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I. Interest Groups

The JCSEE will develop and validate standards with special regard to the interests of the following six broad groups of stakeholders. Sponsored and at-large voting members on the JCSEE will be selected in order to balance the interests of these groups. Individual JCSEE members may well consider themselves to have fundamental interests and be stakeholders in more than one interest group category. In addition, through the four components of the development and validation process (development task force membership and drafting processes; national and international reviews; national hearings; and wide-ranging field trials) the perspectives of all interests groups are given additional voice and input. Lastly, the work of the Validation Panel is organized to examine and make recommendations related to how contributions and input from all interest categories are solicited, attended to, included, and balanced in all standards developed and recommended for adoption. The JCSEE affirms that it will continually attempt to maintain balance with regard to processes soliciting these perspectives and to avoid dominance by any perspective(s).

II. Definitions of JCSEE Interest Categories

1. Administrators and policy makers are those whose responsibilities include the development or implementation of evaluation policies, support of evaluation functions, and use of systematic evaluations or evaluation findings in their many forms
2. Assessment specialists are those who research, develop, validate, or implement assessment procedures (including but not limited to small and large scale testing) or train others in the systematic use of such procedures as among their primary professional roles
3. Counselors and psychologists are those who identify counseling or psychology as among their primary professional roles
4. Educators are those who identify human learning, teaching, training, schooling, and other education activities as among their primary professional roles
5. Evaluation specialists are those who study or conduct research on systematic evaluation or who practice systematic evaluation, including its design and implementation, as among their primary professional roles.
6. General interest refers to other persons who have an interest in or are materially affected by educational evaluation standards or are advocates for these persons. The general interest group includes any persons not in the above five categories who are invested in the creation or implementation of any of the JCSEE standards or are directly affected by their adoption or use. This group includes but is not limited to learners, curriculum specialists, school board members, legislators, and other community members not included in one of the five other named interest categories.