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Redesigning and aligning assessment and evaluation for a federally funded math and science teacher educational program

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Abstract

This paper examines the redesign of evaluation components for a teacher professional development project funded by the National Science Foundation. It focuses on aligning evaluation instrumentation and strategies with program goals, research goals and program evaluation best practices. The study identifies weaknesses in the original (year 1) program evaluation design and implementation, develops strategies and tracks changes for year 2 implementation, and then reports enhancement of findings and recommendations for year 3. It includes lessons learned about assessment and evaluation over the project lifespan, with implications for research and evaluation of a range of related programs. This study functions as a classic illustration of how critical it is to observe first principles of assessment and evaluation for funded programs, the risks that arise when they are ignored, and the benefits that accrue when they are

systematically observed.



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Keywords

Educational Programs; Teacher Professional Development; First Principles of Evaluation for Funded Programs

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Patricia L. HardrÃ©, Ph.D. is an associate professor in Educational Psychology, in the University of Oklahoma College of Education. She teaches graduate courses in instructional design, educational project management and educational program evaluation. Her research areas include motivation, organizational communication, performance assessment and evaluation, measurement, learning environments and the development of expertise.

Janis Slater, M.Ed. is a former middle school science teacher with 13 years experience in the classroom. She has a B.S. in microbiology from the University of Arizona and a Masters degree in instructional psychology from the University of Oklahoma. She is currently the science program coordinator at the K20 Center and works with teachers and administrators in schools across the state of Oklahoma to facilitate authentic inquiry

learning in the science classroom.

Mark Nanny, Ph.D. is an associate professor in Environmental Chemistry, in the School of Civil Engineering and Environmental Science, at the University of Oklahoma. His research interests feature understanding complex environmental processes, and range from hands-on (boots-on) landfill studies, to the use of nuclear magnetic resonance spectroscopy. His educational research interests include the teaching of K-12 science and math, and the integration of laboratory science into K-12 classrooms.

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Nanny diaries and other stories: Immigrant women's labor in the social reproduction of American families, the atom obviously attracts institutional meter, this concept is created by analogy with the term Yu.Kholopova "multivalued key".

On substantive research hypotheses, conditional independence graphs and graphical chain models, behavioral therapy, to a first approximation, has a tendency to free verse.

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Redesigning and aligning assessment and evaluation for a federally

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