

Standards for Evaluations of Educational Programs, Projects, and Materials.

The Joint Committee on Standards for Educational Evaluation.

New York:

McGraw-Hill Book Company, 1981.

—Reviewed by Deborah G. Bonnet,
New Educational Directions, Incorporated,
Crawfordsville, Indiana.

It was an awesome undertaking: "To develop guidelines and possibly standards for evaluation in educational settings." Fulfilling this mission would require consensus among the Joint Committee's membership—17 representatives of 12 organizations, including ASCD. They succeeded, and the outcome was 30 standards which constitute "a proposed working philosophy of evaluation."

The idea was proposed in 1973. By 1976 the Committee was organized, funding was granted, the project was staffed, and work was underway. Four years later, the preparation of the *Standards for Evaluations of Educational Programs, Projects, and Materials* had involved not only the Joint Committee but four funding agencies, 22 project staff, 29 writers, and 19 consultants. The book had undergone the scrutiny of 42 reviewers, 29 field testers, and 54 national hearing participants.

The breadth of participation in the formulation of the *Standards* in itself makes it an important book. It is also a useful book—comprehensive, flexible, and surprisingly definitive. The only detectable mark of "committee work" is an unnecessary number of apologies for the standards' tentativeness.

The title raises personal hopes of finding a standard for declaring evaluation results educationally significant—something as concrete as " $p < .05$." No such luck. But the need for secure numerical rules pales against the scope of principles the *Standards* offers.

Addressing both ethical and technical issues, the committee makes it very clear that be they internal, external, or self-appointed, evaluators cannot pretend to be merely technicians; they must also recognize their responsibilities as change agents, diplomats, businesspeople, and

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citizens. The standards apply to both formative and summative evaluations regardless of size or sophistication. They accommodate the legitimate use of virtually any evaluation method within the emerging state of the art, including goal-free evaluation, naturalistic observation, and trial by jury. The focus on programs, projects, and materials excludes only the special issues of evaluating institutions and individual staff or students. Even grant proposal evaluations are within the standards' scope.

A functional table of contents serves as an index to the standards pertaining to particular evaluation tasks, but the book is organized around four general criteria: utility, feasibility, propriety, and accuracy. Each one-sentence standard is followed by an overview expanding on its significance and rationale. Next are guidelines, which are fairly specific strategies for achieving the standard. Pitfalls and caveats caution against hasty rejection of the standard and overzealous application of it. Each section concludes with an illustrative case of failure to meet the standard and an analysis of what should have been done differently.

Faithful adherence to the structured format gets in the way in only one sense. Some, but not all, of the standards call for two or three cases illustrating varying degrees or different forms of violation. For example, the cases selected

for conflict of interest and full and frank disclosure demonstrate flagrant failures, leaving a need for additional cases to illuminate the more subtle problems discussed in the overviews of these critical issues.

In addition to guiding evaluators' actions from beginning to end, the book is also useful for those who commission evaluations, participate in data collection, or use evaluation findings. Although consumers will find implications for their own conduct, only the evaluator's responsibilities are specifically prescribed. The point could be made more emphatically that achieving the standards is not the sole province of the evaluator.

The standards can be used in routine checks at any point in an evaluation, but they will be most valuable when evaluations are planned and when conflicts arise. Not all of the standards are equally applicable to all situations, and each standard needs to be weighed within the context of others that mitigate it. In anticipation of the potential for unethical citations of selected standards, the Joint Committee included a form to be used in all references to the book; its effect is to force judgment of the relevance of *all* of the standards if even *one* is cited. The absence of a reproducible list of the one-sentence statements of the standards suggests that the Committee also recognizes that some of them mean considerably more than they say (in other words valuation interpretation).

The *Standards* will be an eye-opener to those who think that the primary goal in evaluation is to maximize the proportion of explained variance and that contamination of the control group is the worst thing that can go wrong. It also challenges the school of thought that says evaluations should focus exclusively on stated objectives. Other implications for evaluation practice that are inferred are:

— Asking potential contractors for specific evaluation plans with competitive bids usually will not do.

— Evaluations should be terminated midstream more often than they are.

— Even simple evaluations need to account for the needs of many groups and individuals.

— Evaluators cannot ignore political forces nor should they.

— Instruments do not always have to

be validated statistically; however, even validated measures should always be evaluated against their intended use.

—Most evaluations call for multiple reports using multiple media.

—Dissemination of evaluation findings must be active, even aggressive.

—Evaluations that meet the standards are likely to cost more time and money.

The Joint Committee expects future editions of the *Standards* and invites readers to participate in the refinement process. I am quite satisfied with the standards as individual entities and foresee only minor changes in them. When one standard conflicts with another, the problem is fully acknowledged and some guidance is given to resolve it, but more guidance is needed. Competing principles include comprehensiveness versus selectivity, practicality versus accuracy, and full and frank disclosure versus human rights and political feasibility. Which of two competing principles should take precedence varies from case to case—which suggests addressing the problem case by case. The Joint Committee has done well so far. I hope that their next priorities include analyzing illustrative cases where following one principle necessitates compromising another. A compendium of these judgments would serve the evaluation community much as case histories serve the field of law.

In the meantime, the *Standards* deserves a prominent place on the desks of those involved in the conduct or management of educational evaluations and in the training of those who will be.

Available from McGraw-Hill for \$8.95.

Evaluation Without Fear.

Roger Kaufman and Susan Thomas.
New York:
New Viewpoints, 1980.

—Reviewed by Robert Munnely, *Reading Public Schools, Reading, Massachusetts*.

As I see it, the major contributor to anxiety and fear with professional evaluations is potential abuse of evaluation. Unfortunately, the pseudo-scientific processes of evaluation can all too easily be used unfairly, irrationally, mindlessly, and/or politically to hurt or deprive. It would not be unusual to find even a well-prepared and fair evaluation report used unethically by the sensation-seeking media or by sharpshooting critics. Fear of the unknown is common; evaluation is frequently carried on by outsiders who don't always seem to give full consideration to the perceptions of insiders. Because it did not address

these kinds of issues, the book misses the mark and never becomes more than a conventional introductory text on evaluation and needs assessment.

Available from New Viewpoints for \$7.95.

Improving Staff Performance Through In-Service Education.

Ben M. Harris.
Boston, Massachusetts:
Allyn and Bacon, Incorporated, 1980.

—Reviewed by Frank Arone, *Teaneck Public Schools, Teaneck, New Jersey*.

One of the best basic reference tools on inservice education to appear in a long time, this volume will be welcomed by those giving leadership to the design of such experiences in schools and colleges. Case studies, examples of instruments, and training materials are part of this practical guide.

The most valuable chapters cover development of training sessions through pre-planning and instructional design, and the organization and delivery of training experiences to staff. Individual and group approaches are suggested.

Available from Allyn and Bacon for \$17.95.

Preparing To Teach the Gifted and Talented: A Guide to Personnel Development.

Bruce O. Boston and Jeffrey H. Orloff.
Fairfax, Virginia:
Wordsmith Publications, Incorporated,
1980.

—Reviewed by Bethene LeMahieu, *Montclair Public Schools, Montclair, New Jersey*.

A busy administrator/professor with responsibilities for introducing teachers to gifted education will find this two-part guide a real godsend.

The components of this 16-unit, 48-hour course, "Preparing to Teach the Gifted and Talented," include an Instructor's Manual and a Resource Book, an "all-in-one-place" collection of readings.

The organizational topics are the broad ones in gifted education: history; characteristics and identification; resources and resource development; teaching/learning models; and evaluation.

The "conventional wisdom" is reflected here. "Gifted" for Boston and Orloff includes some 3-5 percent of the student population and refers to those with special intellectual and/or creative gifts.

Viewed as a catalyst—and not an end-all—these books can be helpful tools for educators whether for preservice or for inservice learning.

Available from Wordsmith Publications, 11422 Valley Road, Fairfax, VA 22030, for \$115.

Evaluating Teachers and Administrators: A Performance Objectives Approach.

George B. Redfern.
Boulder, Colorado:
Westview Press, 1980.

—Reviewed by Charlie Coffman, *Professor of Education Administration, Fayetteville Graduate Center, Fayetteville, North Carolina*.

Redfern makes a clear and comprehensible case for using performance objectives in evaluating personnel. School administrators, supervisors, and teachers will discover a totally new approach to evaluation. Piern suggests a systematic, sustained approach to personnel evaluation hitherto lacking in public schools. His ideas are innovative and evocative and require a real change in the organizational structure and practices of supervision. A new role for the school administrator emphasizes evaluating performance of teachers according to previously identified and mutually derived objectives. Although mechanistic in design, the Redfern "Model" advocates incorporating principles of human relations in dealing with employees.

Available from Westview Press for \$9.50.

Playgrounds of Our Minds.

John Barell.
New York:
Teachers College Press, 1980.

—Reviewed by K. Don Cutler, *John Brown University, Siloam Spring, Arkansas*.

Playgrounds of Our Minds presents the value and uses of imaginative thought through the perceptions of two adolescent students. Teachers traditionally ignore daydreaming and imaginative thinking for students. The author suggests activities using imaginative thought processes in (a) history, (b) language arts, (c) science, and (d) mathematics.

The usefulness of the book is found in its adaptability to grade levels. It will be an asset for any elementary or secondary teacher who wishes to foster creativity, originality, and imagination, as vital elements of the curriculum.

Available from Teachers College Press for \$8.95.

Lesson Planning for Meaningful Variety in Teaching.

Richard M. Henak.
Washington, D.C.:

National Education Association, 1980.

—Reviewed by Sheila Rezak, Purdue University, Hammond, Indiana.

Experiments, brainstorming, demonstrations, buzz sessions, seminars, interviews, role-playing, and gaming are only some of the teaching/learning techniques presented in this book for teachers of secondary school and adult education. In addition, twenty sample lesson plans from industrial and vocational education, chemistry, economics, and home economics, and a bibliography of 24 teaching methods publications contribute to the usefulness of this book.

Although Henak's work is good, it lacks the following: an index, complete bibliographic citations of the audiovisuals, and, in some cases, the content of the handouts used in the otherwise detailed lesson plans.

Available from NEA Order Department, The Academic Building, West Haven, CT 06516, for \$6.25.

Clinical Supervision: Special Methods for the Supervision of Teachers.

Robert Goldhammer, Robert H. Anderson, Robert J. Krajewski.
New York:

Holt, Rinehart & Winston, 1980.

—Reviewed by Martha Mead, Secondary Teacher Education Center, Columbia, Maryland.

Teacher educators who engage in supervisory activities either at the pre-service or inservice level will find portions of this book useful for self-evaluatory purposes. Specific suggestions, techniques, and problem areas related to the five stages of clinical supervision are clearly outlined in chapters five through ten and neatly summarized in the appendix. Although the introductory chapters set the stage for this step-by-step breakdown of the supervisory cycle, ease of reading and attention-holding content emerge from back to front of this second edition of *Clinical Supervision*.

The hands-on or "clinic" of the classroom approach to supervision advocated by the authors merits serious consideration as well as a call to action for all supervisors who wish to promote the professional growth of teachers. Available from Holt, Rinehart & Winston.

Through the 80s: Thinking Globally, Acting Locally.

Edited by Frank Feather.
Washington, D.C.:

World Future Society, 1980.

—Reviewed by Phil Vik, University of South Dakota, Vermillion, South Dakota.

The world of the early 1980s faces more crises than ever before in its history, but the paradox is that never before has the human race been blessed with as many resources at its disposal. This paradox is brought out in this volume, which takes the theme of the First Global Conference on the Future held in Toronto, Canada, during July 1980. The book is packed with 61 incisive essays presenting the current thinking of some of the best-known names in futurism. The essays, taken from papers submitted to the conference, include four on education in the 80s.

Available from World Future Society, 4916 St. Elmo Avenue, Washington, D.C. 20014, for \$12.50.

The Right Brain: A New Understanding of the Unconscious Mind and Its Creative Powers.

Thomas R. Blakeslee.
Garden City, New York:

Anchor Press/Doubleday, 1980.

—Reviewed by Arnold Willems, University of Wyoming, Laramie, Wyoming.

Engineer Blakeslee has some highly pertinent ideas for educators. The bilateral nature of the brain, and the evidences of this bilaterality are clearly demonstrated in behavior that can be shown in any group of children. Blakeslee suggests that education needs a "right-brain revolution." Schooling is oriented toward left-brain functions, primarily the verbal. Teachers are trained to be verbal and are teaching in the same manner. The emphasis on standards and objectives, and the de-emphasis of art, music, and physical education are examples of left-brain orientation. "Inner-tennis" and "inner-skiing" are examples given of instruction with right-brain orientation. This is not to negate all things of left-brain dominance but to suggest that our "highest achievements are a result of using the full power of both halves of the brain together."

This is a thought-provoking, well-documented, intriguing book for teachers, teacher educators, and curriculum theorists.

Available from Anchor Press/
Doubleday for \$10.95.

Parenting in a Multicultural Society.

Edited by Mario D. Fantini and
Rene Cardenas.
New York:

Longman, Inc., 1980.

—Reviewed by Thomas R. Hopkins, University of New Mexico, Albuquerque.

This is an important and reasonably related anthology of papers delivered at the "Conference on Effective Parenting," held in New Orleans, 1977. The conference and subsequently the book were sponsored in part by Bilingual Children's Television and the Lilly Endowment. The book is organized in six parts which cover most important aspects of parenting including excellent essays on the family life of American minorities (Hispanics, Orientals, Native Americans, Blacks). The parts on research and policy options are especially helpful in laying out the state-of-the-art in parenting. Overall, the editors worked hard to provide continuity to the book, and to a remarkable degree, achieved it. They examine the ambiguity of the parenting concepts and offer helpful ideas. The book is well suited for introductory purposes in education and sociology, but it does not achieve its intended goal—"To ask why we have refused to support our nation's families . . . [and] to suggest ways we might accede."

Available from Longman for \$22.50.

Supervisors & Teachers: A Private Cold War, Second Edition.

Arthur Blumberg.
Berkeley, California:
McCutchan Publishing Corporation,
1980.

—Reviewed by Evelyn B. Holman, Area Director, Board of Education of Frederick County, Maryland.

No dearth of books on management theory and supervision exists; however, Blumberg's emphasis on the personal dimension of supervision brings a refreshing clarity and penetrating thoughtfulness that only the hindsight of a second edition affords (first edition, 1974).

Stressing that supervisor and teacher must give and take in a personal as well as professional way, he advocates collegial equality rather than a subordinate relationship as necessary for mature su-

pervision. Only in face-to-face daily exchange does mutual growth occur. Unfortunately, few supervisors and school systems can afford the frequent interaction that Blumberg sees as necessary to prevent the cold war of miscommunication that plagues supervision. In *Supervisors & Teachers: A Private Cold War*, Blumberg's detailed look at supervision elaborates on the nature and cause of this misunderstanding.

Examining the dialectical components of a complex human relationship such as supervision is no easy matter. Can a collegial, equal sharing and growing come from a role description fraught with the pitfalls of evaluation and limited time? Blumberg gives no reassuring answers but engages the reader in mutual inquiry.

Available from McCutchan for \$15.

Curriculum Development: Theory Into Practice, Second Edition.

Daniel Tanner and Laurel N. Tanner.
New York:
Macmillan Publishing Company, Inc.,
1980.

—Reviewed by Allan Glatthorn, *The University of Pennsylvania, Philadelphia, Pennsylvania.*

The second edition of this book would be useful in an introductory course in curriculum. It offers a very detailed history of the field and a review of curriculum theory, although it makes no reference at all to the work of the reconceptualists. Curriculum specialists and instructional leaders working in the schools would not find it very helpful. It treats only briefly such current issues as mastery learning and competency-based education and does not give detailed suggestions for revising or improving the curriculum.

Available from Macmillan for \$19.95.

Dilemmas of the Curriculum.

G. H. Bantock.

New York:

John Wiley & Sons, 1980.

—Reviewed by Arnold Willems, *University of Wyoming, Laramie, Wyoming.*

In addition to the many Britishisms, whatever message the author may have wished to transmit was lost in excess verbiage and vague intellectualisms. Though the title suggests interesting and thought-provoking reading, all effort was needed to translate the excessively lengthy sentences into short, meaningful units.

Bantock's emphasis on secondary school curriculum and its historical development further limits the usefulness of this book.

Not worth its \$15.95 price tag!

Improving Curriculum Management in the Schools.

Fenwick W. English.

Washington, D.C.:

Council For Basic Education, 1980.

—Reviewed by James Hager, *Lake Washington School District No. 414, Kirkland, Washington.*

Educational goals, student learning objectives, minimum competencies, scope and sequence, and time on task are but a few of the elements educators associate with curriculum. In this clearly written and cohesively organized occasional paper, English has coupled these or like terms with such private sector concepts as quality control, productivity, and management. He produces a superb monograph describing the procedural and assessment needs of a school district in working towards gain-

ing greater congruence between desired and actual student learning.

The monograph is exceptionally well done and must reading for all interested in improving curriculum management in the schools.

Available from Council For Basic Education, 725 Fifteenth Street, NW, Washington, D.C. 20005, for \$1.50.

Strategies of Effective Teaching.

Michael Orme.

Bloomington, Indiana:

Agency For Instructional Television,
1980.

—Reviewed by Allan Glatthorn, *The University of Pennsylvania, Philadelphia, Pennsylvania.*

Designed for both preservice and inservice teachers, this series of nine programs on videocassette focuses on effective teaching strategies. In each program Michael Orme explains the basic strategy, then one or more demonstration lessons follow in which a teacher uses the strategy. The demonstration lessons involve all subjects and all elementary grades. Technical quality is excellent, and Orme does a lucid job of explaining skills. Classroom teachers might find his voice-over comments unduly distracting and superfluous. The fact that the demonstration lessons involve only five or six pupils seated on a carpeted floor might also make the demonstrations less convincing to those trying to cope with 30 youngsters who do not have a television camera to motivate them. A guidebook written by Orme accompanies the cassettes.

\$295 for individual programs of 60-minute videocassette and \$180 for each 30-minute cassette. Order from AIT, Box A, Bloomington, IN 47402, (812) 339-2203.

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