The Forum Series is a collection of papers dealing with all phases of teacher education including inservice training and graduate study. This selection is an annotated bibliography in two parts: (1) Evaluation Issues and Methods; and (2) Studies of Alternative Environments. (DMT)
TEACHER EDUCATION FORUM

The Forum Series is basically a collection of papers dealing with all phases of teacher education, including inservice training and graduate study. It is intended to be a catalyst for idea exchange and interaction among those interested in all areas of teacher education. The reading audience includes teachers, school administrators, governmental and community administrators of educational agencies, graduate students and professors. The Forum Series represents a wide variety of content: position papers, research or evaluation reports, compendia, state-of-the-art analyses, reactions/critiques of published materials, case studies, bibliographies, conference or convention presentations, guidelines, innovative course/program descriptions, and scenarios are welcome. Manuscripts usually average ten to thirty double-spaced typewritten pages; two copies are required. Bibliographical procedures may follow any accepted style; however, all footnotes should be prepared in a consistent fashion. Manuscripts should be submitted to Linda S. Gregory, editor. Editorial decisions are made as soon as possible; accepted papers usually appear in print within two to four months.

LINDA S. GREGORY, editor
Indiana University

RICHARD P. GOUSSA
Dean-school of education

ROGER EMIG
City of E. Chicago (Ind.)

CARMEN PEREZ
Indiana University

LEO C. FAY
Director-DTE

GENE FARIS
Indiana University

ROBERT RICHEY
Indiana University

HAROLD HARTY
Associate Director-DTE

DAVID GLIESSMAN
Indiana University

SIV THIAGARAJAN
Indiana University

ROBERT J. SEIBEL
Publications Editor-DTE

EDWARD JENKINSON
Indiana University

RONALD WALTON
Bloomington (Ind.) Schools

ADVISORY BOARD

Produced by the Division of Teacher Education, Indiana University-Bloomington, a component of the School of Education, supported in part by way of an Institutional Grant (CE-OEG: 0-72-0492-725) with funds from the United States Department of Health, Education, and Welfare—Office of Education, under the provisions of the Bureau of Educational Personnel Development as a project. The opinions expressed in this work do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.
Program Evaluation in Alternative Education:
An Annotated Bibliography

BARBARA ESP

division of teacher education
323 education building
indiana university
bloomington, indiana 47401

June 1976

Volume 4 Number 17
Evaluation Issues and Methods


Aldrich suggests school evaluation focus on the learning environment rather than the achievement of students. Several dimensions of the school environment are identified which could be effectively assessed by observation and interview.


Contains the 29-item "Barth Scale" which consists of assumptions that underlie the practices of open education. The instrument could prove useful to school personnel for examining beliefs regarding learning, knowledge and evaluation during the formative stages of implementing open education environments.


The ETS approach to evaluation focuses on standards of quality regarding the process, content, and context of the child's learning experiences. The researchers suggest that assessment methods should examine both student and teacher behavior as well as aspects of the physical environment.


The CNS model is an eclectic, multi-method approach to assessing alternative schools. The accent is on formative evaluation through anthropological techniques.


BARBARA ESP is research associate at the New College Educational Research Office, Hofstra University, Hempstead, New York.
Describes an evaluation plan of a program designed for high school underachievers. A comprehensive model which includes cost benefit analysis and assessment of school-community relations.


Discusses the functions of educational obj...


The criterion case for satisfaction requires that the attainment of satisfaction by participants be a criterion for determining whether any goal or objective of a school program has been achieved. Schools can pursue objectives other than satisfaction, but participants must experience satisfaction as they strive for and obtain their educational goals.


Presents a set of concepts and techniques for measuring educational environments. Comparisons of the activity-with-facility (synomorph) patterns are made between schools of open and conventional architecture.


Hines suggests the following conventional evaluation models could be used, with or without alteration, to evaluate alternative schools: (1) Competency-Based Evaluation Model (Young, 1972), (2) Self-Evaluation Model (Tadlock Associates, 1972), (3) Systems Analytic (Wallace and Shanelson, 1970), and (4) The Fortune/Hutchinson Methodology of Educational Evaluation (Fortune, Hutchinson, et al., 1973). A brief description of each model is presented.


Clarifies the issues in the evaluation of educational alternatives by drawing upon recent research literature.


Presents a four-phase model for achieving diversity in education primarily through educational planning and evaluation at the local school level.

Joyce analyzes common evaluation practices used in public schools with reference to what is evaluated (content), how people are evaluated (process), and why they are evaluated (purpose). Ten dehumanizing effects of evaluation are discussed and more humanistic practices are offered.


An examination of the evaluation problems noted by the Phi Delta Kappa National Study Committee on Evaluation. Kocher discusses a decision-making model conceptualized by one alternative school's evaluation team and how the evaluator's role relates to providing decision makers with necessary information.


Presents an overview of the evaluation models of Guba, Provus, Scriven, Stake, and Stufflebeam. These models may be useful for conceptualizing evaluation strategies for alternative programs.


Presents a number of statistical techniques to evaluate the aspects of educational intervention programs which are applicable at the local and national level.


A descriptive analysis of four organizational aspects of the open education environment: (1) the organization of space, (2) the organization of time, (3) the organization of instruction, and (4) ways in which students are grouped together. The author addresses himself more critically to the issues of defining open education, appropriateness of types of students profiting from this kind of environment, and ways of evaluating students' learning.


Proposes that educational alternatives can be evaluated through comprehensive educational models which make values explicit and guide the evaluation process to relevant information.
Stodolsky, Susan S. "Identifying and Evaluating Open Education," Phi Delta Kappan, 57, No. 2 (1975), 113-117.

A review of evaluation methodologies and studies in open education. Classic as well as alternative strategies of evaluation are analyzed. Stodolsky recommends that evaluation in open education focus on (1) long-term studies of students and environments, (2) empirical descriptions of educational environments, (3) collection of work samples and behavior observations of students, and (4) comparative studies of processes in educational environments.


Presents an evaluation design adapted from two conventional curriculum models, which addresses itself to both formative and summative aspects of evaluation.


Proposes a model that provides a means for structuring the evaluation of educational communities. The evaluation process is viewed as being an assessment of congruence between program processes and goals.


Discusses the Delphi Technique as a means for evaluating goal priorities of school decision-makers. Besides clarifying and operationalizing goals, this technique can measure the congruence between the priorities of the faculty and decision-makers, and evaluate community interest, knowledge and participation.

Studies of Alternative Environments.

Carlson, Robert A. "Evaluating an Open School," The National Elementary Principal, 52, No. 5 (1973), 96-98.

A two-year evaluation of an alternative high school in which the attitudes of students, parents and teachers were examined in relation to the goals of the program. Data collection techniques included interviews, observation scales, attitude surveys and standardized tests. Significant growth in SRA achievement scores were observed in each grade in the areas of social studies, reading and science.

This four-volume report presents the results of a study concerning organizational processes in the Chicago Public High School for Metropolitan Studies—Metro—and its effects on students during the first 18 months of operation. Student progress comparisons were made between a group attending Metro and a control group in a conventional setting. Research methods included interviews, standardized tests, questionnaires and case studies.

--


Metro High School provides the background for this case study of student involvement in decision-making. Patterns that alternative schools follow in the decision-making process are described and analyzed. Naturalistic research methods were used to evaluate the program.


The Far West School is an experienced-based, career oriented, alternative school which uses the entire community as a learning resource to enable students to acquire skills necessary to adopt and find satisfaction in adult roles. Far West School students were found to show more positive growth in self-knowledge, interpersonal skills and career information when compared with students in a more conventional program.


This study used the Twenty Statements Test to investigate the levels of self-identification among open school Native American students and both conventional school Native American and white students. Results indicate that open school Native American students had a more positive self-identification than either Native American or white conventional students.


Questionnaires were returned by 118 of the participants in six 1972-73 institutes dealing with alternative schools, jointly sponsored by the National Association of Secondary School Principals and the International Consortium for Options in Public Education. The prime purpose of evaluation, according to the respondents, is providing information to the school staff on needed program changes. The respondents would like to see more research assessing student growth while in alternative schools and success after graduation which could be attributed to school success.

A study of student affect in four alternative schools at the elementary level sponsored by the Southeast Alternatives project. The survey instrument consisted of student's assessment of self-concept, relationship with teachers and peers, and school climate. The major conclusion is that freedom of choice among each of the programs has contributed to the overall positive attitudes of students.


The purpose of this study was to investigate achievement, attitude and behavioral characteristics of students who choose either an alternative high school or a conventional one. Data collection techniques included testing, interviewing, observations, and student files. A descriptive profile of the typical alternative school student is presented. Alternative school students were found significantly lower in achievement and academic ability.


Summary of progress made during the first year of a three-year Title IV-C project to develop instruments to measure differences among four alternative learning environments. Instruments were developed to assess such classroom environmental characteristics as interpersonal interactions, organizational patterns, student attitudes, and achievement patterns.


A case study which used a variety of anthropological techniques to evaluate an alternative school. Major findings included (1) lack of a clear direction for program goals, (2) differences in the life-styles of the staff, and (3) a fundamental misunderstanding of the relationship individuality to community.


Presents results of conventional evaluation methods applied to an alternative high school. After one year in this environment, students' attitudes toward the community improved and they were more willing to take responsibility for their own academic successes and failures.

While individual parts of the methodology were found to work very well, a severe drawback was the great amount of time needed by decision-makers to define their goals in operational terms.


The evaluation was designed to determine whether the school was an alternative school in the sense that it operated under a set of values which differ from those found in conventional public schools. Anthropological techniques were used to collect data. Among the significant findings were (1) no effective method for evaluating student progress, (2) instruction was characterized by freedom of choice for the student, and (3) decision-making was democratized.


Describes a participant observation study of a free school during its first year of operation. Data collection techniques included student and faculty evaluations of program activities, field notes and various documents produced by unit members. The breakdown of the structure of the organization centered on the role of power, authority and function of the teacher. The authors point out that a prescriptive role should be applied to establishing legitimate authority positions in alternative schools.


Describes the process of evaluating teachers by a school committee consisting of parents, teachers and the principal. A team of two parents visited the same classroom four times during the academic year. After each observation, the parents wrote a report which was discussed with the teacher. Included is a check list for observing the aspects of learning in the classroom.


A study of student affect in schools of open and traditional design. Results indicated a positive relationship between the openness of school programs, and student independence and attitudes toward school at the elementary level.

In this ex post facto study, fifth grade students from two school environments (one open and one conventional) were compared on a variety of cognitive and affective measures. Students in the open environment were found deficient in academic skills. The results indicate that the open school does not have a profound influence on either the cognitive or affective development of children.