnema, 2005) and the work of Brian English (2002) regarding the need to balance functional competence with knowledge and cognitive competence, personal/behavioural competence, and values/ethics competence could be useful in defining what would constitute key competencies for evaluators with specific responsibilities within a school environment.

As mentioned earlier, JES views CES as an important partner in its experiment with accreditation for evaluation training. This support had three components:

- Exchange of detailed information by CES about the content, delivery process, and experiences with the Essential Skills Series at a number of seminars in Japan by Arnold Love
- Supply by CES of Essential Skills Series documentation to serve as a reference point for the preparation of the JES school evaluation pilot test
- Guidance by Keiko Kuji-Shikatani, a CES member of Japanese descent, with the school evaluation preparatory process, learning material preparation, advice during course delivery, and feedback after course completion.

The adaptation of the CES experience has required considerable effort to change the generic ESS framework into a school evaluation framework appropriate to the Japanese context. Even so, the accumulated knowledge and experience of CES in organizing and delivering four-day evaluation courses for nearly a decade provided the backbone for the JES experiment and the confidence that the goal was achievable. Moreover, as the relationship between JES and CES continues to deepen, the building of an accreditation scheme for evaluation training programs is also serving as an experiment in international collaboration and mutual learning between evaluation societies.

Through the years, there has been much worthwhile discussion and sometimes heated debates about the pros and cons of certification, including the recent “Great Debate” promoted by the CES National Capital Chapter (Borys & Halpern, 2005). Because the JES accreditation model is different from the models typically debated by Western evaluation societies, the authors hope that the JES approach will encourage fresh thinking about alternative paths to the training and certification of evaluators. Moreover, the description of the

development of the JES training program should be of interest not only to other evaluation societies, but also to school boards, government departments, and nonprofit organizations that must use brief training courses or evaluation “toolkits” to build evaluation competencies quickly among staff, especially those who may lack a sound foundation in evaluation or applied social science research methods.

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Arnold Love, Ph.D., is an internationally recognized evaluation consultant, educator, and author with 30 years experience in the evaluation field. Dr. Love specializes in evaluating public and nonprofit programs and in assisting organizations worldwide to develop their evaluation capacity. He is a past president of the Canadian Evaluation Society; during his tenure, he initiated the CES Essential Skills Series. In 1996 Love received the CES award for Contribution to Evaluation and in 2004 the Society's award for Contribution to Society. He provided the leadership and logistical support that led to the successful creation of the new International Organization for Cooperation in Evaluation (IOCE).

Appendix

Comparison of JES/Hiroshima School Evaluator Training Pilot Project and the CES/Essential Skills Series

Note: In this table, normal print designates program evaluation concepts, whereas *italic print* identifies group case study activities and research presentations specific to the Hiroshima School Evaluation Program.

Pilot-study Day 1: Introduction to School Evaluation

1. Opening Session (45 min)

- *Greetings from the sponsoring agencies*
- *Introduction of Participants and Instructors*
- *Program Orientation*
- *Participant's Self-assessment of School Evaluation Knowledge No. 1*

2. Lecture and Discussion: The realities of school evaluation, issues and future prospects in Japan and in Hiroshima (1 hr)

To develop a mutual understanding of the ethical basis of school evaluation — improving education for the sake of the children

- Overview of difference between Japan and North America in the development of interest in evaluation
- Overview of movements around the world in using evaluation to improve organizations
- Overview of the use of school evaluation in Japan and Hiroshima
- The meaning of improvement

3. Lecture: Introduction to Evaluation

(1 hr 30 min)

General overview of:

- Basic terminologies and concepts in evaluation
- Objectives, importance, meaning, use of results, and types of evaluation
- Basic steps in conducting evaluation (focusing evaluation, data collection, analysis, judgement, recommendations)
- Evaluation standards
- Meta-evaluation

4. How to structure a school evaluation system (1 hr 30 min)

Presentation using the case study of an experimental school on:

- *How to construct a school evaluation system based on the relationship between school management and school evaluation:*

ESS Day 1: Understanding Program Evaluation

1. Introduction to Program Evaluation

(1 hr 15 min)

- Introduction of key evaluation texts, journals, associations and websites
- *Ice breaker exercise "People Search"*
- Working definitions for "program evaluation" and "evaluation research"
- Historical development of evaluation (1960s–1990s)
- Uses and benefits of evaluation
- Characteristics of good evaluations
- Current and future directions for program evaluation

2. Program Planning and Evaluation (2 hrs)

- Definition of "program," relationship between program planning and program evaluation
- Program model, terms and interrelationships among inputs, activities, outputs, outcomes

3. Types of Evaluations (1 hr 15 min)

- Different types of evaluations (needs assessment, evaluability assessment, process evaluation, outcome evaluation)
- How each type of evaluation is used, its focus, and its associated methods
- Specific evaluation questions that can be answered for each type of evaluation
- Internal vs. external evaluation

4. Major Evaluation Models (1 hr 15 min)

- Major evaluation models used in evaluation: (1) goal-based, (2) participatory, (3) empowerment, and (4) developmental
- Role of the evaluator, specific philosophical orientations, designs, and methodologies

5. Evaluation Standards and Ethics of Practice (35 min)

- Joint Committee on Standards for Educational Evaluation, 1994 (standards of utility, feasibility, propriety, and accuracy)

Pilot-study Day 1 (cont.)

- How to derive objectives for school evaluations from school management directives (mission/vision)
- How to focus evaluation questions from the defined objectives

Discussion: How to define school evaluation objectives, and how to select basic designs

5. Case Study Exercise #1: How to define the objectives and methods of school evaluation (1 hr 30 min)

The participants were separated into two elementary school groups and one each of junior high school and senior high school groups. Each group worked on:

- Going over their particular case study consisting of the school background and reason for needing school evaluation
- Discussion on what the evaluation objective should be and what the basic approach should be (45 minutes)
- Afterwards, each group was given 5 minutes to present to the whole group
- Critiqued by the participants themselves as well as the lecturer (45 minutes)

6. Hiroshima University Sponsored Volunteer Discussion Workshop (2 hours)

Participants share experiences of introducing school evaluation in the elementary schools

ESS Day 1 (cont.)

- Canadian Evaluation Society's Guidelines for Ethical Conduct

Group Exercises and Case Studies – used at the discretion of the instructor, time allocated varies

1. Brief Group Exercises
 - (a) People Search — ice breaker activity
 - (b) What is a Program — specifying program outcomes for a palliative home care program
 - (c) Using Evaluation Models — personal preference and reasons for using the model
2. Case Studies
 - (a) The Arbor Foundation
 - (b) Parkside Family Clinic
 - (c) Ethical Dilemma

Pilot-study Day 2: Designing School Evaluation and the Development of an Implementation System

1. Building a School Evaluation Framework (1 hr 30 min)

Overview of:

- Using Logic Models to construct an evaluation framework
- How to focus evaluation
- How to define and develop indicators for outcome objectives
- Data collection methods
- Discussion on how logic models can be used in building a framework for school evaluation

2. Case Study Exercise 2: Building a School Evaluation Framework (1 hr 30 min)

With the same group from Day 1, the participants work on building a school evaluation framework

ESS Day 2: Building an Evaluation Framework

1. Introduction to Building an Evaluation Framework (45 min)

- Practical and political considerations when planning an evaluation (i.e., cost, commitment, involvement, resistance, fear of negative results, organizational culture)
- *Program Evaluation Myths and Reality*
- *Competencies Needed by Evaluators*
- Types of program challenges and the skills that evaluators need to develop in order to effectively deal with these program-related challenges

2. Planning an Evaluation (2 hr 15 min)

- Eight-step model of planning an evaluation: (1) identify relevant stakeholders, (2) obtain

Pilot-study Day 2 (cont.)

with some additional information to work on their second exercise

3. Reporting: Results from Exercise to Build a School Evaluation Framework

(1 hr 30 min)

Each group reported about their exercise outcomes in 20 minutes (10 minutes for presentation, 10 minutes for questions and comments)

4. Developing a System to Implement School Evaluation (1 hr 30 min)

Presentation of research findings on:

- Possible system for implementation school evaluation
- The relationship of intra-school organization, parents, guardians, students, school council, community, and boards of education
- Discussion on important aspects of realizing a system for implementation

5. Hiroshima University Sponsored Volunteer Discussion Workshop (2 hrs)

Participants sharing experiences of introducing school evaluation in the junior high schools

ESS Day 2 (cont.)

background information, (3) clarify the purpose of the evaluation, (4) specify the questions you are trying to answer, (5) focus the evaluation, (6) develop an evaluation plan, (7) develop an overall management plan for the evaluation, and (8) develop a communication plan for the evaluation

- Purposes of conducting an evaluations
- Process of developing a "Terms of Reference" for the evaluation
- *Developing an Evaluation Work Plan*

3. Conducting Needs Assessments

(1 hr 15 min)

- Definitions of terms
- Process and methods (direct/indirect)
- *Case Study: The Bramgate Agency*

4. Conducting Evaluability Assessments

(1 hr 50 min)

- Purpose and overview of steps involved
- Program description, and program logic model
- In-depth analysis of the steps required to produce program logic models.
- *Case study 3 "The Wingdale Centre"*
- *Optional Case study - The University Health Science Centre*

Pilot-study Day 3: Understanding Realization of School Management Plans**1. Process Evaluation – Basic Concepts**

(1 hr 45 min)

General overview and discussions of:

- One of the effective uses for evaluation - conduct process evaluation to regularly assess implementation of the management plan as an effort to continuously improve programs and organizations
- Monitoring to manage progress of programs and activities
- Techniques in conducting formative evaluation to enable improvements during implementation
- Data collection methods

2. Understanding Implementation of School Management Plans (1 hr 30 min)

When implementing a school management plan, using the concepts of process evaluation:

- *How do you grasp implementation situation?*
- *How do you check the progress mid-grade or mid-term?*

ESS Day 3: Improving Program Performance**1. Introduction to Process Evaluation and Program Performance** (1 hr 15 min)

- Delineates different perspectives regarding the meaning of "program performance"
- Basic terms and concepts used in process evaluation (distinguish between the terms "process," "formative," "implementation" and "monitoring" evaluations)
- Process evaluations (delivered as intended, to the targeted clients, and in the intended "effort" or "dosage")
- When process evaluation data are critical
- Coping with variations in program delivery (differences among staff, clients, sites or activities)
- Outcome evaluation require process variables
- Program performance
- *Brief Group Exercise: Parenting Education Program*

Pilot-study Day 3 (cont.)

- *How do you consider making changes to plans mid-year or making adjustments to the plan?*

3. How to collect data for process evaluation (1 hr 30 min)

Presentation and discussion:

- Data collection methods for process evaluation
- Its advantages and disadvantages
- Use of management data, surveys, interviews, focus groups, and observations

4. Case Study Exercise 3: Building process evaluation for school management

(1 hr 30 min)

The same groups (2 elementary, one junior high, one senior high) from previous exercises, were given further information to:

- *Construct a process evaluation framework for school management*
- *Complete a process evaluation design, including defining the objectives of process evaluation, the evaluation questions, and the data to be collected*

The groups were ask to work on the exercise for the first hour, then spend 10 minutes for presentation and another 5 minutes to answer questions/comments

5. Hiroshima University Sponsored Volunteer Discussion Workshop (2hrs)

Participants present experiences of introducing school evaluation in the senior high schools

ESS Day 3 (cont.)**2. Monitoring Program Implementation** (1 hr 30 min)

- Program monitoring techniques
- Program coverage and program progress
- Different types of program accountability (coverage, service delivery, fiscal, legal)
- Evaluators are responsible for coverage and service delivery accountability
- "Client Profile Form" and "Service Activity Form"
- Advantages and design problems associated with management information system (MIS) for monitoring program implementation

3. Data Collection Techniques (3 hrs 5 min)

- Overview of the techniques, advantages and disadvantages (Program Records, Interviews, Focus Groups, Observation, Surveys, Case Studies, Client Satisfaction)

Group Exercises and Case Studies – used at the discretion of the instructor, time allocated varies

1. *Brief Group Exercises*
 - (a) *Parenting Education Program*
 - (b) *Conflict Management Program*
2. *Case Studies*
 - (a) *University Integration Program*
 - (b) *The Transitional Unit — MIS*
 - (c) *Geriatric Education Program*
 - (d) *Carleton Business Agency*

Pilot-study Day 4: Reporting and Using School Evaluation Results**1. Basic Concepts of Outcome Evaluation** (1 hr 30 min)

Overview of:

- Basic concepts and methods of outcome evaluation
- Reliability, validity and general possibilities of evaluation results
- Methods of monitoring outcomes for continuous improvement of programs going beyond the simple assessment of outcomes
- Cost effectiveness and cost benefit analysis will be introduced as an example of relating program costs to evaluation results

2. Judging school evaluation results and methods of utilization (1 hr)**ESS Day 4: Evaluating for Results****1. Introduction to Evaluating for Results - Designing Outcome Evaluations** (1 hr 15 min)

- Definitions of outcome evaluation terms (effectiveness, impact, cost-benefit, cost-effectiveness)
- Benefits of outcome evaluations
- Specific outcome evaluation questions
- Features of credible outcome evaluations (design rigor, resource constraints, multiple lines of evidence)
- Hierarchy of evaluation measures for both process measures and outcome measures

2. Designing Outcome Evaluations - Measurement Issues (1 hr 30 min)

Pilot-study Day 4 (cont.)

Using case studies from the pilot-study schools, review and discuss:

- How to assess school evaluation outcomes
- How to judge evaluation results
- How to utilize school evaluation results, especially appropriate reporting methods
- How to reflect evaluation results into improvement recommendations

3. Case Study Exercise #4: Conducting Outcome Evaluation and Utilizing Results in School Evaluation (1 hr 30 min)

Final stages of the case study exercise:

- Design an outcome evaluation for the school case study used
- Specify how evaluation results can be utilized and reported
- One hour will be used for the group work and each group will report after that for 5 minutes

4. Closing Session (1 hr)

- School Evaluation Knowledge Self-Assessment (Post-Program)
- Question/Comment/Impression
- Closing remarks from the Sponsor

ESS Day 4 (cont.)

- Key concepts and procedures for designing outcome evaluations
- Internal and external validity
- Types of evaluation designs (randomized experimental designs, and quasi-experimental designs)
- Bias in outcome evaluation (measurement bias, participant bias — active/passive, environment bias)
- Brief group exercise: *Smoking Prevention Program*
- Measurement issues (Concepts of reliability and validity: test-retest, alternate forms, split-half, and internal consistency; face validity, content validity, criterion related validity, and construct validity)
- Procedures for controlling measurement quality

3. Outcome Monitoring Systems (1 hr 30 min)

- Purposes and uses of outcome monitoring systems
- Steps for developing outcome monitoring systems
- Advantages and disadvantages of outcome monitoring systems

4. Relating Program Results to Program Costs (45 min)

- Brief overview of the rationale and major concepts regarding cost-effectiveness analysis and cost-benefit analysis

5. Communicating Evaluation Results (1 hr 30 min)

- Practical issues and suggestions for communicating evaluation results
- Developing action-oriented recommendations

6. Evaluation Utilization (20 min)

- Procedures for enhancing the use of evaluation reports

Group Exercises and Case Studies – used at the discretion of the instructor, time allocated varies

1. Brief Group Exercises
 - (a) *Smoking Prevention Program*
2. Case Studies
 - (a) *Positive Parenting Project*
 - (b) *Student Wellness and Health Education Program*
 - (c) *Interpersonal Skills Program*