



**HAVING FUN
WITH
EVALUATION!**

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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.





POSITIVE ATTITUDE

(aka Mary Poppins or Pollyanna)



CREATING A CAMP-LIKE ATMOSPHERE FOR TALKING ABOUT EVALUATION





PURPOSES OF CAMP

1. Provide training
2. Analyze current local data
3. Share research aligned to data analyses
4. Create a collegial atmosphere



WHAT WE DO AT CAMP IEVAL





TYPICAL CAMP AGENDA

1. Introductions
2. Review local student/staff/program data available
3. Share overview findings across programs
4. Teach how to interpret data & work together to add context
5. Share site successes & barriers identified by data
6. Present national best practices based on needs identified through data
7. Networking & Reflection

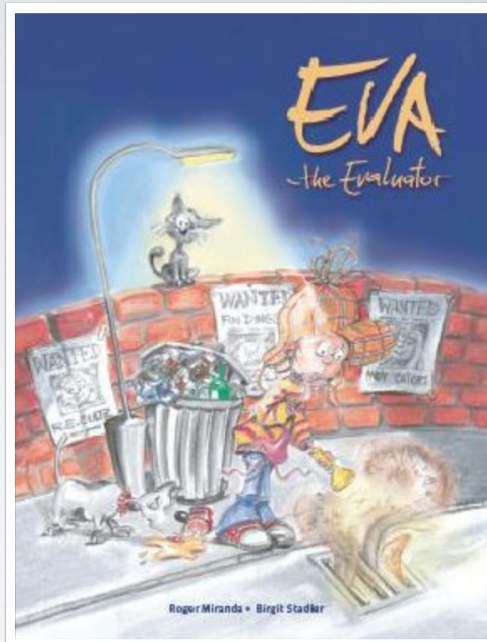
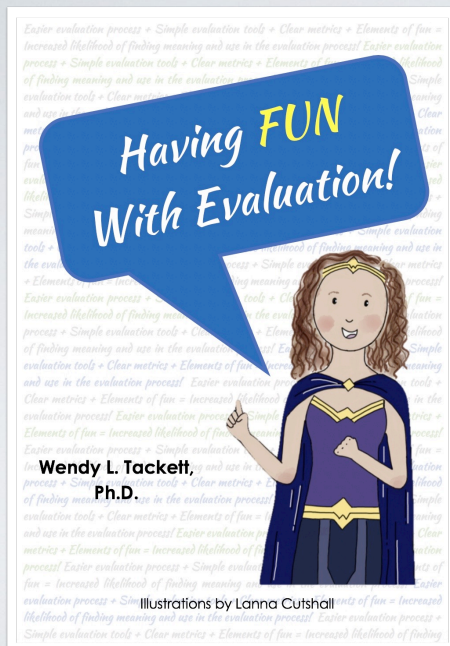


TIPS FOR PREPARING FOR CAMP

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

COMMON UNDERSTANDING

(What is evaluation?
What is the process?)



https://www.youtube.com/watch?v=nCIIFON_EN4&t=8s



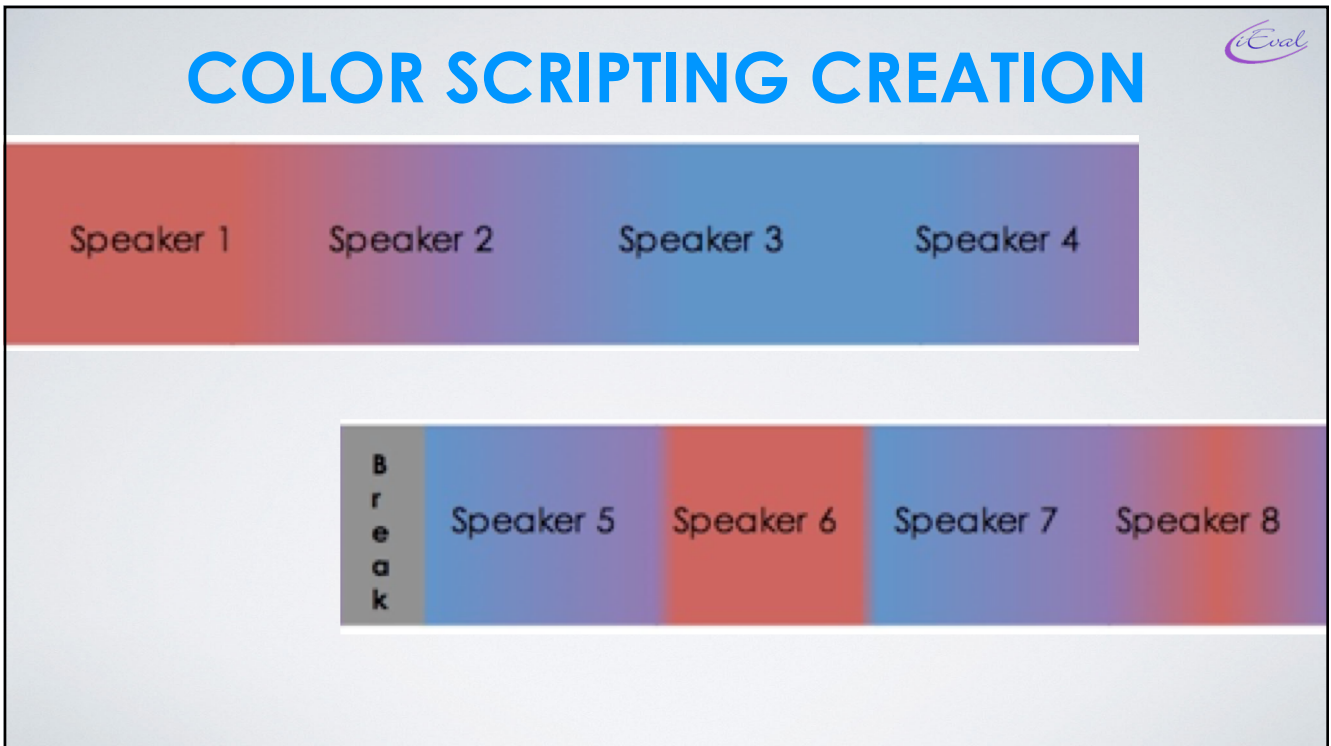
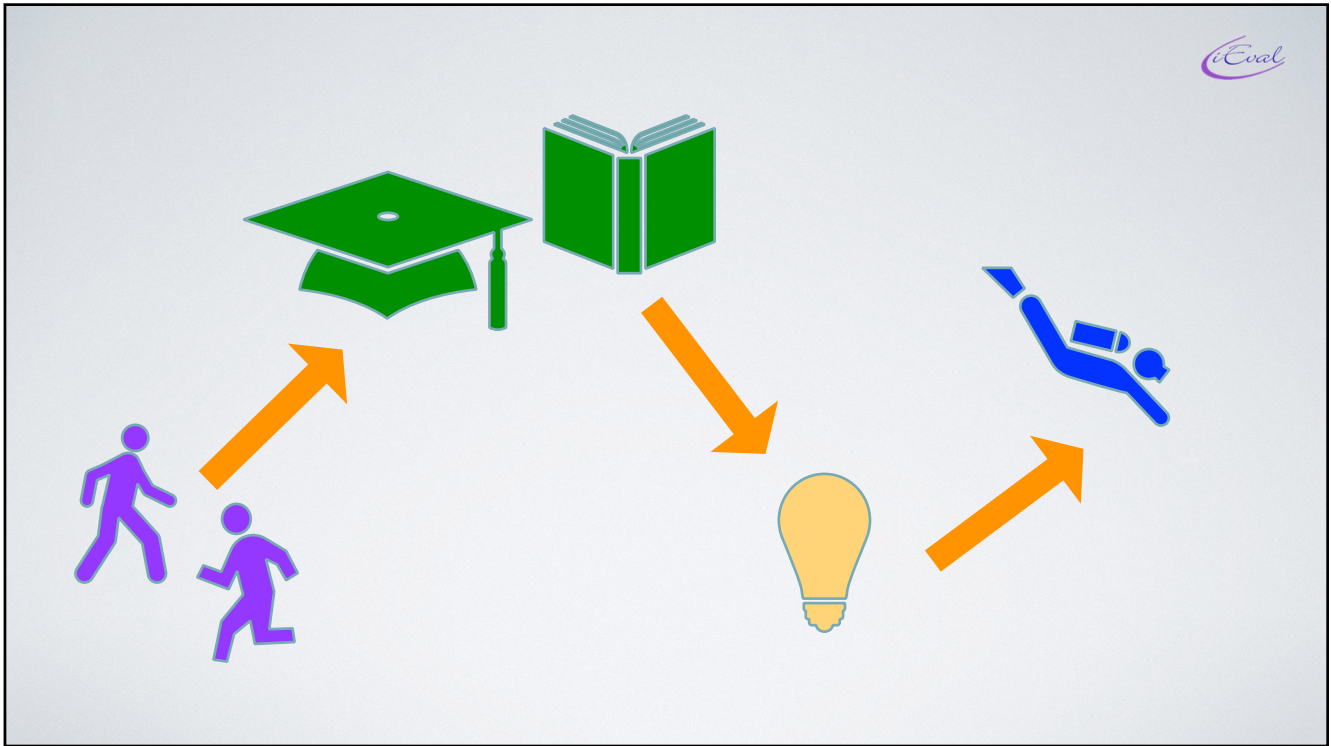
DEBRIEFING QUESTIONS

- How many of you heard something in that video that you **didn't realize evaluators did**?
- How many of you heard something that **makes you think differently about something you do** in your work?



TEACH AS WE IMPLEMENT

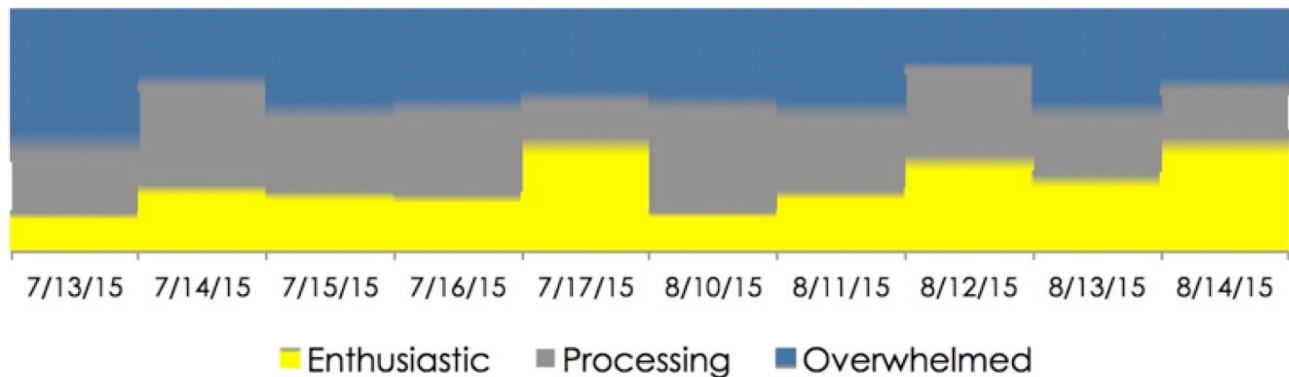
(You'll also learn while teaching!)



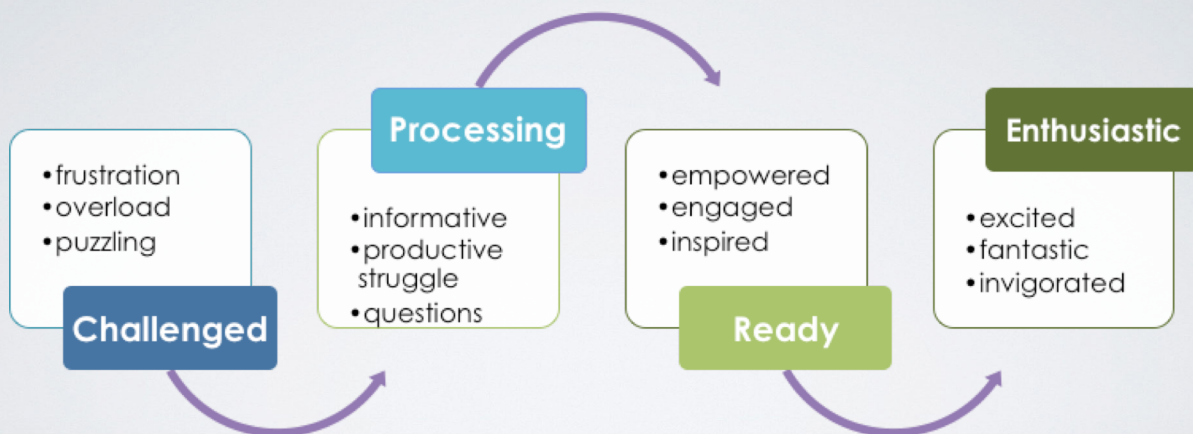
MULTI-DAY, MULTI-SITE PROFESSIONAL DEVELOPMENT



STEM Cohort 1



CODING EXPLANATION





Color Scripting Directions

The Origins of Color Scripting

At the D23 Expo in Anaheim, California in 2015, there was a session with John Lasseter, Andrew Stanton, Pete Docter, Ralph Eggleston, and others from Disney Pixar talking about the 20th anniversary of Toy Story. Mr. Eggleston mentioned a storyboarding adaptation called color scripting that he created, where he would change the main color of each panel to reflect the emotion the animated film was supposed to portray at that time. It helped the Pixar team understand what was going on in the film emotionally or at a quick glance, and it also made it easier to create a musical score to enhance those emotions.

A few weeks later, when observing from the back of the room at an event held in a large auditorium for a client, I started taking notes on the engagement and energy of the audience based on who was presenting. I planned to create a simple chart with a timeline of the event, highlighting who was presenting at different times, and indicating if engagement was high/medium/low and if energy was high/medium/low. That's when it hit me – color scripting without the artistic ability of Mr. Eggleston, color scripting in the evaluation world was born. In sharing the graphic created with the clients who put on the event, they could clearly see how the audience reacted to the various elements of the event and use the data to help determine how to improve the event in the future.

~Wendy L. Tackett, Ph.D., Eval

When to Use Color Scripting

Color scripting is a tool to be used when 1) you do not have much time for data collection, 2) the literacy of your participants is low, 3) you have multiple groups participating in the same classes or programs or stations, or 4) you do not have the resources to do a full pre-/post-test or retrospective post-test. The time needed for the implementation of color scripting is minimal up front (i.e., developing the right question and asking the question as participants leave your session) and can be as simple or complicated in the analysis process as you want it to be.

Step 1: Data Collection

Type of Question

The most important step in color scripting is to determine the *right* question to ask your participants. You will have the opportunity to ask them only one question as they are leaving your workshop, station, food-tasting booth, etc. You want to make sure that question accomplishes the following:

- Uses easy to understand language
- Is framed in a positive way
- Relates directly to what the participants just learned
- Can be answered in one or two words (but not yes or no)
- Addresses the one of the first three levels of Bloom's Taxonomy – the level that you need to know more about from your participants in order to improve your programs (i.e., knowledge, comprehension, application)

Example Questions

To give you an idea of what types of questions are appropriate, here are some examples of what has previously been used:

- What one word would you like to tell your parents about today's workshop?
- What one word describes how you feel about the food you tasted today?



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HOW DO I COLOR SCRIPT?

(SEE HANDOUT)



TRANSPARENCY

(What, Why, How, When, Where)



Paired Comparisons Example, CES 2019

School District: A / B

A	Percentage of <i>elementary</i> teachers who participated in the professional development ()	A	A	A	A	A
B	Percentage of <i>secondary</i> teachers who participated in the professional development ()	B	C	D	E	F
C	Percentage of <i>elementary</i> teachers who felt the PD improved their mathematics knowledge ()	C	D	E	F	G
D	Percentage of <i>secondary</i> teachers who felt the PD improved their mathematics knowledge ()	C	C	C	C	C
E	Instructional area with the least improvement in mathematics for <i>elementary</i> teachers ()	D	E	F	G	
F	Instructional area with the least improvement in mathematics for <i>secondary</i> teachers ()	D	D	D	D	D
G	Grade level(s) that demonstrated the biggest difference in mathematics growth between participating and comparison classrooms ()	E	F	G		

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
E F G

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
E F G



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

PAIRED COMPARISONS

(SEE HANDOUT)



FACILITATED DISCUSSION

- How do you feel about the **top three overall project priorities**?
 - Are they what you would expect?
 - Are there any reasons why one of them should not be a top three 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 three?



FACILITATED DISCUSSION

- How many of you as **sites** have any of the **same three top priorities** as the overall project?
 - Do you feel your site's top three and the project's top three are complementary or conflicting?
 - If you have common priorities, do you feel that makes that data point more important to you at the site level? Or, do you feel it makes that data point less important at the site level because it will be addressed at the project level?
 - Would you be able to work on all six priorities to make improvements or are there other reasons to pick a few of them?



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!****



KEY TOOLS FOR HAVING FUN WITH EVALUATION

T
r
a
n
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p
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n
c
y

Positive
Attitude

HAVE

FUN!

Teach as
You Do

Common
Understanding



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