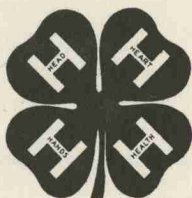
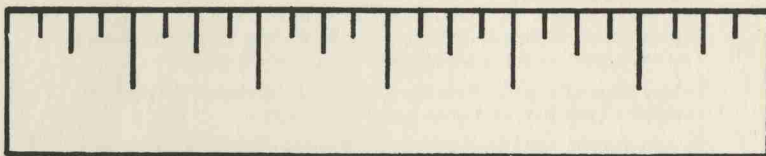


FOR STRONGER



LEADERSHIP

EVALUATE



NORTH CAROLINA

North Carolina Training Unit

"For Stronger 4-H Leadership — EVALUATE"

This Evaluation Unit is designed for the training of County Extension Workers in a two hour session.

- A. Introduction 30 Minutes
- B. Device 1 Hour
- C. Summary 30 Minutes

Three Major Objectives

To help County Extension Workers get a better idea of what evaluation is and to appreciate the importance and purpose of evaluation.

To help County Extension Workers become aware of some of the principles involved in developing evaluation plans and devices.

To help County Extension Workers learn how to use evaluation devices correctly.

North Carolina—Training Unit Outline

"For Stronger 4-H Leadership—EVALUATE"

(Based on the Three Major Objectives)

Teaching Level Objectives	Area of Training	Method of Presentation	Visuals and References
A. INTRODUCTION	Title of Training Session Major Objectives of Training Session	Lecture and Visual Lecture and Visual	Chart #1, "For Stronger 4-H Leadership—EVALUATE" Chart #2, "Three Major Objectives"
1. To have county Extension workers understand that evaluation provides a reliable basis for decisions on 4-H Leadership training and development (a) To realize the unreliability of casual observations and impressions	Definition of Evaluation Degrees of Evaluation— <i>Casual Everyday, Self-Checking, Do-It-Yourself, Extension Studies, Scientific Research</i>	Lecture and Visuals Lecture and Visuals	Chart #3, "EVALUATION" Chart #4, "Scale of Degrees" Ref.—"Evaluation in Extension" FES, USDA booklet, Pages 2 and 3
(b) To realize that more reliable information can be collected	Emphasis on "Self-Checking" and "Do-It-Yourself" Degrees	Lecture and Visuals	Charts #3 and #4 used in Item (a). Chart #5, "Lasso", to encompass "Self-Checking" and "Do-It-Yourself" Degrees
2. To have county Extension workers understand how evaluation can lead to greater job satisfaction	Evaluation is a vital educational process in Extension Teaching	Lecture and Visuals	Chart #6: "Collect Information," "Apply Criteria," "To," "Make Decisions"
3. To acquaint county Extension workers with the principles of evaluation	Six Keys to Evaluating Extension Work	Lecture and Visuals	Charts #7, "Six Keys to Evaluation." Ref.—"Six Keys to Evaluating Extension Work," FES, USDA. PA-371
4. To show county Extension workers that all techniques, programs and activities can be systematically evaluated	Extension Work "in pieces," for evaluation.	Discussion	Ref.—"Six Keys to Evaluating Extension Work," FES, USDA, p. 1.
B. DEVICES To teach county Extension workers to use evaluative device correctly.	Device based on the specific area to be evaluated	Lecture and Discussion	Copy of device developed on the specific area being evaluated.
C. SUMMARY To have county Extension workers recognize that the device is developed on basic evaluation principles	Relationship of developed device to "Section A—Introduction," with emphasis on Six Keys	Lecture and Visuals	Charts #7, "Six Keys to Evaluation." Ref.—"Six Keys to Extension Evaluation," FES, USDA; Developed Device (copy for each Extension Worker and copy for each leader to be evaluated)

Instructors for Training.—State 4-H Staff members and the Extension evaluation specialist will serve as instructors.

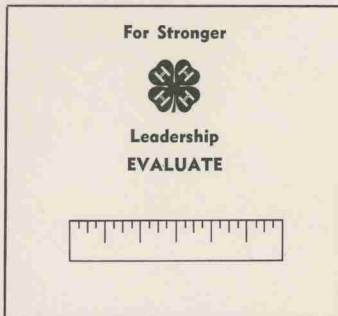
Physical Arrangement.— A large flannel board on easel, a flip chart on easel and a large table should be placed at the front of the room for the instructors. Tables at which the county Extension workers will be seated should be arranged to provide good view to the flannel board and flip chart. The room should be comfortable and well-lighted.

References.—*Six Keys to Evaluating Extension Work*, USDA Federal Extension Service, PA-371, November 1958, Laurel K. Sabrosky, Extension Analyst.

Evaluation in Extension, Staff Members Division of Extension Research and Training, Federal Extension Service, USDA.

The Introduction

Use Chart #1, "For Stronger 4-H Leadership—EVALUATE."



Instructor points to chart and makes brief comment. This introduces Extension workers to the training session. Remove Chart.

Use Chart #2, "Major Objectives."

To Help Extension Workers:

1. Become acquainted with evaluation and appreciate its purpose and importance.
2. Become aware of some principles involved in developing evaluation plans and devices.
3. Learn how to use evaluation devices correctly.

Instructor will make brief comments about the three major objectives as outlined on Chart #2. This will help the Extension workers understand the overall purpose of the session. Chart may be removed or left as a reference.

Use Chart #3, "EVALUATION."

EVALUATION

Instructor will place chart at center top of flannel board and will define evaluation. These comments will cause the Extension workers to begin to understand what evaluation is and that the purpose of evaluation is to provide a reliable basis for making decisions on 4-H Leadership Development.

What is Evaluation?—Evaluation is a systematic procedure of consciously and objectively trying to find out the extent to which certain learning experiences lead to the results that are planned and anticipated. Leave chart on flannel board.

Use Five Charts #4, "Scale of Degrees of Evaluation."

Casual Everday	Self- Checking	Do-It- Yourself	Extension Studies	Scientific Research
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The instructor will explain separately each of the five degrees of evaluation. The above scale of degrees is on five separate charts. Each chart is placed on the flannel board as a specific degree is explained. When the five degrees have been explained, the scale charts will appear as a "ruler" directly underneath the EVALUATION chart.

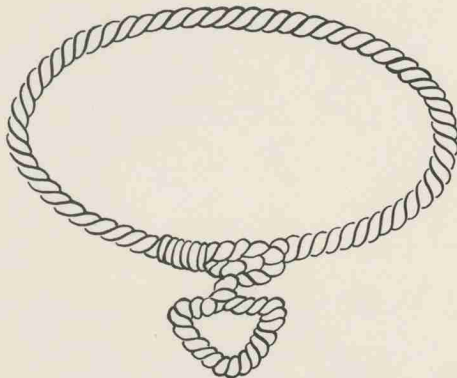
The explanation of the degrees will cause the Extension workers to realize the unreliability of many casual observations and impressions.

Suggested Comments: What are the degrees of Evaluation?

1. **Casual Everyday.**—First impressions without much consideration of the principles of evaluation in the decisions we make about simple problems.
2. **Self-Checking.**—Further systematic checking on our ordinary first impressions.
Examples: Talk with others
Write to others for their judgment
Send out a brief questionnaire
Use a brief questionnaire at a meeting
Ask for "show of hands"
3. **Do-It-Yourself.**—Involves more planning and application of principles of evaluation. This is more systematically done, more carefully planned and usually requires some technical help.
Examples: Make surveys, or
Use carefully-designed check list in making observations.
4. **Extension Studies.**—More involved and complicated to plan and carry out than any of the preceding degrees of evaluation. Studies require greater attention to sound principles of scientific procedure in order to secure accuracy needed.
Example: Thesis for master's degree.
5. **Scientific Research.**—Involves very complex problems and techniques for getting information from which conclusion can be drawn. Involves long-time and experimental research.

Example: Behavioral research carried out in University Social Science Department.
 Leave Charts on flannel board.

Use Lasso Chart, #5



The instructor uses the Lasso Chart to encompass the "Self-Checking" and "Do-It-Yourself" types of evaluation, Chart #4. The Extension workers recognize that more reliable information can be collected by using these two degrees than by the casual, everyday impression. Instructor makes comments relative to this.

Evaluation is a Vital Part of Extension Teaching.—The instructor's remarks will help the Extension workers to understand that evaluation can lead to greater job satisfaction.

Suggested Comments: The Extension Service, through its many educational programs and activities, is attempting to bring about changes in what people do, in their knowledge, interests, understanding, attitudes and skills.

Extension evaluation is a process of determining the extent and the way these changes are accomplished. We need to evaluate teaching methods and results in order to complete any educational work. This evaluation will reveal "how you're doing." Then you'll have evidence of results of work (taken from "Six Keys to Evaluating Extension Work", PA 371, p. 1).

Evaluation is useful because it can be applied to all kinds of programs, methods, activities and situations confronting Extension workers. Evaluation is an educational process by which Extension workers:

Use Four Charts #6

COLLECT INFORMATION

APPLY CRITERIA

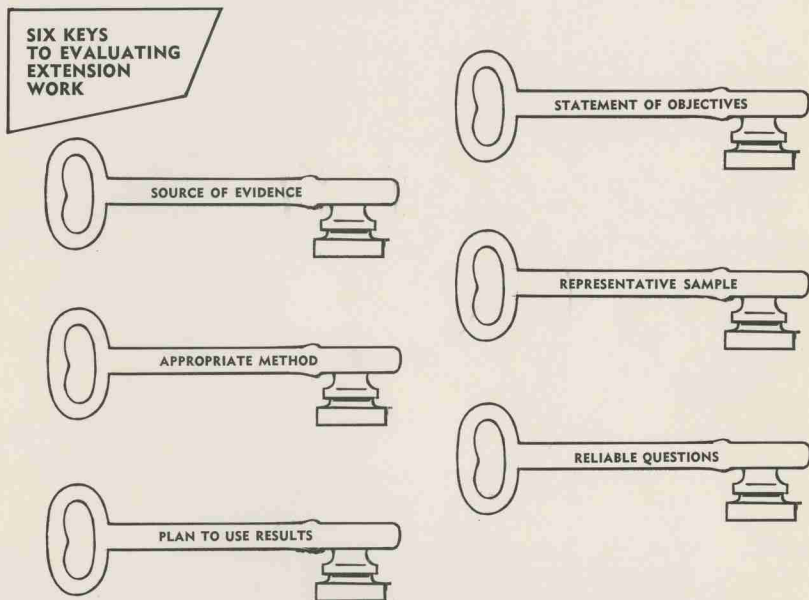
TO

MAKE DECISIONS

INSTRUCTORS' USE ONLY

The instructor will place these four charts on the flannel board directly under the arrow of the Lasso Chart, making comments as each is placed.
Remove all Charts from flannel board.

Use Seven Charts #7, "Six Keys"



Instructor will introduce this section by placing the "Six Keys to Evaluating Extension Work" chart on the flannel board. Place a key on the board underneath this chart and then comment on it. Continue until the six keys have been placed on board and each has been explained. Refer to "Six Keys to Evaluating Extension Work," PA 371, FES, USDA, for comments to be made regarding each key. The Extension worker will become acquainted with the basic principles used in evaluating.

What Extension educational efforts should be evaluated?—Instructor will have the group name some efforts and list as named. The Extension worker will recognize that all Extension techniques, programs, and activities can be systematically evaluated.

Suggestions for Comments: We should evaluate small pieces of our work (letters, talks and farm visits) just as carefully as our major activities and programs. In fact, it is often more practical to evaluate educational work "in pieces" than to try to evaluate the results of a total program after it is completed (taken from p. 1, "Six Keys to Evaluating Extension", PA-371, FES, USDA).

How can this Evaluation Device be Used Correctly? The instructor will give to each Extension worker a copy of the developed device and will explain. This will give the Extension workers an opportunity to learn how to use the evaluative device correctly.

**A Checklist for the Agent's Evaluation of 4-H Club
Meeting and of Community 4-H Club Leader's
Performance Relative to the Meeting**

4-H Club _____

Community 4-H Club Leader(s) _____

This checklist provides guidelines for observing the club meeting and in appraising the Community 4-H Club leader's performance in relation to the meeting. The Leader is a Community 4-H Club leader who has received training in "How to Conduct a Community 4-H Club Meeting." The purpose is to determine the strengths and weaknesses of leaders in relation to the club meeting and determine more specifically and objectively what additional training and assistance is needed by the leader in this area. If there are two leaders working with the club, this device may be used to evaluate them jointly or, if one takes primary responsibility, evaluation may be limited to this leader.

This checklist should be completed after observing a club meeting and after whatever additional discussion with the leader is required.

This checklist should be completed at least once each year; and in problem situations, the leader should be evaluated more frequently.

1. How many times did the club meet last year?

_____ 12 times

_____ Less than 12 times

If the club met less than 12 times, find out if the leader encouraged meeting during the summer and if programs specifically designed for summer meetings were considered. After this follow-up, the leader should be rated as follows:

_____ No evidence that the leader encouraged year round monthly meetings.

_____ Leader encouraged such meetings, but decision not to meet year 'round made by members and parents in spite of this encouragement.

Comments: _____

2. Did the club have a regular meeting date during the last year (such as first Monday, second Wednesday, etc.)?

_____ Yes

_____ No

If no, discuss this with the leader and rate the leader as follows:

_____ Leader does not appreciate the importance of regular meeting time.

_____ Leader encouraged club to set a regular meeting time, but club could not agree upon a time.

Comments: _____

EXTENSION WORKERS' USE ONLY

THE FOLLOWING SHOULD BE RATED AFTER OBSERVING A CLUB MEETING.

3. Did the meeting begin and end on time?

_____ Yes

_____ No

If no, is the leader aware of the importance of beginning and ending on time?

_____ Yes

_____ No

Comments: _____

4. To what extent does the meeting place conform to the following criteria for a good meeting place?

	<i>Extent to which criteria are met</i>		
	Not met at all	Fairly well met	Well met
A. Space enough for all to sit comfortably with freedom of movement and for the presentation of the program.	_____	_____	_____
B. Small enough to encourage attentive participation and orderliness.	_____	_____	_____
C. Comfortably ventilated with enough light for members to follow the program easily and to discourage whispering.	_____	_____	_____
D. Outside disturbance no problem.	_____	_____	_____

If any of the criteria are "not met at all," determine the extent to which the leader is concerned about the problem. After discussion, rate the leader as indicated on the extent to which he is concerned with the inadequacy of meeting facilities.

_____ Shows no awareness of problem.

_____ Is aware of the problem, but is not seeking a solution.

_____ Is aware of the problem and is seeking a solution, or has sought a solution; but has concluded that no better facilities are available. (This would also include situation when, after due consideration of other possibilities, the leader has concluded that the present facilities should continue to be used.)

Comments: _____

5. Were appropriate emblems (small United States flag, 4-H flag, 4-H banner, and gavel) displayed?

_____ Two or more displayed.

_____ Less than two displayed.

EXTENSION WORKERS' USE ONLY

If less than two were displayed, was there an effort to create 4-H atmosphere by other means such as officers wearing 4-H uniforms, the display of 4-H emblems, or other things?

_____ Yes

_____ No

If no, does discussion with the 4-H leader indicate that he feels that the creation of such an atmosphere is important?

_____ Leader feels creation of such atmosphere is of little consequence.

_____ Leader feels that it is important and is working on problem.

Comments: _____

6. Was the room properly arranged?

_____ Arranged very well

_____ Fairly well arranged

_____ Poorly arranged

In rating this question, the following criteria of good room arrangement should be considered: (1) Officers and program participants should be situated where they are the center of attention. (2) The arrangement should be appropriate for the type of program to be presented. For example, if discussion should be encouraged during the program, the members should be facing each other in a circle or square; for a demonstration, all should be able to see the demonstration easily.

If poorly arranged, does the leader understand the importance of room arrangement?

_____ No

_____ Yes, but the meeting place makes it impossible to arrange it properly.

Comments: _____

7. Was there a systematic order of meeting, including the items below? (These items need not necessarily be included in the order as listed.)

A. Did the opening include?

	Yes	No
Pledge of Allegiance	_____	_____
4-H Club Pledge	_____	_____
Song	_____	_____
Devotion	_____	_____
Roll Call	_____	_____
Minutes	_____	_____

B. Did the presiding officer give the club an opportunity to discuss business?

_____ Yes

_____ No

EXTENSION WORKERS' USE ONLY

Were the club members reminded of the following assigned responsibilities for the next meeting?

	Yes	No
Recreation	_____	_____
Refreshments	_____	_____
Devotion	_____	_____
Pledge of Allegiance	_____	_____
4-H Club Pledge	_____	_____
Song	_____	_____
Meeting place arrangement	_____	_____

C. Did the educational program receive proper emphasis in the meeting?

_____ Yes, definitely. It was the "heart" of the meeting and was attentively received by members.

_____ Was emphasized to some extent, but was not the "heart" of the meeting.

_____ Was minimized—received little time and attention.

D. Was there a brief period of planned recreation?

_____ Yes; but too much emphasis and time were placed upon recreation—it was the "heart" of the meeting.

_____ *Planned* brief recreation—about right emphasis.

_____ *No planned* recreation—that is, no evidence of planning of the recreation.

If either of the four major parts of the meeting is omitted, if a major part of A and B is omitted, or if B or C is poorly planned, investigate further and rate the leader on the following:

_____ The leader is not aware of the recommended order of meeting.

_____ The leader is aware of the recommended order, but feels some other order is more satisfactory.

Comments: _____

8. Did the performance of officers and members indicate that they had been well trained in the fundamentals of parliamentary procedure?

_____ Well-trained; that is, the meeting was opened and closed properly; the chair was addressed properly; motions, if any were made, seconded and voted properly.

_____ Fairly well-trained; that is, most officers and members followed most proper procedures.

_____ Poorly-trained; few of the proper procedures were followed.

If poorly-trained, rate the leader as follows:

_____ Leader does not know proper procedure.

_____ Leader knows proper procedure, but has not trained officers and members.

EXTENSION WORKERS' USE ONLY

9. Did the club members and officers themselves conduct the club meeting, except possibly for the educational program?

_____ Yes, the members carried the meeting and participated wholeheartedly. The leader remained in the background (any guidance needed was given unobtrusively).

_____ The officers conducted the meeting, but there was little participation by other members.

_____ Much of the meeting was conducted by the leader; the members acted primarily as passive spectators.

If members assume too little responsibility, the problem should be discussed with the leader and the leader should be rated as follows:

_____ The leader does not provide members the opportunity to participate fully.

_____ The leader has provided the opportunity for such participation, but has not provided training and encouragement to meet this responsibility.

_____ The leader is aware of the problem and is actively trying to develop the members' ability to participate fully.

Comments: _____

SUMMARY OF THE LEADER'S PERFORMANCE

1. List the leader's strong points:

2. List the leader's weak points:

3. List additional training and assistance needed (if any) by the leaders:

4. Follow-up action:

- a. When applicable, discuss observation with leader and give needed assistance.
b. When applicable, schedule additional group training for leaders observed to have similar needs.

How was the device based on Evaluation Principles?

Use seven Charts #7, Six Keys to Evaluating Extension Work.

Instructor points to each of six keys and shows relationship of developed device to each. The extension worker learns that the device was developed on basic principals—the six principal keys to open the door to reliable and objective Extension evaluation. Refer to three major objectives of training session.

Procedure North Carolina Used to Develop the Training Session

- A. *Initial Planning.*—State 4-H Staff members held a two-day workshop with Mrs. Laurel Sabrosky, Extension Analyst, FES; Lloyd Rutledge, Program Leader, 4-H and Youth Development, FES; and Paul Marsh, Extension Evaluation Specialist, North Carolina State of the University of North Carolina.
1. To state the major objectives of the training unit.
 2. To outline the content of the training unit.
 3. To select the 4-H leadership area to be evaluated first.
 4. To choose a procedure and time-schedule for developing the training unit.
- B. *Developing the Unit.*—Two 4-H Staff members and the Extension evaluation specialist assumed the major role in developing the training unit.

What was Done?

1. Developed literature and visuals.
2. Developed teaching-level objectives and evaluative devices.
3. Prepared visuals
4. Tested—
 - (a) Prepared materials
 - (b) Developed evaluative device
5. Reviewed the prepared materials and evaluative device.
6. Publication of unit.

Who did it?

Two state 4-H Staff members in cooperation with Extension evaluation specialist.

Two State 4-H Staff members in cooperation with Extension evaluation specialist.

Extension artist.

Certain state 4-H Staff and certain county extension workers.

Mrs. Laurel Sabrosky, Lloyd Rutledge and state 4-H Staff.

Extension's department of Agricultural Information.

- C. *Future Planning.*—To look at other areas of 4-H leadership to be evaluated and to develop appropriate devices.

Prepared by
THE NORTH CAROLINA 4-H STAFF

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June, 1964

4-H Misc.