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ABSTRACT
         This document reports on the activities of
educational consultants involved in the appraisal of the Evaluator
Development Program. Included are (1) consultant suggestions for
program improvement, (2) a tabulation of consultant responses to task
items on the consultant form, (3) a list of consultants, and (4)
materials used during the evaluation process. (LLR)

SUMMARY OF CONSULTANT REACTIONS TO THE CERLI

EVALUATOR DEVELOPMENT PROGRAM WITH STAFF RECOMMENDATIONS

FOR FUTURE PROGRAM DEVELOPMENT

Part I: Consultant Identification

Part II: Consultant Responses

Part III: Staff Recommendations for Future Program
           Development

Appendix: Format for Contacting Consultants

           Cover Letter

           Consultant Form

PART I: CONSULTANT IDENTIFICATION

Between June, 1967 and August, 1967, CERLI staff members

conducted a series of evaluative activities designed to critically

examine the progress of the Evaluator Development Program to date

and to obtain suggestions for its modification and further develop-

ment. A list of prospective consultants professionally qualified

to serve in this phase of the evaluation activity was identified.

Initial contact with these persons was established through telephone

conversations structured to ascertain the interest and ability to pros-

pective consultants and to discuss briefly the program and the CERLI

staff expectations of the role of the consultants. (See Appendix A).

Upon receiving an agreement to serve, CERLI's Indianapolis office

forwarded the consultants a letter of instructions and a consultant

form. (See Appendices B and C). Follow-up interviews and telephone

contacts were arranged to discuss, clarify, or supplement the

evaluative remarks rendered by the consultants.

Listed below are the names and positions of those persons who served as program consultants, and from which responses were received on or before August 1, 1967. Only the responses of these persons are included in this document. However, it should be noted that the suggestions of two consultants who participated in structured interviews, but had not returned consultant forms by August 1, 1967, are included in this report.

Dr. Haron Battle
Assistant Superintendent of Instruction
Gary Public School System
Gary, Indiana

Dr. John Best
Professor of Education
Butler University
Indianapolis, Indiana

Dr. Glenn C. Boerrigter
Coordinator
U. S. Office of Education
Washington, D.C. 20024

Dr. Gordon Cawelti
Executive Secretary
Commission on Secondary Schools
North Central Association
Chicago, Illinois 60615

Dr. David Clark
School of Education
Indiana University
Bloomington, Indiana

Dr. Claude W. Fawcett
Department of Education
University of California
Los Angeles, California 90024

3.

Dr. William K. Flottmann
Eastern Illinois Development and Service Unit
406 W. Johnson
Charleston, Illinois

Dr. Gerald Gleason
Director of Research
School of Education
University of Wisconsin
Milwaukee, Wisconsin

*Dr. James Griggs
Dean, School of Education
Western Michigan University
Kalamazoo, Michigan

Dr. John J. Horvatt
Executive Officer
The National Institute for the Study
of Educational Change
825 East 8th Street
Bloomington, Indiana 47401

Dr. Norman Kurland
Director, Center on Innovation in Education
New York State Education Department
Albany, New York 12224

Dr. C. M. Lindvall
Associate Director
Learning Research and Development Center
University of Pittsburgh
Pittsburgh, Pennsylvania

*Dr. Ken Lund
Vice President
Scott Foresman and Company
Chicago, Illinois

Dr. Ralph Lundgren
State Department of Education
Title IV, ESEA
Springfield, Illinois

*Indicates those persons who had not returned consultant forms
by August 1, 1967.

Dr. Richard I. Miller
Director, Program on Educational Change
University of Kentucky
Lexington, Kentucky 40506

Dr. Roland J. Pellegrin
Director, Institute for Community Studies
University of Oregon
Eugene, Oregon

Dr. Daniel L. Stufflebeam
Director, Evaluation Center
Ohio State University
Columbus, Ohio 43210

PART II: CONSULTANT RESPONSES

General Reactions. Typically the consultant responses to the program were laudatory although reactions ranged from mildly negative to extremely positive. Consultants reported that the program represented a comprehensive, challenging, difficult, and essential piece of work focused upon a vital area. The Evaluator Development Program was viewed as being extremely significant and represented an innovative approach of major magnitude. One respondent remarked that if any of the treatments do the task as defined in footnote eleven, they will be highly useful.[1] One respondent expressed the opinion that most of the preliminary work had been done by others long before this.[2] Observers who had followed the progress of the program since its inception in February, 1967, reported that excellent progress had been achieved.

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[1]"A task is defined as developed when it has been explicated, skills and competencies identified and treatments developed and tested to cause effective skills development. A developed task is capable of replication." (Footnote 11, p. 10, Working Paper #10).

[2]The staff pursued this lead but was able to locate only bits and pieces of writings, mostly unrelated and fugitive-like in nature; typically this material was "it ought to be done" in nature rather than substantive.

The major recommendations and responses of the consultants are
reported in two sections: Section A · Consultant Suggestions, and
Section B - A Tabulation of Responses to Task Items on the Consultant
Form.

Section A: Consultant Suggestions. The main suggestions for the
modification of the Evaluator Development Program in response to
the instructions in the Consultant Form which requested consultants
to render evaluative remarks, suggestions, and recommendations
relating to the Evaluator Development Program are classified into
the following categories:

1. Conceptual Framework. Additional consideration needs to
    be given to the theoretical or taxonomic structure which
    interconnects and relates the evaluative tasks. An
    extensively developed conceptual base from which to judge
    the relationship of tasks, their significance to the process
    of evaluation, and priorities for development would
    strengthen the program.

2. The Tasks. A majority of the consultants pointed out the
    apparent duplication, repetition, and overlap among the
    described tasks. A common suggestion was the need to
    organize the tasks into a limited number of major task
    categories consistent with a conceptual framework discussed
    above. An inconsistency in the degree of specificity of the
    tasks was pointed out as well as the need to re-state some
    tasks to achieve compatibility between the task statements

and the acts to be performed in their implementation.

Listed below are some of the tasks suggested as missing from the original task list:

    a.   To develop general criteria for application in measuring the effectiveness and efficiency of existing innovative practices and products, i.e., minimum standards and outcomes which indicate successful utilization of practices and products.

    b.   To evaluate program plans in terms of completeness, specificity and congruence.

    c.   To evaluate changes in staff behavior.

    d.   To evaluate criteria and procedures for personnel selection.

    e.   To forecast continuously decision-making processes and associated information requirements.

    f.   To evaluate the on-going evaluation program.

    g.   To define the major audiences for evaluative information.

3.   Field Work. It was suggested that the program be modified to work more closely with practitioners in the field who are performing evaluative responsibilities. One consultant suggested that persons currently implementing evaluator functions be identified for the purpose of locating an operational model around which an alternative program approach might be built.

4. <u>Position Development.</u> The suggestion was made that more
attention be given to the relationship between new positions
and existing positions within present organizational structures.
Additionally, it was suggested that more concern be given to
the organizational problems and strategies necessary for the
implementation of more effective evaluation positions and
procedures. More consideration should be given to the poten-
tial roles of organization such as state departments of education
and intermediate educational units and associations in
educational evaluation.

5. <u>Attitudinal Climate.</u> The program should be concerned with
the preparation of people to appreciate the need for more
effective educational evaluation, thus become more receptive
to the implementation of evaluation procedures.

6. <u>Program Clarification.</u> It was suggested that aspects of the
project and program descriptions contained in Working Paper #10
lacked clarity and detail. The need for more explicit procedures
for the accomplishment of the steps outlined in the model was
pointed out. The need for a less technical description of the
program activities was suggested. Also more attention should be
given to the levels and kinds of data needed by persons in
various positions within local educational organizations,
including board members, superintendents, principals, and
teachers for effective evaluation.

7. <u>Program Objectives.</u> It was suggested that the program does

not give adequate attention to undeveloped or non-existent

tools, methods, and strategies in which evaluators need to

be skilled and competent to be effective; and that the

Evaluator Development Program include as one of its specific

objectives evidence of concern for the development of these

new tools, methods, and strategies.

<u>Section B: Tabulation of Responses to Task Items on the Consultant Form.</u>

Table 1 summarizes the consultant responses as follows:

    (1)   Column 1 reports the task number.

    (2)   Column 2 reports the task statement.

    (3)   Column 3 reports the frequency of selection of the

        task as one of the five (5) tasks that should be

        given highest development priority in this program.

    (4)   Column 4 reports the respondents perceptions of the

        importance of the task as extremely, moderate,

        slightly, not important.

    (5)   Column 5 reports the potential for development as

        perceived by the respondents.

    (6)   Column 6 reports the likelihood of the task being

        executed in a school setting as perceived by the

        respondents.

The tasks are arranged according to the frequency with which

they are selected as one of the five most important tasks that

should be given priority. Those tasks which were not selected as

one of the five most important are ordered according to the frequency

by which the respondents reported the task to be extremely important

to the evaluation process.

TABLE 1: Consultant Responses to Each of Forty-Four Tasks in Terms of Development Priority, Importance to the Evaluation Process, Potential for Development, and Likelihood of Implementation.

TASK No.	TASK	f	How important is this task in the evaluation process?				Can this task be developed sequentially in the program model on Pages 9-10		If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
28	To translate program objectives into behavioral or operational terms.	6	12	2	0	0	12	1	12	2
30	To present generalizations and data to the decision-makers in a form that will enable them to identify gains and losses from a particular program.	5	12	2	0	0	12	1	10	4
2	To identify and select criteria upon which judgments about institutional objectives may be made.	5	11	1	0	0	8	3	8	4
20	To assess the congruence between what the program does and intends to do.	5	10	2	0	0	12	1	11	3
17	To assess the consequences of educational programs.	4	14	0	0	0	11	2	11	3
16	To assess the consequences of educational practices.	4	13	0	0	0	10	2	10	3
1	To identify the broad purposes of the institution.	4	7	7	0	0	11	2	10	4

NO.	TASK	f	How important is this task in the evaluation process?				Can this task be developed as outlined sequentially in the program model on Pages 9-10?		If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
8	To design field testing procedures.	3	12	2	0	0	12	1	12	2
6	To develop valid and reliable measurement instruments and techniques.	3	11	1	1	1	13	0	9	5
14	To develop practitioner readiness for evaluation.	3	10	4	0	0	8	4	12	2
44	To assist curriculum specialists, supervisors, and teachers in the adoption of materials and practices that can be evaluated in terms of specific objectives.	3	8	3	0	2	11	1	12	1
12	To develop descriptive information about programs.	3	6	5	2	0	12	1	10	4
34	To analyze the findings of the evaluations of programs and practices in terms of given criteria	2	13	0	0	0	11	1	9	4
21	To translate the broad purposes of the institution into forms suitable for treatment and application.	2	11	2	0	1	12	1	9	4

TASK NO.	2 TASK	3 f	4 How important is this task in the evaluation process?				5 Can this task be developed as outlined sequentially in the program model on Pages 9-10?		6 If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
4	To identify the outcomes which are contingent upon particular antecedent conditions or strategies.	2	9	3	1	0	10	3	8	5
11	To assist curriculum specialists, supervisors, and teachers in the development of materials and practices that can be evaluated in terms of specific objectives.	2	8	4	1	1	12	1	11	3
3	To identify procedures and processes for the evaluation of professional personnel of the institution.	2	8	3	3	0	9	3	6	8
18	To evaluate programs or practices developed, tested, or adopted in other settings.	2	6	8	0	0	12	1	8	6
9	To prepare project or program proposals.	2	4	5	2	1	11	2	11	1
32	To apply valid and reliable measurement instruments and techniques.	1	13	0	0	0	10	2	12	1

TASK No.	TASK	3 f	4 How important is this task in the evaluation process?				5 Can this task be developed as outlined sequentially in the program model on Pages 9-10?		6 If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
22	To report the results of the evaluation of programs and practices in terms of given criteria.	1	12	2	0	0	12	1	10	4
24	To aid in the interpretation of the results of the evaluation of programs and practices.	1	11	3	0	0	12	1	12	2
26	To interpret for the public(s) the results of the evaluation of programs and practices as they relate to objectives and outcomes.	1	11	3	0	0	11	1	12	2
23	To interpret the results of the evaluations of programs and practices in terms of given criteria.	1	11	2	0	0	11	1	10	3
10	To design studies for given institutional purposes.	1	9	4	1	0	10	2	12	1
43	To aid in the process of training users in the utilization of the results of evaluation.	1	8	5	1	0	12	1	13	1
36	To implement and maintain a data bank.	1	8	4	2	0	9	4	8	5

1 No.	2 TASK	3 f	4 How important is this task in the evaluation process?				5 Can this task be developed as outlined sequentially in the program model on Pages 9-10?		6 If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
37	To implement and maintain a feedback system for a data bank.	1	8	3	2	0	10	3	8	5
31	To determine the nature of the decision-making process in the institution.	1	7	5	1	1	9	3	6	7
25	To encourage the adoption of innovative programs and practices.	1	6	4	0	4	9	3	9	4
29	To feedback the data relating to the congruence of the outcomes and intents resulting from the program.	0	11	3	0	0	11	2	11	3
39	To advise users in the selection, construction, and use of measurement instruments.	0	11	2	1	0	12	1	14	0
5	To identify the consequent side effects of the strategies or practices in a program implementation.	0	9	3	1	0	9	3	8	6
19	To make judgments about programs or practices developed, tested, or adopted in other settings.	0	9	3	0	0	10	2	8	4

TASK No.	TASK	f	How important is this task in the evaluation process?				Can this task be developed as outlined sequentially in the program model on Pages 9-10?		If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
42	To provide measurement and evaluation services.	0	8	4	1	0	11	1	12	1
15	To judge the relative merits of each of the broad purposes of the institution.	0	8	3	2	0	9	3	6	7
41	To provide counsel for educational practitioners in the process of self-evaluation.	0	8	2	2	2	10	2	11	2
40	To provide counsel with teachers about the problems and procedures of individual pupil evaluation.	0	6	6	1	1	11	2	13	1
13	To develop generalizations about the program and its practices.	0	6	4	2	0	10	3	9	4
27	To explicate the rationale for developmental programs.	0	6	4	1	3	8	4	5	7
35	To accumulate project or program information about similar programs in other settings.	0	5	5	3	0	11	1	8	5

1 TASK NO.	2 TASK	3 f	4 How important is this task in the evaluation process?				5 Can this task be developed as outlined sequentially in the program model on Pages 9-10?		6 If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
3	To design procedures and processes for the evaluation of professional personnel of the institution.	0	5	4	4	0	8	4	6	7
33	To direct field testing procedures.	0	4	8	0	0	12	0	10	3
38	To implement procedures and processes for the evaluation of professional personnel of the institution.	0	4	5	2	2	9	3	9	4

PART III: STAFF RECOMMENDATIONS FOR FUTURE PROGRAM DEVELOPMENT

It is recommended that the Evaluator Development Program be discontinued as a CERLI activity unless significant program interest is demonstrated by the CERLI staff and Board of Control as evidenced by the allocation of personnel and resources similar in amount to that outlined in Section A, Basic Program, below.

Activity	Means to Accomplish	Cost (Dec. 1 – Nov. 30, 1968)
A. Basic Program		
1. Incorporate the suggestions of the consultants into the program. (Fall 1967).	1-1 Hire a program coordinator, a program officer, and a research assistant and a secretary.	$54,500
	1-2 Establish a program advisory committee to provide direction, and assist in formulating more comprehensive conceptual frame-work. (Suggest old staff along with outside consultants that have participated in program development to date).	10 for 10 days @ $100 including expenses. $10,000
2. Select tasks for development as outlined in the model. (Fall 1967 thru spring 1968).	2-1 Developed by staff and CERLI contracts with other consultants or agencies to develop selected tasks.	30 tasks @ $2,000 each – $60,000.
3. Evaluators trained. (Summer 1968).	3-1 CERLI trains, or

3-2 CERLI contracts for training activities, or

3-3 CERLI arranges for training. | Participating agencies provide own stipends and participants costs. |

4. Trained evalu-   4-1 CERLI staff function.
   ators* studied in
   institutional
   settings (Fall
   1968).

5. Program is modi-   5-1 CERLI staff.   (Travel, space,
   fied in lieu of   and other admin-
   input gained from   istrative expenses)
   activities to date.   — $20,000.
   (Winter 1969).

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Estimated Basic Program Costs (Dec. 1, 1967–Nov. 30, 1968) $144,500.

B. Basic Program Expanded: OPTIONAL

    Exploratory Extension of Evaluator Development Program Focused
       Upon Two-Year Institutions of Higher Education.

    1. Initiate exploratory program discussed in attached July 18
       Idea Consideration Draft for Board of Control of CERLI entitled:
       <u>A Special Development in the Evaluator Development Program</u>
       <u>Focused Upon the Two-Year Institutions of Higher Education.</u>

                        Staff member and secretary $24,500.

                        Consultants   2,500.

                        Travel and per diem   6,000.

                        Space and other administrative   3,000.
                           support
                                                            ──────────
                                                            $36,000.

    (Total cost if (B) Exploratory Extension of Evaluator Development Program
    is implemented concurrently with (A) Basic Program – approximately
    $180,500).

*Recommend that consideration be given to the possibility of funding the
establishment of evaluator-like positions in institutions through a
CERLI-developed Title III project.

INITIAL CONTACT FORM

Initial contact with_____

                            Consultant

                _____

                              Phone

                _____

                              Date

                _____

                              Caller

I.   INTRODUCTION OF SELF AND POSITION

    A. Name

    B. Organization - CERLI

    C. Location - 111 N. Capitol, Indianapolis, Indiana 46204

II. PROGRAM IDENTIFICATION AND BACKGROUND

    A. Evaluator Role Development Program

        1. Original assignment - the evaluator as a middleman role.

        2. We have focused upon:

            a. Task identification and development. We have conceived
               of this process in these stages of development.

               1. A list of 45 evaluative things or tasks to be done
                   in evaluative processes was evolved.

               2. Task description in terms of critical concepts and
                   elements with main acts to be performed and outcomes.
                   We have completed this stage of development (go through
                   detail on a task).

               3. Explication of skills and competencies necessary to
                   perform given tasks.

               4. Design of curriculum to effect the performance of
                   given tasks.

               5. Trial application of the curriculum.

b. Position identification and development.

    1. Presently is undeveloped but is viewed as a
       clustering of tasks into job descriptions for
       institutional positions.

c. Would like to engage you as a consultant.

III. YOUR ROLE AS CONSULTANT WOULD BE

A. To review the progress of the program to date which we have
summarized in a working paper that we would like to forward
to you. We would ask for your evaluative remarks, suggestions,
reactions, and recommendations in regard to the program. The
draft which we sent to the printer was about 100 pages double
spaced. We estimate that it would take 2-4 hours of your time.
Specifically we would like your reactions to the described tasks
as to:

    1. The importance of the tasks to the process of evaluation.

    2. The potential for development of the task.

    3. The likelihood of the task being carried out in school
       settings.

B. If you are interested we will send you a copy of the working
paper and a letter summarizing these comments, and a response
form. This would be followed by another phone conversation and/or
interview to clarify questions and comments regarding the project.

IV. DETAILS

A. Remuneration: $25.00 – in view of our limited budget.

B. Are you interested?

    1. If yes, what is your availability in July? Would you prefer
       follow-up by phone, letter, interview?

C. Our address and phone.

D. Your address.

                            THANK YOU

Dear (Consultant) :

This letter is to confirm our telephone conversation of June _____
with reference to your role as a special consultant to the Evaluator
Development Program of the Cooperative Educational Research Laboratory,
Inc. This Program, conceived with the hope that it might be appropriate
for what researchers call the area of educational middleman development,
incorporates three phases - task, position, and role development.

Since the inception of the Program in February 1967, virtually all
of the effort of CERLI's staff in Indianapolis has been applied to the
Task Development Project of the Program. Early stages of the Program
model appropriate for purposes of describing highlights of the Task
Development Project include:

     1. Task listings; (see pages 24-27)
     2. Task descriptions constituting definition of critical
        concepts and elements, main acts to be performed, and
        intended outcomes; (see pages 28-95)
     3. Explication of skills and competencies necessary for
        performance of given tasks;
     4. Design of curriculum to effect the performance of
        given tasks; and
     5. Trial application of the curriculum.

The working paper enclosed herein chronicles the progress of the
Program, and especially the Task Development Project to date, and in-
cludes the contents of items number 1 and 2 above.

The Position Development Project, while discussed briefly on page
15 of the working paper, presently has received only peripheral develop-
ment attention, but is seen primarily as a series of processes for the
purpose of clustering tasks into job descriptions for institutional
positions. The Role Development Project is yet to be identified.

Cover letter (continued)

The CERLI staff is asking you to review the progress of the Program to date and to offer evaluative remarks, suggestions, reactions, and recommendations. Accompanying this letter is a consultant form that conveys to you the nature of the information sought by the staff from your responses. While the response pages appear lengtny, your responses can be made very readily. Two copies of the consultant form are included, one for your files and one to be returned to the Program staff in the enclosed envelope. For your services, CERLI's limited budget permits an offer of $25.00 as remuneration.

Our telephone conversation indicated that you prefer to have CERLI's follow-up contact with you arranged - (by phone, by visit, by return mail) on the following days in July: _____, appointed hour, location, etc. In order to expedite such arrangements, I shall again be telephoning you very soon.

Again, thank you for your interest in assisting the Evaluator Development Program staff to carry out its own current series of essential evaluative activities.

                                        Sincerely,

NAME OF CONSULTANT_____ _____

ADDRESS_____

DIRECTIONS:

    In Part A you are asked to respond to each of the tasks in terms of your perceptions of:

        1.   The importance of the tasks to the evaluation process.

        2.   The potential for development of the task.

        3.   The likelihood of the task being carried out in school settings.

    In Part B you will be asked to select five (5) tasks that are in most need of development as defined in this program; in Part C to list evaluative tasks that are not listed herein; and in Part D to summarize other remarks, suggestions, reactions, and recommendatioi. which you have relating to the project or program.

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PART A: Place a check in the blank space after the response which best summarizes your judgment about each question.

TASK 1 - To identify the broad purposes of the institution.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
    Yes____   No____

3. If developed, is it likely that this task would be executed in school settings?
    Yes____   No____

TASK 2 - To identify and select criteria upon which judgments about institutional objectives may be made.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
    Yes____   No____

3. If developed, is it likely that this task would be executed in school settings?
    Yes____   No____

TASK 3 - To identify procedures and processes for the evaluation of professional personnel of the institution.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
    Yes____   No____

2. If developed, is it likely that this task would be executed in school settings?
    Yes____   No____

TASK 4 - To identify the outcomes which are contingent upon
        particular antecedent conditions or strategies.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes____   No____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes____   No____

TASK 5 - To identify the consequent side effects of the strategies
        or practices in a program implementation.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes____   No____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes____   No____

TASK 6 - To develop valid and reliable measurement instruments
        and techniques.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes____   No____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes____   No____

TASK 7 - To design procedures and processes for the evaluation of
professional personnel of the institution.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes_____   No_____

TASK 8 - To design field testing procedures.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlines sequentially in the
   program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes_____   No_____

TASK 9 - To prepare project or program proposals.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes_____   No_____

TASK 10 - To design studies for given institutional purposes.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed
    in school settings?
    Yes_____   No_____

TASK 11 - To assist curriculum specialists, supervisors and teachers
          in the development of materials and practices that can be
          evaluated in terms of specific objectives.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed
    in school settings?
    Yes_____.   No_____

TASK 12 - To develop descriptive information about programs.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed
    in school settings?
    Yes_____   No_____

TASK 13 - To develop generalizations about the program and its
practices.

1. How important is this task in the evaluation process?
    Extremely_____, Moderately_____, Slightly_____, Not_____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed
    in school settings?
    Yes_____   No_____

TASK 14 - To develop practitioner readiness for evaluation.

1. How important is this task in the evaluation process?
    Extremely_____, Moderately_____, Slightly_____Not_____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed
    in school settings?
    Yes_____   No_____

TASK 15 - To judge the relative merits of each of the broad
purposes of the institution.

1. How important is this task in the evaluation process?
    Extremely_____, Moderately_____, Slightly _____, Not_____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
    Yes_____   No_____.

3. If developed, is it likely that this task would be executed
    in school settings?
    Yes_____   No_____

TASK 16 - To assess the consequences of educational practices.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes_____   No_____

TASK 17 - To assess the consequences of educational programs.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes_____   No____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes_____   No_____

TASK 18 - To evaluate programs or practices developed, tested or
          adopted in other settings.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task is developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes_____   No_____

TASK 19 - To make judgments about programs or practices developed,
tested or adopted in other settings.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes_____   No_____

TASK 20 - To assess the congruence between what the program does
and intends to do.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes_____   No_____

TASK 21 - To translate the broad purposes of the institution into
forms suitable for treatment and application.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes_____   No_____

TASK 22 - To report the results of the evaluations of programs
and practices in terms of given criteria.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed
    in school settings?
    Yes_____   No_____

TASK 23 - To interpret the results of the evaluations of programs
and practices in terms of given criteria.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed
    in school settings?
    Yes_____   No_____

TASK 24 - To aid in the interpretation of the results of the
evaluation of programs and practices.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed
    in school settings?
    Yes_____   No_____

TASK 25 - To encourage the adoption of innovative programs and
        practices.

1. How important is this task in the evaluation process?
        Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
        Yes_____   No_____

3. If developed, is it likely that this task would be executed
    in school settings?
        Yes_____   No_____

TASK 26 - To interpret for the public(s) the results of the
        evaluation of programs and practices as they relate
        to objectives and outcomes.

1. How important is this task in the evaluation process?
        Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
        Yes_____   No_____

3. If developed, is it likely that this task would be executed
    in school settings?
        Yes_____   No_____

TASK 27 - To explicate the rationale for developmental programs.

1. How important is this task in the evaluation process?
        Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
        Yes_____   No_____.

3. If developed, is it likely that this task would be executed
    in school settings?
        Yes_____   No_____

TASK 28 - To translate program objectives into behavioral
or operational terms.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
    Yes____ ____   No_____

3. If developed, is it likely that this task would be executed
    in school settings?
    Yes_____   No_____

TASK 29 - To feedback the data relating to the congruence of the
outcomes and intents resulting from the program.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task wou   be executed
    in school settings?
    Yes_____   No__ ___

TASK 30 - To present generalizations and data to the decision-
makers in a form that will enable them to identify gai
and losses from a particular program.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
    program model appearing on pages 9-10?
    Yes____ __   No_____

3. If developed, is it likely that this task would be execut
    in school settings?
    Yes_____   No_____

TASK 31 – To determine the nature of the decision-making process in the institution.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed in school settings?
    Yes_____   No_____

TASK 32 – To apply valid and reliable measurement instruments and techniques.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed in school settings?
    Yes_____   No_____

TASK 33 – To direct field testing procedures.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed in school settings?
    Yes_____   No_____

TASK 34 - To analyze the findings of the evaluations of programs and practices in terms of given criteria.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed in school settings?
    Yes_____   No_____

TASK 35 - To accumulate project or program information about similar programs in other settings.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed in school settings?
    Yes_____   No_____

TASK 36 - To implement and maintain a data bank.

1. How important is this task in the evaluation process?
    Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
    Yes_____   No_____

3. If developed, is it likely that this task would be executed in school settings?
    Yes_____   No_____

TASK 37 - To implement and maintain a feedback system for a data
bank.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes_____.   No_____

TASK 38 - To implement procedures and processes for the evaluation
of professional personnel of the institution.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes_____   No_____

TASK 39 - To advise users in the selection, construction and use
of measurement instruments.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the
   program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed
   in school settings?
   Yes_____   No_____

TASK 40 - To provide counsel with teachers about the problems and procedures of individual pupil evaluation.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____   No_____

TASK 41 - To provide counsel for educational practitioners in the process of self-evaluation.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____   No_____

TASK 42 - To provide measurement and evaluation services.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____   No_____

TASK 43 - To aid in the process of training users in the utilization of the results of evaluation.

1. How important is this task in the evaluation process?
   Extremely_____, Moderately_____, Slightly_____, Not_____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____   No_____

TASK 44 - To assist curriculum specialists, supervisors, and teachers in the adoption of materials and practices that can be evaluated in terms of specific objectives.

1. How important is this task in the evaluation process?
   Extremely_____, Moderately_____, Slightly_____, Not_____.

2. CAn this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____   No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____   No_____

PART B: Select the five (5) evaluative tasks from the forty-four that you believe should be given highest development priority in this program.

TASK No.

1.   _____

2.   _____

3.   _____

4.   _____

5.   _____

PART C: List any important evaluative tasks that you perceive to be
missing from the above task list.

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PART D: Please summarize any additional evaluative remarks, suggestions,
reactions, and recommendations relating to the Evaluator Development
Program, the Evaluator Task Development Project, the steps involved
in the Project and other aspects relating to the Project or Program.
(Please use back of page or additional pages if needed.)