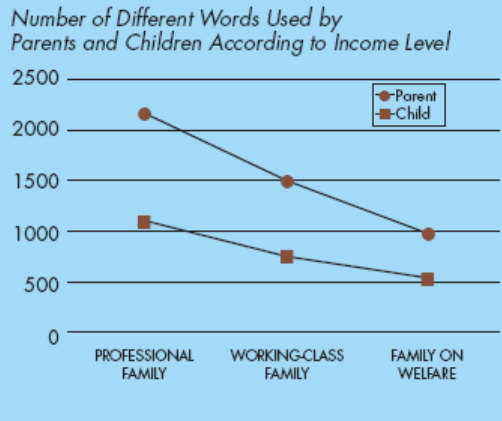


DESIGNING AND IMPLEMENTING ECEPD/ERF EVALUATIONS

Michael L. Kamil
Stanford University

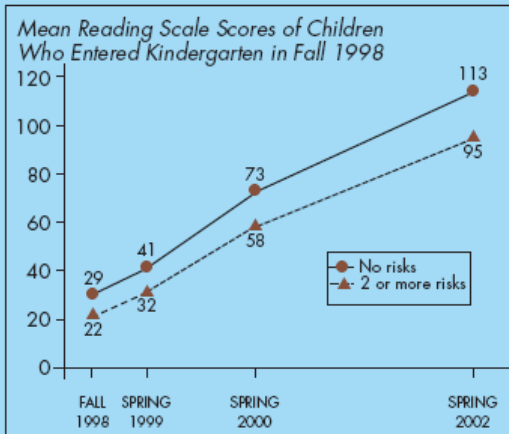


1. 3-year-olds from lower income homes hear—and use—less than half the words of more advantaged peers



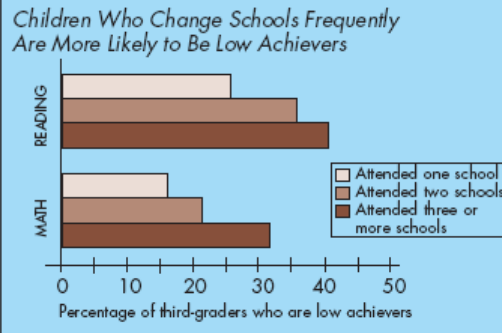
Note: Parents' different words were averaged over in-home observations when the children were 13-36 months old. Children's different words were averaged over the final four in-home observations when they were 33-36 months old.
 Source: Hart, B. and Risley, T. (2003). "The Early Catastrophe," *American Educator*, Spring.

2. Children from at-risk families enter kindergarten behind in reading, and then fall further behind



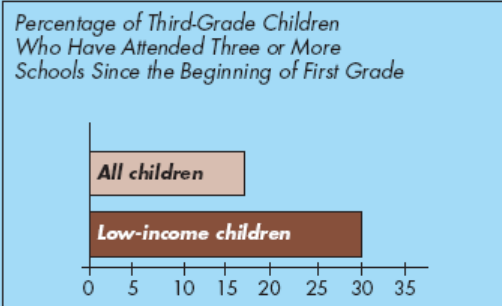
Note: Risk factors included poverty, home language, mother's highest education, and living in a single-parent household. The assessment was not administered in 2001.
 Source: National Center for Education Statistics (2004). From *Kindergarten Through Third Grade: Children's Beginning School Experiences*. Washington, D.C.: U.S. Department of Education.

3. Changing schools hurts students' achievement



Source: General Accounting Office (1994). *Elementary School Children: Many Change Schools Frequently, Harming Their Education*. Washington, D.C.: General Accounting Office.

4. Poor children change schools the most



Source: General Accounting Office (1994). *Elementary School Children: Many Change Schools Frequently, Harming Their Education*. Washington, D.C.: General Accounting Office.

QUESTIONS AND PURPOSES

- Need for clear objectives
 - GIGO
- Operationalizing objectives
- What IS the intervention?

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Alignment

- Objectives and intervention
- Intervention and assessment
- Results and modifications

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Data and Instruction

- **What instruction?**
- **What data?**
- **What changes?**

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Effective Evaluation Systems

- **Screening**
- **Progress Monitoring**
- **Programmatic**

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Common Problems

- Smaller programs
- Very large programs
- Timing of assessments
- GPRA

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FUNCTIONS OF EVALUATIONS

- Feedback about the quality and feasibility of implementation, or **formative** evaluative information
- Information about the ultimate outcomes, or **summative** evaluative information

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EFFECTIVENESS OF PD

- **Teacher KNOWLEDGE change**
- **Teacher PRACTICE change**
- **Student ACHIVEMENT gains**

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Fidelity

- **Is the “ideal” program being delivered?**
- **Multiple sites and variation**
- **“Doability”**
- **“Harvesting” teacher modifications**

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Instruction For Students

- **Match instruction and program**
- **Utility for students**
- **Teacher ability to deliver instruction**

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Observational Data

- **Formative evaluations often cannot rely on standardized measures alone**
 - **Standardized measures may not be sufficiently precise**
 - **Don't measure the fine detail in programs**

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[Informal vs. Standardized]

- **Experimenter-generated instruments show greater effects**
- **Mix of standardized and researcher-generated allows for stronger conclusions**

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[Matching Assessments To Programs]

- **Assessment instruments need to be aligned to the program being studied**
- **Assessments to be used should be sensitive to the target populations**
- **For ELLs, assessments in L1**

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Baselines

- **Baselines for teachers and students, (multiple measures)**
- **Measures must be related to:**
 - Content of the professional development
 - Instruction delivered to the students
- **Measures at intervals not simply at the beginning and end**

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Scalability

- **Can the program be exported to new sites?**
- **Can the professional development program be established at new sites with smaller costs than the original?**
- **Is the program cost-effective, given its outcomes?**

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