



Evaluation for enlightenment: Creating value through process evaluation

16th September 2019

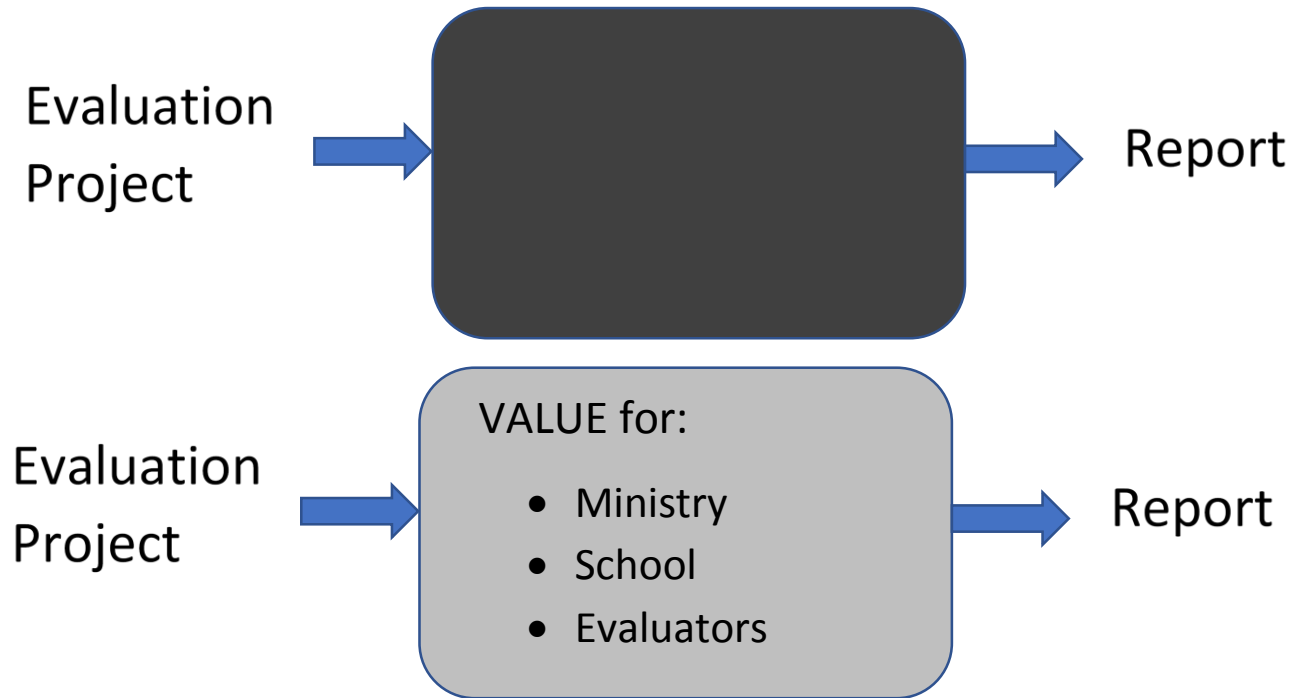


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‘What’s in the box?’



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Outline

- What is the Education Review Office (ERO)?
- Context of this evaluation
- How did we undertake this evaluation?
- Value creation for stakeholders and evaluators
- Implications

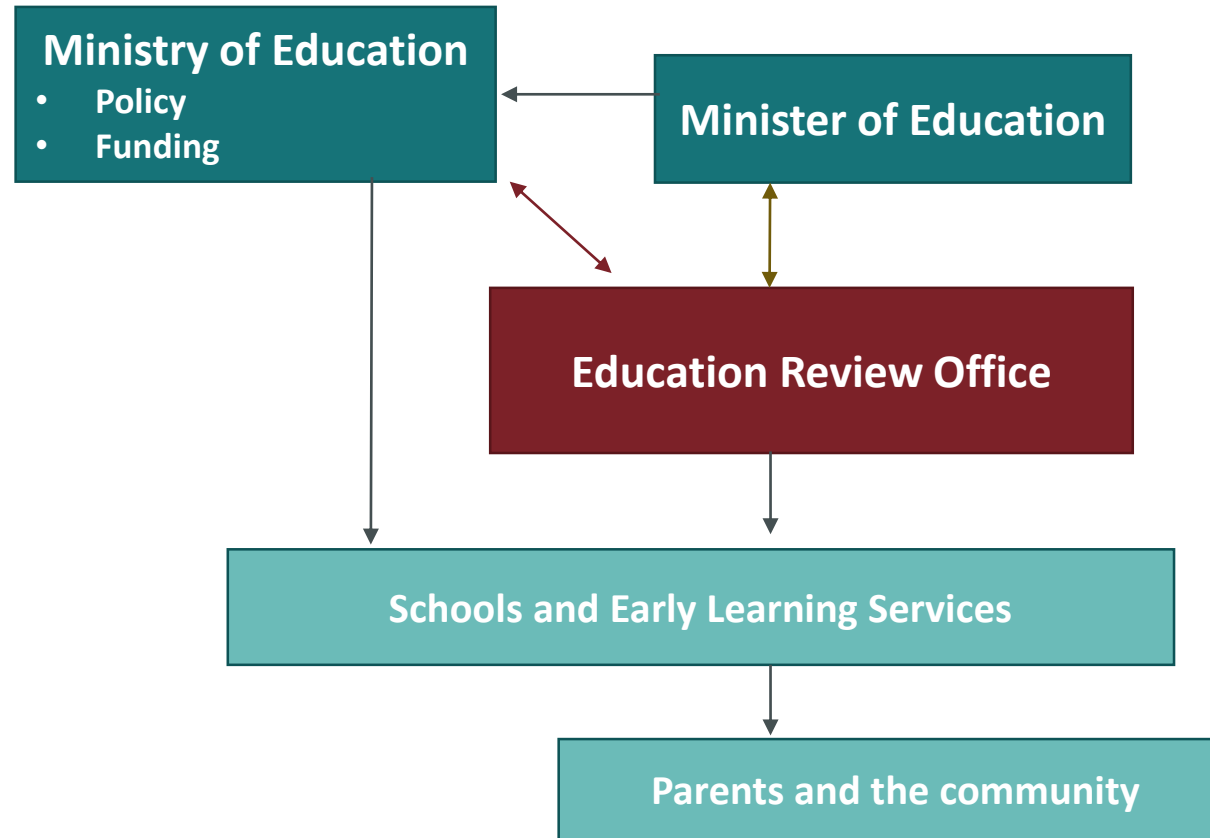


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ERO in the NZ education system

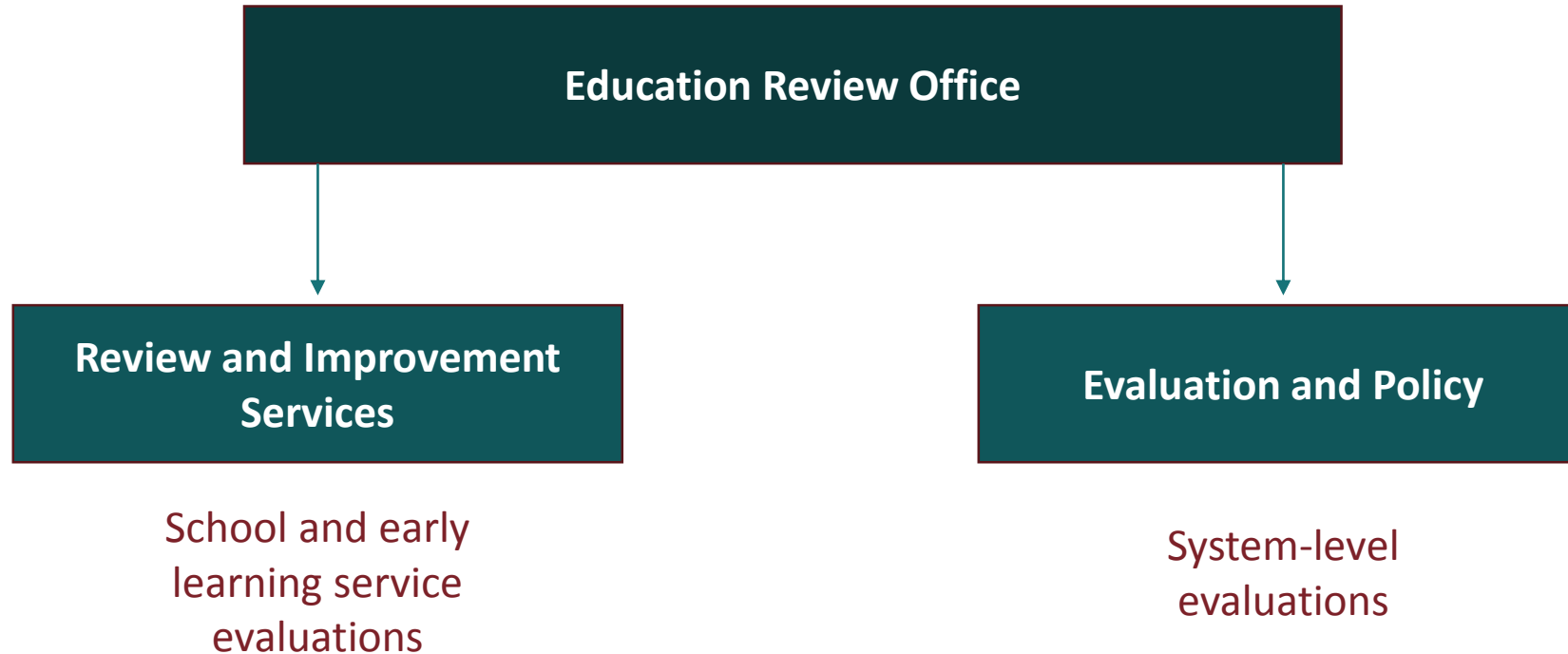


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ERO's evaluation functions



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Context of the evaluation

- Every New Zealand school expected to implement new digital technology curriculum content by January 2020
- Ministry of Education requested a formative evaluation from ERO
- ERO worked closely with The Ministry to develop a two-phase evaluation



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Process-use of evaluation



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Process-use of evaluation

Asking questions about impact – that's evaluation

Gathering data – that's evaluation

Making judgements – that's evaluation

Facilitating use – that's evaluation

*Putting all those pieces together in a meaningful whole that tells people something they want to know and can use about a matter of importance. **Now that's really evaluation.***

Patton, 2008



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Value-add, through process-use



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Value-add, through process-use

The ‘value-add’ of the evaluation process:

*“I have defined process-use as relating to, and being **indicated by individual changes in thinking and behaviour** that occur among those involved in evaluation as a result of the learning that occurs during the evaluation process”*

Patton, 2004

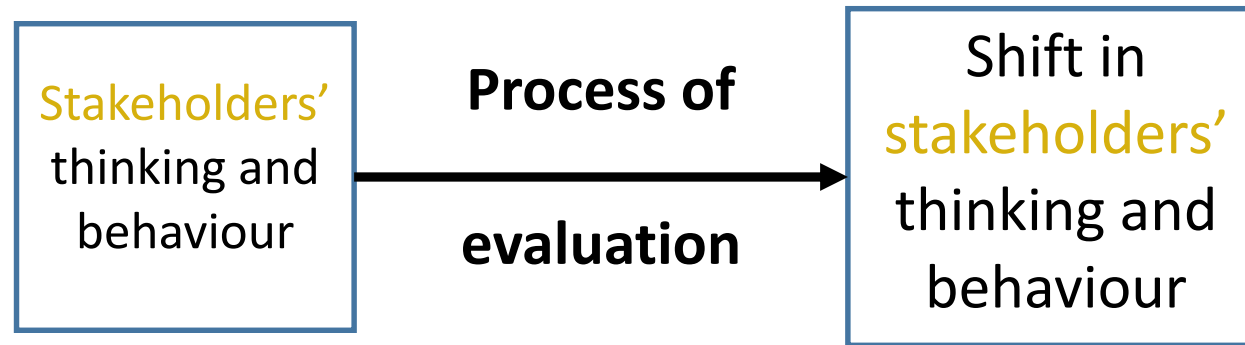


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Value-add, through process-use

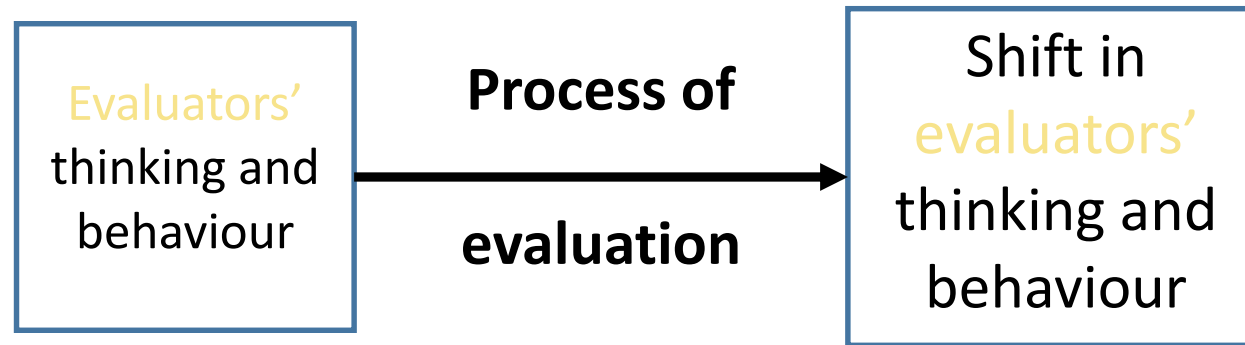


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Value-add, through process-use



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Scoping and designing the evaluation

Scoping and designing the evaluation

Value for Ministry	Value for evaluators
Evaluation for sense-making	Creating the theory of change
Agreement on the evaluation process	

- A participatory approach to scoping and designing the evaluation:

“When we take people through a process of evaluation, they are in fact learning things about evaluation culture and learning how to think in these ways”

Patton, 2004

Theory of change

‘Readiness’ journey of schools:

awareness -> acquisition -> application

Phase 1 (late 2018):

- Experienced evaluator interviewed curriculum content leaders
- Undertaken using a Computer Assisted Telephone Interview (CATI)
- Quantitative and qualitative based
- Questions based on, and structured, around 'readiness journey'

Phase 1: CATI survey

Value for school	Value for evaluators
Evaluation as an intervention	Scaffolding the theory of change

awareness -> acquisition -> application

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“As I have not received any communication, can we please have information sent to our school so that we can begin our journey.”

“Useful to know about this {self-assessment} tool”

Phase 2 (early 2019):

- School selection based on stage in theory of change
- Visited six schools to investigate their experiences
- Case study methodology (qualitative)
- Three evaluators for first two visits; remaining have two evaluators

Phase 2: case studies

Value for school	Value for evaluators
Evaluation for enlightenment	Unpacking the theory of change

awareness -> acquisition -> application

Phase 2: case studies

Value for school	Value for evaluators
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A discursive approach:

“Your question makes us really think. (pause) If you looked through our strategic planning you would not find implementing the curriculum content in there. Instead... it is part of our DNA”

“I had been teaching my students {the new curriculum content}, but you helped me realise they can’t articulate what they have learnt”

Phase 2: evaluators creating value

Through the process of evaluation, experienced and beginning evaluators can create value for each other.

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Through the process of evaluation, experienced and beginning evaluators can create value for each other.

Experienced evaluator	Beginning evaluator
Leadership opportunity	Supporting evaluation process
Bring in past experiences	Test assumptions
Synthesis 'buddy'	

Implications

- Value-add is a way to ‘sell’ evaluation
- Strengthening relationships through evaluation



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Thank you for your time

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