

# EMBEDDING **FUN** TO FACILITATE EVALUATION USE



**\*Note: Graphics  
removed to compress  
file size**

American Evaluation Society  
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## HAVING **FUN** WITH iEVAL



External evaluation firm located in the United States (Michigan), founded by Dr. Wendy Tackett in 2002

Focuses on helping clients (in a friendly, fun way) use data in meaningful ways to make program improvements and determine progress towards outcomes

Works primarily in the fields of education and health

**The iEval team has conducted over 150 evaluations and presented their work throughout the United States and in Canada, England, and Ireland.**



# WE'LL SEE WHAT WE GET THROUGH...

1. Camp iEval
2. Snowflake Activity
3. Paired Comparisons
4. Color Scripting
5. Assorted other tools (Eva the Evaluator, Charty Party, putting a spell on you)



Positive  
Attitude

Teach as  
You Do

Common  
Understanding

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# CAMP iEVAL

HAVE  
FUN!



## PURPOSES OF CAMP



Provide training



Analyze current local data



Share research aligned to data analyses



Create a collegial atmosphere

## WHAT WE DO AT CAMP IEVAL



**HAVE FUN!**





## TYPICAL CAMP AGENDA

Activity	Time
Introductions & icebreaker	30 minutes
Review most recent report & facilitate interpretation	30 minutes
Discuss similarities/differences across sites & potential strategies	1 hour
<b>LUNCH</b>	1 hour
Presentation on topic of interest	1 hour
Success sharing	1 hour
Networking and reflection	30 minutes



## TIPS FOR PREPARING FOR CAMP

- Know & respect your audience
- Pick a casual location
- Be prepared
- Give participants something personal & meaningful
- Use participant feedback
- Keep the energy high!





**THIS GENERAL APPROACH  
DOESN'T HAVE TO  
REVOLVE AROUND CAMP**



# **SNOWFLAKE ACTIVITY**



*Positive  
Attitude*



**HAVE  
FUN!**



*Common  
Understanding*



## THE COOKIE ACTIVITY



- **Task: Determine which is the BEST cookie and defend your decision**
- Which cookie did you determine was the best?
- How did you determine the definition of “best?”
- After hearing how other groups defined “best,” would you change your definition?



## THE SNOWFLAKE ACTIVITY

- Get into two groups
- **Task: You have 5 minutes to make paper snowflakes to sell to the client (iEval)**
- **DO NOT USE TECH TO FIGURE OUT HOW TO MAKE SNOWFLAKES**
- **CAN NOT ASK THE CLIENT (iEVAL) ANYTHING**



## STRATEGIC RESTRUCTURING

You have 3 minutes to consider what you sold and figure out an updated company strategy to be able to make more money by selling snowflakes.



## ROUND 2

- You have 5 minutes to make new snowflakes to sell to us.
- You cannot use any previously made snowflakes.
- **You may ask the client (iEval) questions that require a YES or NO response.**





## STRATEGIC RESTRUCTURING

You have 5 minutes. You may ask one other group any question. Then determine an updated company strategy to be able to make more money by selling snowflakes.



## ROUND 3

- You have 5 minutes to make new snowflakes to sell to me.
- You cannot use any previously made snowflakes.
- **You may me almost any one question (you cannot ask how to make snowflakes that will earn \$2 or any variation of that)**



## SNOWFLAKE DEBRIEF

- What type of adjustments did you make in between sales round?
- Why do you think some groups did better or worse than others?
- What information would have been helpful for you to know to do better?
- How do you think this exercise could be applied to evaluation?
- How would you use it in an evaluation context?



## KEY LEARNINGS

- Making **small improvements** can dramatically improve outcomes.
- **How can you know if you're going the right way if you don't know where you're going?** Knowing what your purpose is will help you be more effective and efficient in doing the work.



## CONNECTIONS TO EVALUATION

- **Starting with evaluation in mind** at the beginning of a project can help the project be more focused throughout
- **Embedding evaluation in the work throughout** can allow for small program improvements that could lead to more positive outcomes
- **Asking your client or key stakeholders questions** along the way can significantly improve your work and lead to a better informed evaluation



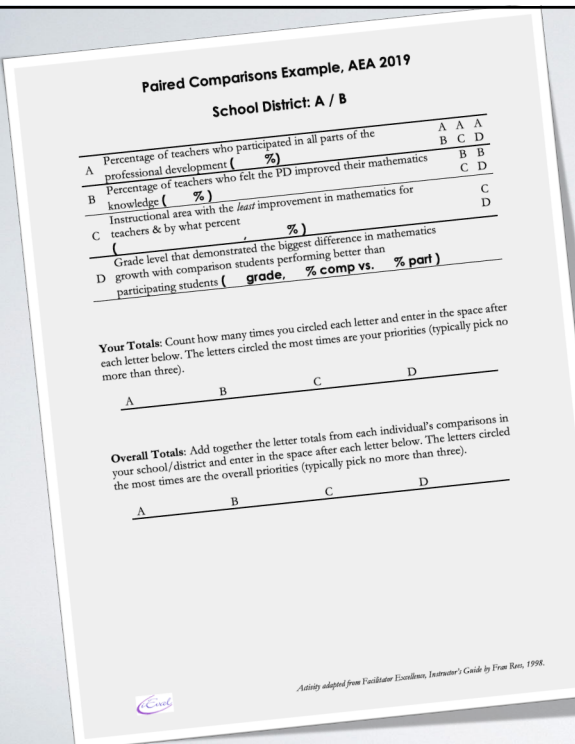
Common  
Understanding

TRANSPARENCY

# PAIRED COMPARISONS

Teach as  
You Do





**Paired Comparisons Example, AEA 2019**  
School District: A / B

A	Percentage of teachers who participated in all parts of the professional development ( <u>    </u> % )	A A A B C D
B	Percentage of teachers who felt the PD improved their mathematics knowledge ( <u>    </u> % )	B B C D
C	Instructional area with the <i>least</i> improvement in mathematics for teachers & by what percent ( <u>    </u> , <u>    </u> % )	C D
D	Grade level that demonstrated the biggest difference in mathematics growth with comparison students performing better than participating students ( <u>    </u> grade, <u>    </u> % comp vs. <u>    </u> % part )	

**Your Totals:** Count how many times you circled each letter and enter in the space after each letter below. The letters circled the most times are your priorities (typically pick no more than three).

A                      B                      C                      D

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**Overall Totals:** Add together the letter totals from each individual's comparisons in your school/district and enter in the space after each letter below. The letters circled the most times are the overall priorities (typically pick no more than three).

A                      B                      C                      D

Activity adapted from Facilitator Excellence, Instructor's Guide by Fran Ross, 1998.

## PAIRED COMPARISONS

## FACILITATED DISCUSSION - SAMPLE

- How do you feel about the **top overall project priorities**?
  - Are they what you would expect?
  - Are there any reasons why one of them should not be a top priority?
  - Are there any other data points you feel should be in the top that were not?
  - Why do you feel those data points are more important than ones that are identified in the top?



## FACILITATED DISCUSSION - SAMPLE

- How many of the **districts** have any of the **same top priorities** as the overall project?
  - Do you feel your site's top priorities and the project's top priorities are complementary or conflicting?
  - Would you be able to work on all priorities to make improvements or are there other reasons to pick a few of them?



## FACILITATED DISCUSSION - SAMPLE

- If the district and overall project have common priorities, do you feel that makes that data point **more important** to you at the district level?
- Or, do you feel it makes that data point **less important** at the district level because it will be addressed at the overall project level?



## BENEFITS OF PAIRED COMPARISONS

1. Puts **data at the center** of any prioritization of future work
2. Takes the “**gut feelings**” or “the way we’ve always done it” out of the equation
3. Results in **individual and group priorities**

**This is a difficult process! It results in headaches and frustration the first time, but participants love the results!**



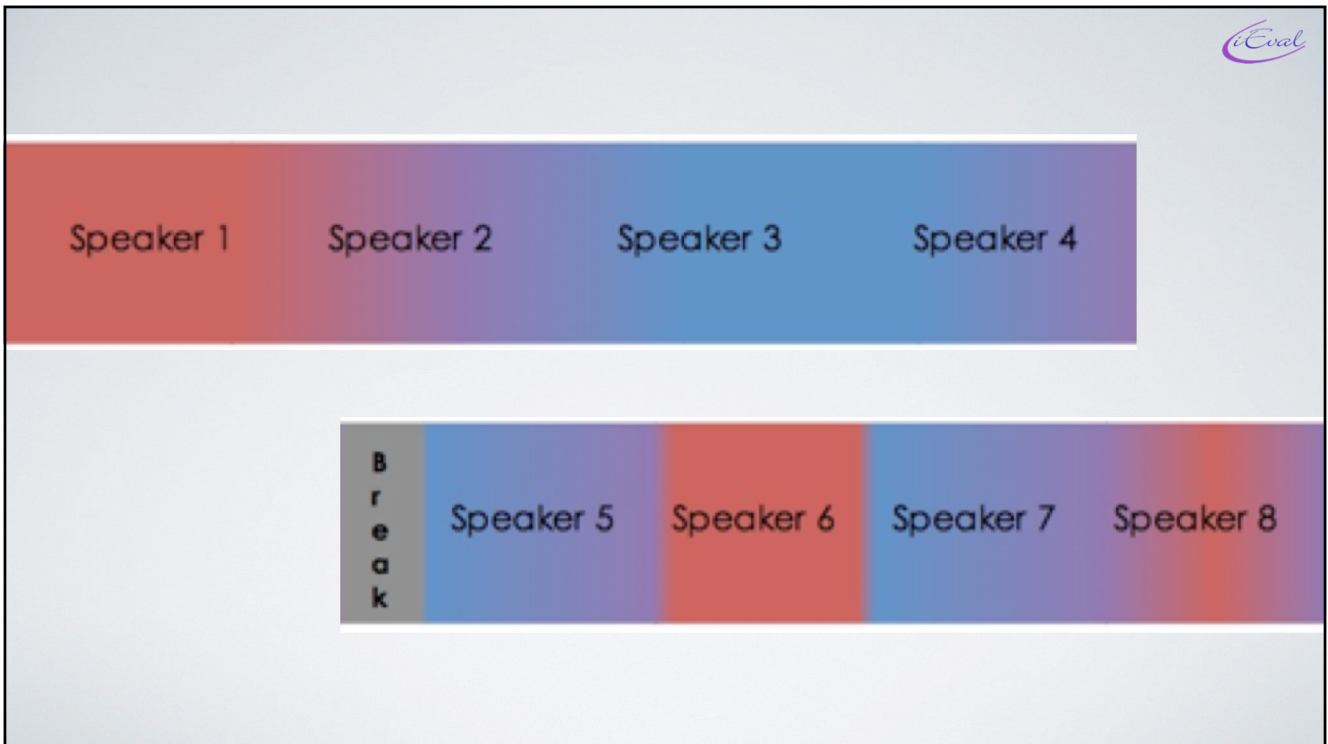
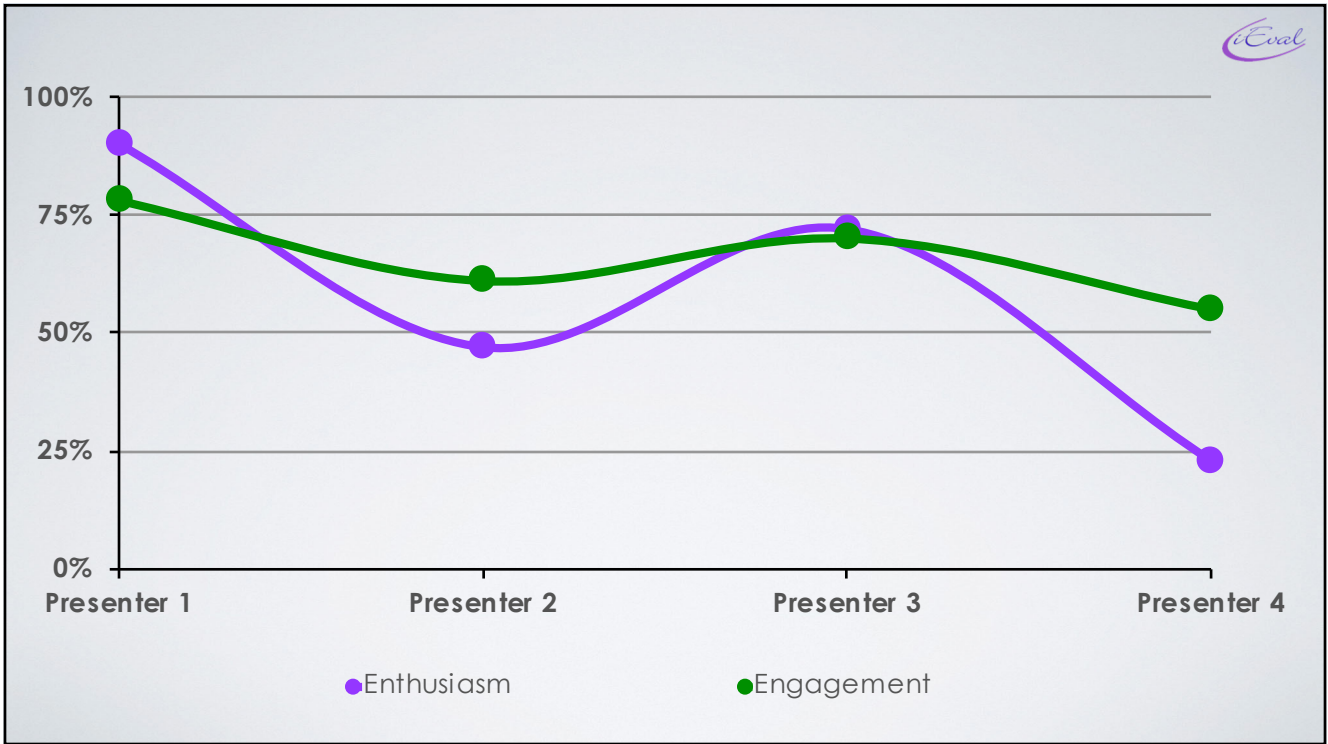
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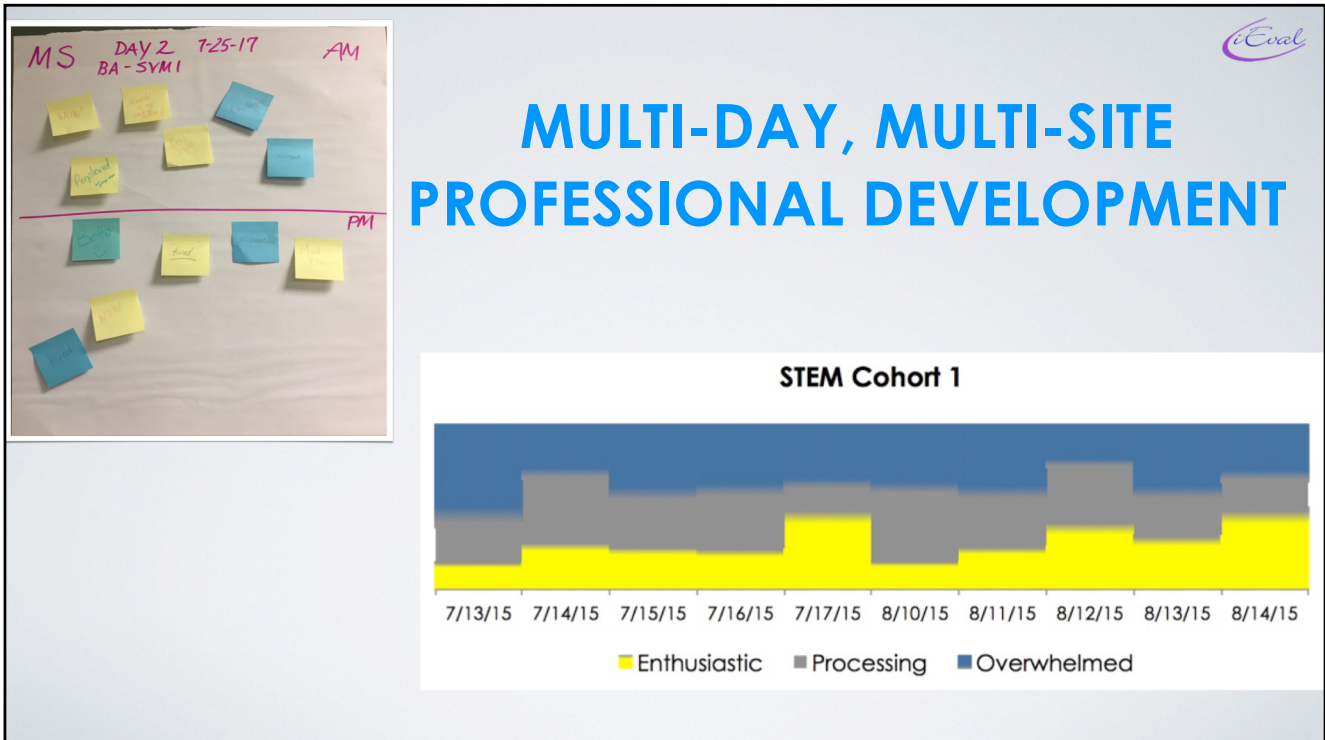
# COLOR SCRIPTING

HAVE  
FUN!

Teach as  
You Do







## STEP 1: DATA COLLECTION

**Come up with a question:**

- **Understandable**
- **Positive**
- **Relevant**
- **Answerable**



**What one word would you like to tell your parents about today's workshop?**

**Please share, in one word, how you are feeling about the content you learned in today's professional development?**

**Ask the question:**



**Individual submissions**

**Collect it at the door**

**Use sign-in or attendance forms**



## STEP 2: DATA ANALYSIS



Location	Lesson	Grade	Food	What will you share with your families at home that you learned today?
School A	1	2	Broccoli & cauliflower	Like little trees
School A	1	3	Broccoli & cauliflower	Vitamin C
School A	1	3	Broccoli & cauliflower	Gives me gas
School B	1	3	Pineapple	Sweet and wet
School B	1	5 & 6	Pineapple	Juicy.
School B	1	5 & 6	Pineapple	Yuck
School A	1	5 & 6	Pineapple	Chewy & juicy
School A	2	2	Tomatoes & grapes	Both are fruits
School B	2	2	Tomatoes & grapes	The seeds look alike
School A	2	5 & 6	Tomatoes & grapes	They look similar but taste very different.
School A	2	5 & 6	Tomatoes & grapes	Grapes are sweet, I only liked them.
School B	3	2	Chickpeas	Seeds make plants grow
School A	3	2	Chickpeas	Fun to make hummus
School A	3	5 & 6	Chickpeas	I tried but didn't like it
School B	3	5 & 6	Chickpeas	Liked making recipes



**Work together to graphically represent the data you recoded**



## MOST IMPORTANT STEP!!!

### Step 3: Discussion

You now have your data recoded and illustrated in colorful visuals that allow for the easy interpretation of data. Use these graphs with your colleagues to discuss if your programs are having the impact you intend them to have. Should you change the timing of specific content? Did different presenters result in different participant reactions? What portions of your training lead to more changes in knowledge, attitudes, or behaviors?



**KEY TOOLS  
THAT RESULT IN  
IMPROVED  
CLIENT  
COMFORT  
& USE**

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Visit [www.ieval.net](http://www.ieval.net)

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