



Handout for the webinar on

Claims + Evidence: Assessing ATE Grant Outcomes

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Claims & Evidence Evaluation

Outcomes are changes in things like knowledge, skills, abilities, performance, or practices.

Claims are statements that are substantive, empirically investigable, and refutable.

Evidence is reliable/replicable, relevant, and valid; rules out other explanations; and stipulates the conditions/degree of certainty.

For more information about establishing **causality**, see the Research Methods Knowledge Base chapter on Establishing Cause and Effect at www.socialresearchmethods.net/kb/causeeff.php.

In his book, *Utilization-Focused Evaluation*, Michael Quinn Patton discusses the characteristics of important claims and suggests an approach for engaging stakeholders in making claims—see pages 497-500 (preview at books.google.com).

A **worksheet** from EvaluATE's 2010 workshop on Establishing Claims and Providing Evidence of Effectiveness is available from www.evaluate.org/downloads/Establishing.pdf.

A variety of **tools** to assess student mastery of 21st century skills is available from the Partnership for 21st Century Skills' Route 21 website: www.p21.org/route21.

Using Claims & Evidence to Evaluate Professional Development: The PRISM Case

To find out more about the **PRISM project** and its evaluation, funded by NSF through its Math and Science Partnership program, see prism.mspnet.org.

To learn about Tom Guskey's approach to professional development evaluation, check out his book, *Evaluating Professional Development*, published by Corwin Press. A summary is available from EvaluATE's resource library at evaluate.org/resources—search on "Guskey." His approach is based on the work of Donald Kirkpatrick's Four Levels of Training Evaluation—learn more at kirkpatrickpartners.com.

The **Inventory of Teaching and Learning (ITAL)** is a web-based survey of teaching and learning practices. It has scales for inquiry-based teaching and learning practices, standards-based teaching and learning practices, and traditional practices. Learn more at hub.mspnet.org/index.cfm/14284.

The **Reformed Teaching Observation Protocol (RTOP)** is an observation instrument that provides a "standardized means for detecting the degree to which K-20 classroom instruction in mathematics or science is reformed." General information about the protocol is available at physiczed.buffalostate.edu/AZTEC/RTOP/RTOP_ful. A manual, training guide, and forms are online at www.ecept.net/rtop.

To learn more about using evidence to inform decisions throughout a project's lifecycle, see the NSF-published guide to evaluating MSP programs, *Evidence: An Essential Tool*, at www.nsf.gov/pubs/2005/nsf0531.