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**University of California Educational Evaluation Center
Institute for Training in Educational Evaluation
July 24–26, 2012**

Theme: *The Many Uses of Evaluation*

Overarching Questions:

- How can evaluations be made useful?
- Who uses the results of evaluations?
- In what ways does the audience shape the design?
- What role can evaluation play in shaping the policy landscape?

Tuesday, July 24

1:00pm	Institute Registration	GGSE, Rm 1217
2:00 – 2:30pm	Welcome, Introductions, and Institute Overview <i>John T. Yun, Director, UCEC</i> <i>Patricia Marin, Associate Director, UCEC</i>	Rm 1217
2:30 – 5:30pm	Evaluation Theory and the Uses of Evaluation <i>Christina A. Christie, UCLA</i>	Rm 1217

REQUIRED READING: Shadish (1998)

Shadish, in his 1997 American Evaluation Association Presidential address, offers several reasons why evaluation theory defines evaluation as a profession including: a common language, the identification of important issues (e.g., evaluation use), a face for presentation to the outside world, and a unique knowledge base. Shadish (1998) describes evaluation theory as “a diverse set of theoretical writings held together by the common glue of having evaluation practice as their target.” Thus, the vast majority of our theories of evaluation are intended to offer principles, rationales, and organization for the procedural choices made by evaluators (Chelimsky, 1998) and orient practitioners to the issues and problems with which they must deal. By and large, there are qualitative models, frameworks, points-of-view, persuasions, and approaches to the process of evaluation. These theories are intended to guide practice, rather than explain phenomena. We begin by offering an overview of evaluation theory using a framework that describes how various evaluation theories of practice relate based on three fundamental elements of evaluation theories: use, methods, valuing. Then we will discuss in some depth one of these three dimensions of evaluation theory: evaluation use. Use theories in particular have as a goal to impact decision-making or policy formulation by providing systematic empirical feedback. While use is a motivator for conducting an evaluation, discerning whether and how a study has been used is messy, subtle, and complex. Use and the complexity surrounding it will be examined during the second part of this session.

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5:30pm	BBQ in the Zimmer Garden	
6:15 – 8:00pm	Research Discussions in Breakout Groups	
	<i>Julian Betts, UCSD</i>	Rm 1213
	<i>Christina A. Christie, UCLA</i>	Rm 1215
	<i>Greg Duncan, UC Irvine</i>	Rm 1217
	<i>Bruce Fuller, UC Berkeley</i>	Rm 1201
	<i>Michal Kurlaender, UC Davis</i>	Rm 1203
	<i>William R. Shadish, UC Merced</i>	Rm 1205
	<i>John T. Yun, UCSB</i>	Rm 1207

Participants will be assigned to a discussion group with a UCEC Site Director. Each student will have approximately 5 minutes to present current research or an idea for future work. These informal presentations will be followed by peer and faculty feedback and discussion that centers on a particular question/issue posed by each student presenter.

Wednesday, July 25

6:30 – 8:00am	Breakfast	Best Western
8:00am	TRANSPORT TO UCSB	
8:45 – 9:00am	Overview of Day’s Activities	GGSE, Rm 1217

Introduction to Evaluation Designs: Concurrent Sessions (2 Tracks)

TRACK 1:

9:00am – 11:45am

- **The Logic of Causal Experimental Designs and Quasi-Experimental Designs** Rm 1217
William R. Shadish, UC Merced

REQUIRED READING: Shadish et al. (2008)
Shadish et al. (2011)
Shadish (2010)

This session will focus on the concepts underlying causal inference and on an overview of the basic forms of experimental and quasi-experimental designs. Conceptual issues will include adaptations of Mills’ canons through Donald Campbell’s work and Rubin’s causal models concerning the potential outcomes approach to thinking about causation. The basic designs to be reviewed are the randomized experiment, and a host of nonrandomized controlled designs. The overview of nonrandomized controlled designs will include the regression discontinuity design, interrupted and comparative interrupted time series, and propensity score methods. Due to time constraints, this session will focus more on the intuition behind each method rather than a checklist of specific steps to take in implementing the given method. It will be expected that participants will have read the materials circulated in advance of the workshop.

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**TRACK 2:**

9:00am – 10:15am

- **Qualitative Methods for Identifying Micro-Mechanisms** Rm 1201
Bruce Fuller, UC Berkeley

**REQUIRED READING: Fuller et al. (1996)
Goldenberg et al. (2005)**

Quantitative methods, including experimental designs, help to associate predictors or treatments with outcomes. But they often fail to illuminate causal mechanisms and human processes that lead to desired results. This session begins with YOUR issues and theory questions, then encourages students to think about how evaluation research can build wider theory about how poor children develop, how parents try to advance their children's learning, or how teachers nurture relationships with kids—as examples of building explanatory theory, not simply gauging whether a discrete treatment 'works.' It will be expected that participants will have read the materials circulated in advance of the workshop.

10:30am – 11:45am

- **Meta-Analysis: A Selective Introduction** Rm 1201
Greg Duncan, UC Irvine

**REQUIRED READING: Durlak et al. (1991)
Leak et al. (2012)**

Meta-analytic techniques provide methods for summarizing results from large numbers of research evaluation studies. "Results" here include average effect sizes as well as whether characteristics of programs (e.g., teacher/pupil ratios) and research design (e.g., whether random assignment) are systematically related to effect sizes. The workshop will provide a quick overview of how to conduct meta-analytic studies and review one recent study in some detail. Knowledge of advanced statistics will not be assumed, although it will be expected that all students will have read the materials circulated in advance of the workshop.

12:00 – 2:00pm

Lunch & Research Discussions

<i>Julian Betts, UCSD</i>	Rm 3209
<i>Christina A. Christie, UCLA</i>	Rm 1213
<i>Greg Duncan, UC Irvine</i>	Rm 3130
<i>Bruce Fuller, UC Berkeley</i>	Rm 3138
<i>Michal Kurlaender, UC Davis</i>	Rm 1217
<i>William R. Shadish, UC Merced</i>	Rm 2209
<i>John T. Yun, UCSB</i>	Rm 3112

Pick up lunch in Rm 1213 and then proceed to your Research Discussion Group. Participants will be assigned to a discussion group with a different UCEC Site Director. Same process as Tuesday night—each student will have approximately 5 minutes to present current research or an idea for future work. Informal presentations will be followed by peer and faculty feedback and discussion that centers on a particular question/issue posed by each student presenter.

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2:15 – 3:30pm

Evaluation Concurrent Sessions (4 Options)

- **Option 1: Value-Added Techniques**

Rm 3209

*Julian Betts, UCSD***REQUIRED READING: NONE**

This session will briefly discuss key issues with measuring achievement through standardized tests, and then will discuss considerations for social scientists who wish to use individual students' test scores over time to measure learning. An example from the charter school literature will illustrate the importance of modeling changes in student achievement over time, rather than focusing on test-score levels. Alternative specifications of value-added models (gain model versus level model with lagged dependent variables, student fixed-effect models, hierarchical linear models versus one-step models) and assumptions implicit in each approach will be discussed. Next, use of individual longitudinal test-score data for evaluating the impact of education interventions will be studied. Particular emphases will be the relative strengths and weaknesses of interrupted time series and comparative interrupted time series designs (the latter also known as difference-in-difference models).

- **Option 2: Administrative Data in Evaluation Research**

Rm 1217

*Michal Kurlaender, UC Davis***REQUIRED READING: NONE**

Evaluation research often involves the use of administrative data, for example from a state agency such as the California Department of Education or from a local school district. This workshop will offer practical approaches to obtaining administrative data to answer a host of research questions and describe the advantages and challenges to working with administrative data in conducting evaluation research.

- **Option 3: Social Network Analysis in Evaluation**

Rm 3130

*John T. Yun, UCSB***REQUIRED READING: Hoppe et al. (2010)**

In social organizations, understanding how people are connected to one another can provide the key to understanding the success or failure of a program. This can be true particularly where the development of networks is central to the function of the program. This session will provide a general introduction to social network analysis and provide a framework for judging how and when this method can provide a fruitful approach to understanding programmatic implementation or impact. It will be expected that participants will have read the materials circulated in advance of the workshop.

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- **Option 4: Examining Evaluation Approaches in a “Real World”**

Case Context

Rm 1213

Christina A. Christie, UCLA

**REQUIRED READING: Alkin et al. (2005)
Eisenberg et al. (2005)**

The purpose of this session is to examine the extent to which frameworks for conducting evaluations vary when examined in context of a “real world” case. A brief summary of a program and an evaluation situation was presented to four theorists, each of whom provided a description of how they would go about conducting the study. Participants in this session will use the same case example to develop an evaluation approach to best address the questions posed in the case. The approaches developed in the session will be compared with those proposed by the four theorists who participated in the exercise. It will be expected that participants will have read the materials circulated in advance of the workshop.

3:45 – 5:00pm

Mixing Methods in Evaluation Research

Rm 1217

Greg Duncan, UC Irvine

**REQUIRED READING: Gibson et al. (2005)
Hill et al. (2011)**

Evaluation researchers have tried to mix qualitative and quantitative methods for decades, although some purists have argued that this is an inherently impossible task. This workshop will spend a little time providing an overview of mixed method approaches and concentrate most of its time describing two recent examples of successful mixed methods studies for which the researchers were blissfully unaware of the impossibility of their tasks. It will be expected that participants will have read the materials circulated in advance of the workshop.

5:00 – 6:00pm

Reception

Ackerman Terrace, 4th Floor

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Thursday, July 26

6:30 – 8:00am **Breakfast** Best Western

8:00am **TRANSPORT TO UCSB**

8:45 – 10:00am **Working with Organizations: Developing Capacity,** Rm 1217
Building Relationships

Julian Betts, UCSD
Bruce Fuller, UC Berkeley
Michal Kurlaender, UC Davis
John T. Yun, UCSB

REQUIRED READING: NONE

The technical ability to design and perform rigorous evaluations is necessary but not sufficient to produce successful evaluation experiences. Creating and sustaining relationships and working through the politics of usage and framing are often more important. This panel will describe several ongoing projects with school districts and the state. The panelists will describe their experiences working with these organizations and what they have learned about how to create, maintain, and sustain these relationships, as well as produce relevant research/evaluation findings.

10:15 – 11:30am **The Current Climate for Evaluation** Rm 1217

All UCEC Site Directors

REQUIRED READING: NONE

Understanding the current expectations and views about evaluation in federal and state agencies, as well as private/public foundations, is critical in producing viable proposals. In addition, how evaluations are used, perceived, and integrated in policy design can ultimately shape those views. This panel will marshal the experience of all the UCEC Site Directors to describe what they believe evaluators should consider when proposing, designing, and reporting evaluations.

11:30am – 11:45am **Institute Summary and Evaluation** Rm 1217

John T. Yun, Director, UCEC

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Faculty Biographies

Julian Betts is a Professor in the Department of Economics at the University of California, San Diego, of which he is a past chair. He is a Research Associate at the National Bureau of Economic Research, UCSD Site Director of the UC Educational Evaluation Center (UCEC) and a Bren fellow at the Public Policy Institute of California. He is also Senior Research Affiliate at the Center on Reinventing Public Education (CRPE) at the University of Washington. His research focuses on the economics of education, with emphases on school choice, teacher effectiveness, accountability, resource allocation, and policy evaluation. He is currently Principal Investigator of the National Evaluation of Magnet Schools, being conducted by the American Institutes of Research and affiliates on behalf of the U.S. Department of Education. He is also co-principal investigator with Mark Dynarski of the evaluation of the D.C. School Choice Program. Betts has served on various panels for the National Academy of Science and the U.S. Department of Education, among others. He is a member of the editorial board of *Education Finance and Policy*, published by MIT Press. Betts obtained a Bachelor's degree in chemistry from McGill University, the M.Phil. in economics from Oxford University, Oxford, England, and a Ph.D. in economics from Queen's University, Kingston, Ontario, Canada.

Christina A. Christie is Associate Professor and Head of the Social Research Methodology Division in the Graduate School of Education and Information Studies, University of California, Los Angeles. Christie's research on evaluation practice is designed to strengthen our understanding of evaluation as a method for facilitating social change by contributing to an empirical knowledge base of the factors and conditions that influence evaluation practice. Her theoretical scholarship intends to advance frameworks for understanding evaluation models with the goal of refining practice. Christie is the former Chair of the Theories of Evaluation Division and the Research on Evaluation Division of the American Evaluation Association, and serves on the board. She served as a section editor of the *American Journal of Evaluation* (2004-2009) and serves on the editorial board of *Studies in Educational Evaluation*. Christie has received funding from a variety of sources to evaluate education, social and behavior programs targeting at-risk and underrepresented populations. Christie has more than 15 years of experience conducting workshops and training on evaluation for professionals working in various fields, including education, social welfare, public health, psychology and public policy. She is the Site Director for UCEC–UCLA.

Greg Duncan is Distinguished Professor in the Department of Education at the University of California, Irvine. He spent the first 25 years of his career at the University of Michigan working on and ultimately directing the Panel Study of Income Dynamics (PSID) data collection project. He then held the Edwina S. Tarry Professorship at Northwestern University for 13 years. He has published extensively on issues of income distribution, child poverty, and welfare dependence. The focus of his recent research has shifted from these environmental influences to the comparative importance of the skills and behaviors developed during childhood. In particular, he has sought to understand the relative importance of early academic skills, cognitive and emotional self-regulation, and health in promoting children's eventual success in school and the labor market. He is the Site Director for UCEC–Irvine.

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Bruce Fuller is professor of education and public policy. His work focuses on the sociology of families, as well as the intersection of state action and cultural variation among families and schools. His latest book is *Standardized Childhood: The Cultural and Political Struggle Over Early Education*. His new project, 'Public Projects, Tribal Ties,' examines how public and private organizations are trying to decentralize how they serve students, patients, and customers. He is the Site Director for UCEC–Berkeley.

Michal Kurlaender is Associate Professor in the School of Education at the University of California, Davis. Her research focuses on education policy and evaluation, in particular the causes and consequences of racial, ethnic, and socioeconomic inequality at various stages of the educational attainment process. She is currently investigating policies and practices aimed at improving college access, persistence, and degree completion. Kurlaender's work has been published in a variety of academic and policy venues. She is the Site Director for UCEC–Davis.

William R. Shadish is Distinguished Professor and Founding Faculty, University of California, Merced. He received his bachelor's degree in sociology from Santa Clara University in 1972, and his M.S. (1975) and Ph.D. (1978) degrees from Purdue University in clinical psychology, with minor areas in statistics and measurement. He completed a postdoctoral fellowship in methodology and program evaluation at Northwestern University from 1978-1981. His current research interests include experimental and quasi-experimental design, the empirical study of methodological issues, and the methodology and practice of meta-analysis. He is author (with T.D. Cook & D.T. Campbell, 2002) of *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*, (with T.D. Cook & L.C. Leviton, 1991) of *Foundations of Program Evaluation*, (with L. Robinson & C. Lu, 1997) of *ES: A Computer Program and Manual for Effect Size Calculation*, co-editor of five other volumes, and the author of over 140 articles and chapters. He is the founding Secretary-Treasurer of the Society for Research Synthesis Methodology, and is now its President-Elect. He was 1997 President of the American Evaluation Association, winner of the 1994 Paul F. Lazarsfeld Award for Evaluation Theory from the American Evaluation Association, the 2000 Robert Ingle Award for service to the American Evaluation Association, the 1994 and 1996 Outstanding Research Publication Awards from the American Association for Marriage and Family Therapy, the 2002 Donald T. Campbell Award for Innovations in Methodology from the Policy Studies Organization, the 2009 Frederick Mosteller Award for Lifetime Contributions to Systematic Reviews from the Campbell Collaboration, and the 2011 Ingram Olkin Award for Lifetime Contributions to Research Synthesis from the Society for Research Synthesis Methodology. He is a Fellow of the American Psychological Association, Associate Editor of *American Psychologist*, past Associate Editor of *Multivariate Behavioral Research*, and past editor of *New Directions for Evaluation*. He is the Site Director for UCEC–Merced.

John T. Yun is an associate professor in the Gevirtz Graduate School of Education at the University of California, Santa Barbara (UCSB) and director of the University of California Educational Evaluation Center (UCEC). His research focuses on issues of equity in education, specifically: patterns of school segregation; the effects of school context on educational outcomes; the importance of integrating evaluation into everyday school practice; and the educative/counter-educative impacts of high-stakes testing. His work has been featured in journals such as the *American Journal of Education*, *Educational Evaluation and Policy Analysis*, *Educational Researcher*, and *Sociology of Education*. It has also been widely cited by researchers around the country and used in multiple *amicus curiae* briefs in the *Gratz* and *Grutter* cases, as well as in several school desegregation cases argued before the U.S. Supreme Court. He

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is co-editor of *The Complex World of Teaching* (with E. Mintz, Harvard Educational Review, 1999), winner of the 2000 AESA Critics Choice Award. He received his Sc.B. in physics from Brown University, his M.Ed. in science education from Ohio University, and his Ed.D. in administration, planning, and social policy research from Harvard University.