The purpose of this course was to learn about the development of the practice of evaluation as a field and become familiar with the current models for evaluating educational programs and curricular systems. I remember during the first class Dr. Galluzzo telling us that this was the one course in the doctoral program that we could finish and then actually go out and start earning money if that's what we wanted. I took the course because I thought at some point in time I might want to do program evaluation work; I always liked the part of my teaching career that had me figuring out what was not quite right with a student or a program and then trying to make it better or deciding whether or not I should scrap it (not the student, of course ☺) and I thought that program evaluation work might be a similar set of skills.

As I did the reading for the class and listened during discussion, I found out that what I liked about "fixing" my remediation students or trying to make the curriculum that the central office just bought *without* really doing the research has a lot in common with evaluation except that people who do program evaluation get paid to do it with resources, guidelines, and standards while teachers often do parts of it without the resources, much less time, and *because* they are stuck with using something that really needs an evaluation.

The main project for this course was to complete an evaluation, optimally in our school. This presented a problem for me because it would be important to engage administrators in the evaluation and because I was leaving at the end of the year and did not have the best relationship with my administration, doing an evaluation in my building did not seem to be the best idea. Instead, Dr. Galluzzo and I came up with the idea of me approaching my doctoral chair, Bev Shaklee, about conducting an evaluation of one of her programs. She suggested FAST TRAIN's ESOL Master's Program and I was provided with email addresses for two years of graduates. The graduates were surveyed using a survey created using the university's survey engine and then sent out all over the world; I did not know where all the graduates were located as FAST TRAIN did not have the physical addresses, only emails. Some emails were bounced back and we ended up with approximately 38 good ones and a 34 percent response rate. Using two sets of absolute standards (SACS and TESOL), I was able to analyze the data I received and produce a report for Bev. Afterwards I learned that I should have provided a little more detail in the writing of the report, "milk the data" for all I could get out of it, as Dr. Galluzzo later told me. This was a very good lesson which I took with me to my qualitative methods class later that

summer as I worked on my pilot study. It seemed like I forever kept looking at that data, trying and trying to get one more thing, one more word, one more trait out of what the university officials told me about IB students. I have my Evaluation Methods course to thank for that.