

3rd Party Evaluation

Documenting and Evaluating
Your Change Process

How are you doing...?

How do you know...?

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Objectives

- Evaluation framework & management
 - ◆ Theory of change/model
 - ↓
 - ◆ Evaluation questions
 - ↓
 - ◆ Data collection sources/methods



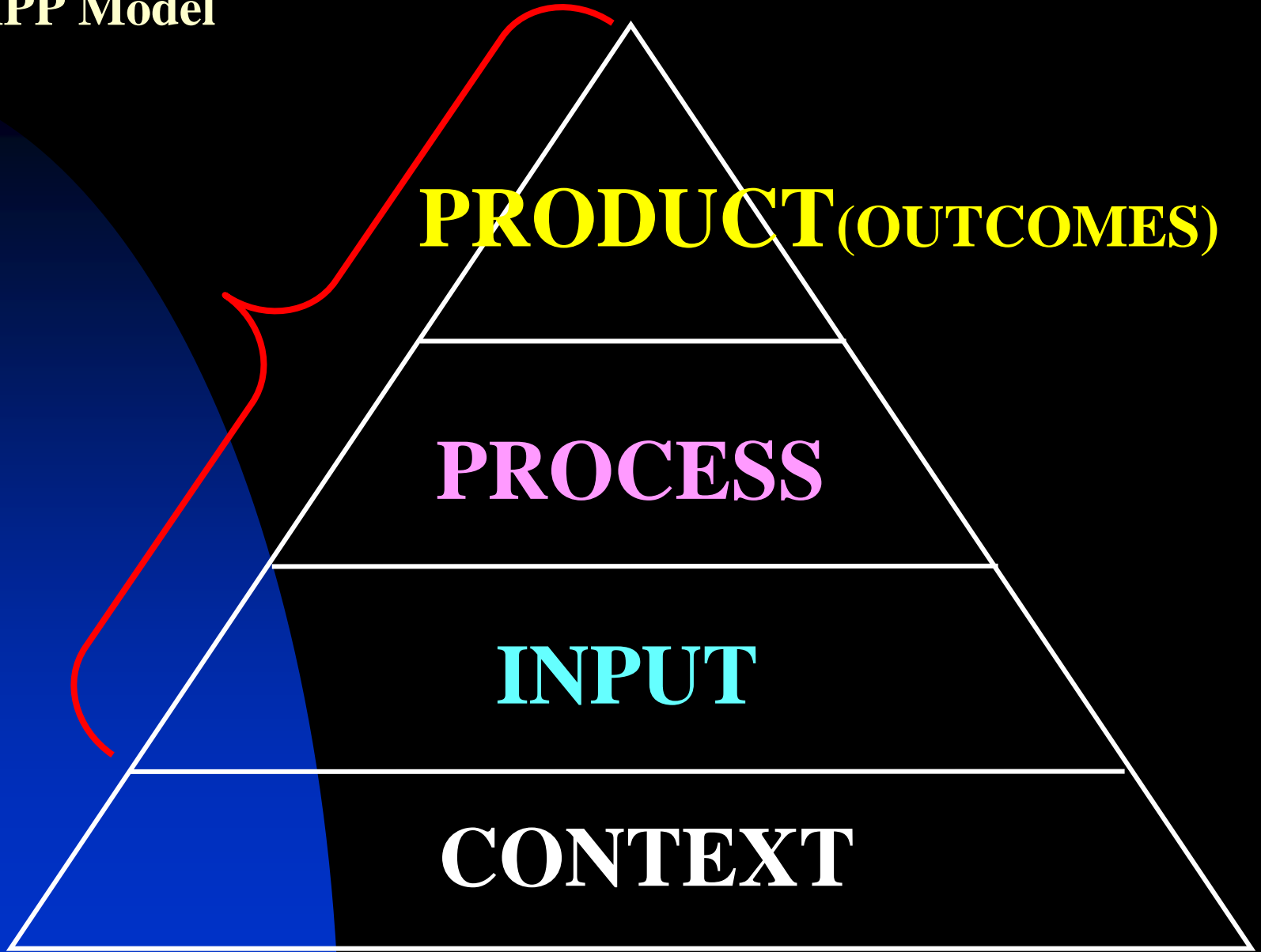
- **Formative evaluation**

- ◆ Level of implementation
- ◆ Quality of implementation

- **Summative evaluation**

- ◆ Student outcomes
- ◆ Value and benefits

CIPP Model



CIPP 2002 (Stufflebeam)

- **Context**
- **Input**
- **Process**
- **Impact/Effectiveness**
- **Sustainability**
- **Transportability**



Theory of Change

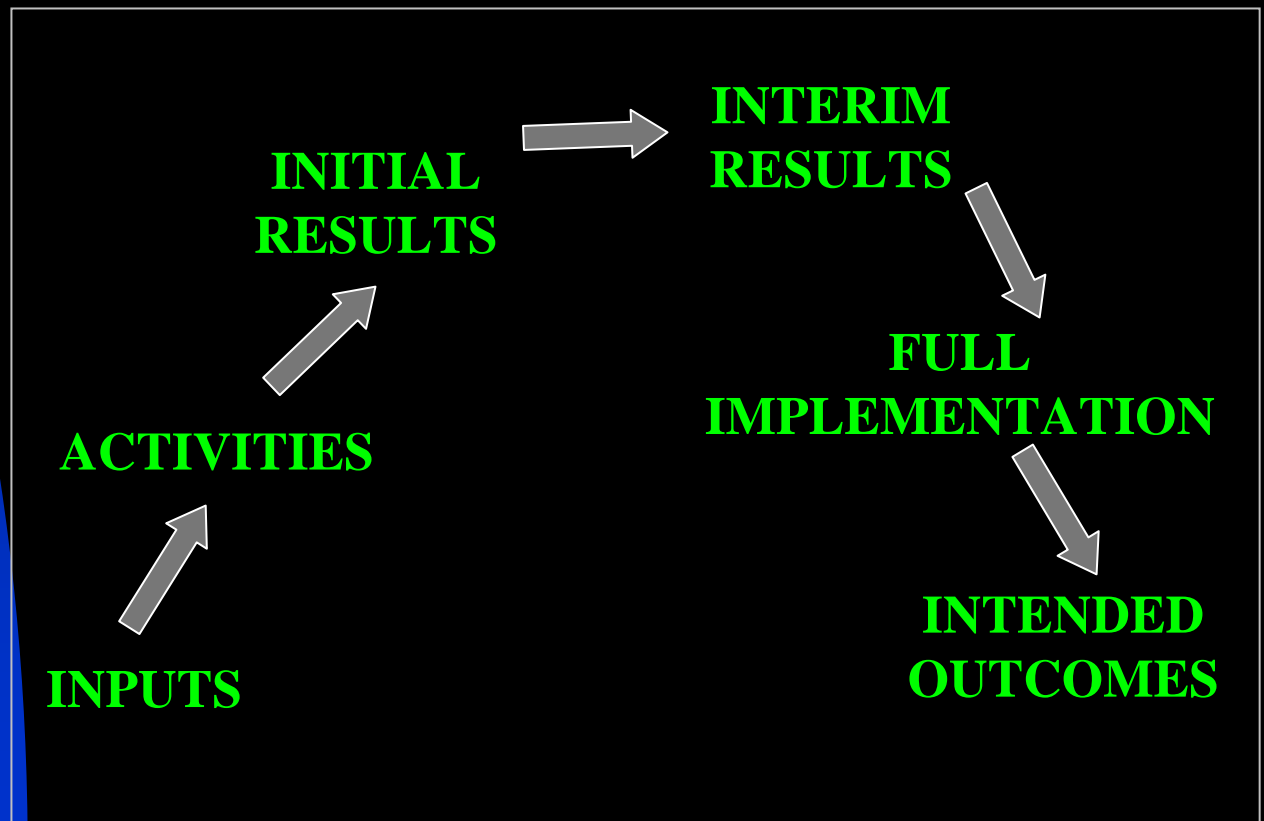
- **“...specifies a chain of causal assumptions linking program resources, activities, intermediate outcomes and ultimate goals.”** (Wholey, 1987; Patton, 1997)

Theory of Change



What is your Theory of Change?

Select one critical goal of your change process



Your evaluation questions...

❖ **What do you want to know about each goal or strategy in your plan?**

❖ **What questions are important to various stakeholder groups?**

Theory of Change- Evaluation Questions

Were there changes in **student** achievement, choices, and outcomes?

Were there changes in **student** attitudes, behaviors and aspirations?

Did **students** engage in new activities & develop new products?

Did **teachers**/counselors apply new skills/programs in the classroom?

Did **teachers** attend training to implement the new design?

Did **teachers** collaborate to produce a curriculum design?

**Parents, Business Partners,
Counselors, Teachers,
Administrators**

Your evaluation questions...

What do you want to know about each goal or strategy in your plan?

**2 - 3 questions
per strategy**

Data collection plan – managing the evaluation

- **For each question ...**
 - ◆ Target group/situation
 - ◆ Instrument/method
 - ◆ Date
 - ◆ Responsibility

Data collection methods

Portfolio

Surveys

Policies, procedures
structures

Agendas, schedules,
memos, e-mails

Interviews

Products

Participation records,
rosters

Focus groups

Notes, logs,
testimonials

Observations
w/rubric

Test scores

Discipline records

Course enrollments

Follow-up w/graduates

Grades

Evaluation Question	Target group	Instrument/method	Date(s)	Person responsible
1. How were faculty involved in the design	Faculty	Agendas of meetings and committee membership	Ongoing	SLC Coordinator
2. What is the level of faculty ownership?	Faculty	Survey and/or interview with faculty members	April 2004	Evaluation consultant
3. How did students explore careers/interests?	Students, faculty, guidance	Documents and products from exploration, assessment sessions	Fall/spring 2004-2004	Guidance department
		Copies of students' career/academic plans	Spring 2004	Guidance department
4. Are students engaged in projects for which they have interest/passion?	Students	Survey of students	March 2004	Evaluation consultant, SLC steering committee
		Interviews with sample of students	January – April 2004	

Data collection plan – managing the evaluation

- **For each question ...**

- ◆ Target group/situation
- ◆ Instrument/method
- ◆ Date
- ◆ Responsibility

Data plan:

**1-2 questions
per strategy**

Transition thoughts ...

- Develop a theory of change - involving all stakeholders
- Involve stakeholders in data collection
- Use your management matrix or action plan as a guide
- Use the evaluation expertise in your district and your school
- Develop a “war room” to keep and post progress data and products
- Take pictures/make videos
- Develop a portfolio

Resources

- SSW
- ESDI – Connie Bergquist
- Comp. School Reform/SERVE
- Joellen Killion: Assessing Impact/NSDC
- NWREL
- Wmich.edu
- HSTW
- NUHS

Working with your 3rd party evaluator

“Independent third party whose role in the project is limited to conducting the evaluation”

(Not a school district employee)

Process/relationship

- Timely and regular feedback to the LEA and project staff
- Not isolated from the implementation process
- Success, progress, areas needing improvement (formative, summative, process, management)
- Collaborative

Roles

- Guide to structuring the evaluation process
- **Collector of data/information**
- Reporter of data, observations, conclusions
- **Facilitator of discussions relating to progress/results/measurement**

Finding an evaluator

- Other projects/SLC projects
- Colleagues
- Universities/regional agencies
- Funding agency
- Evaluation organizations/
consultant listings
- Local research/evaluation
department/ state dept of
education
- Web search

Qualifications

- Experience/track record
- **Advanced training**
- Able to devote time
- **Competencies/experience**
 - ◆ Evaluation design
 - ◆ **Quantitative & qualitative**
 - ◆ Database management
 - ◆ **Statistics**
 - ◆ Oral and written communication/technology
 - ◆ **Communicating to diverse audiences**
 - ◆ Education/school experience/rapport
 - ◆ **References/sample products**

Contracting

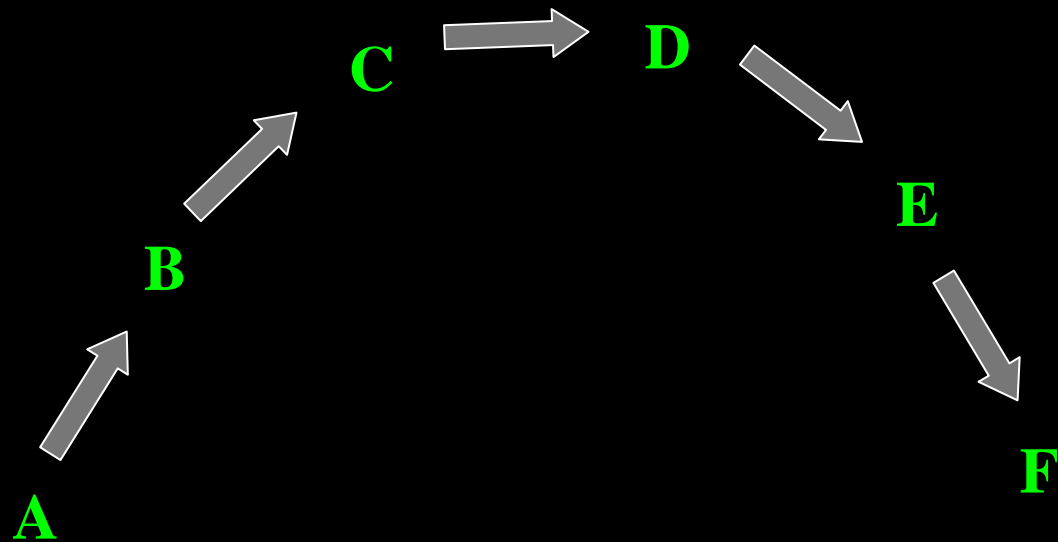
- Informal: Discuss roles, responsibilities, mutual expectations
- Formal: Detailed contract with deliverables, mutual responsibilities, full disclosure of fees and total cost
- Clear statements on ownership of data and reports
- Planned schedule for regular interaction with director and team
- Informal: Give feedback to your evaluator – he/she works for you, needs feedback as well



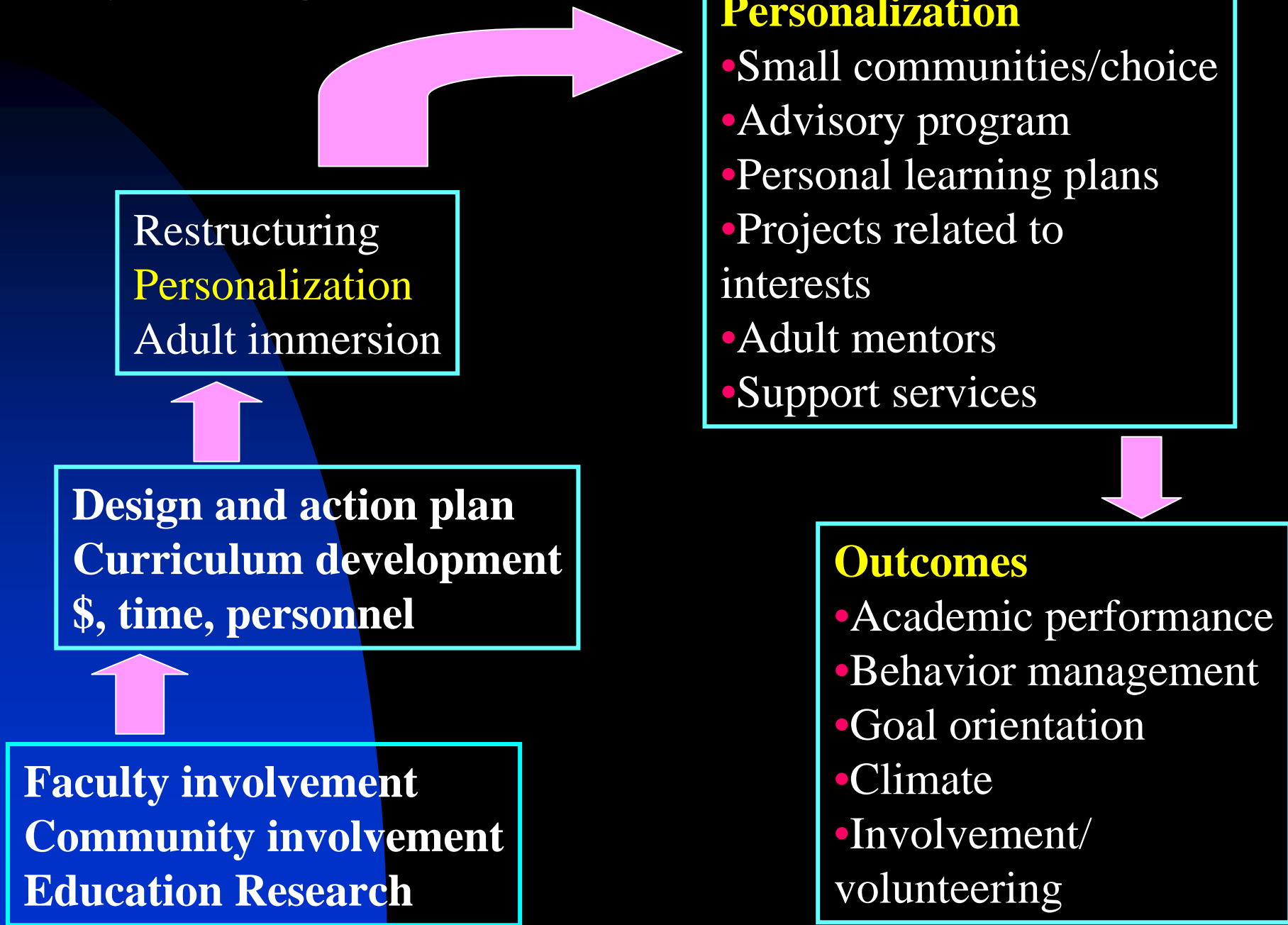
Optional Slides

What is your Theory of Change?

Select one critical component of your change process



Theory of Change



Restructuring
Personalization
Adult immersion

Personalization

- Small communities/choice
- Advisory program
- Personal learning plans
- Projects related to interests
- Adult mentors
- Support services

Design and action plan
Curriculum development
\$, time, personnel

Faculty involvement
Community involvement
Education Research

Outcomes

- Academic performance
- Behavior management
- Goal orientation
- Climate
- Involvement/
volunteering

Evaluation Questions

- How were faculty involved in design
- Was a detailed action plan produced?
- Is each student a member of an SLC?
- How did students explore careers/interests?
- How often do students meet with advisors?
- Does each student have a career/academic plan? How often is the plan revisited?
- Are students engaged in projects for which they have an interest and passion?
- How many students are taking advantage of counseling/tutoring?

Data Collection Methods

- Surveys and questionnaires
- Small group interviews/focus groups
- Large group interviews/planning sessions
- Individual interviews
- Review of existing & historical data
- Review of meeting agendas, minutes, logs, records, memos
- Direct observation (with rubric)
- Student products/work products
- Portfolio of products/communications
- Test scores

Balance of Questions

■ Management/People

- ◆ Ownership
- ◆ Collaboration
- ◆ Teamwork
- ◆ Aspirations
- ◆ Decisions
- ◆ Accountability
- ◆ Communication

■ Structures/Tasks

- ◆ Schedules
- ◆ Tasks
- ◆ Products
- ◆ Job assignments
- ◆ Programs
- ◆ Procedures
- ◆ Test scores