



Theses and Dissertations

2010-03-15

Developing a Curriculum Evaluation Model for the English Language Center at Brigham Young University

Rie Teraoka

Brigham Young University - Provo

Follow this and additional works at: <https://scholarsarchive.byu.edu/etd>



Part of the [Linguistics Commons](#)

BYU ScholarsArchive Citation

Teraoka, Rie, "Developing a Curriculum Evaluation Model for the English Language Center at Brigham Young University" (2010). *Theses and Dissertations*. 2099.

<https://scholarsarchive.byu.edu/etd/2099>

This Selected Project is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.

DEVELOPING A CURRICULUM EVALUATION MODEL
FOR THE ENGLISH LANGUAGE CENTER
AT BRIGHAM YOUNG UNIVERSITY

Rie Teraoka Woo

A selected project submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

Norman W. Evans, Chair
Mark W. Tanner
Dan P. Dewey

Department of Linguistics and English Language
Brigham Young University

April 2010

Copyright © 2010 Rie Teraoka Woo

All Rights Reserved

ABSTRACT

DEVELOPING A CURRICULUM EVALUATION MODEL FOR THE ENGLISH LANGUAGE CENTER AT BRIGHAM YOUNG UNIVERSITY

Rie Teraoka Woo

Department of Linguistics and English Language

Master of Arts

Evaluation is an important process in any language program curriculum to determine whether the program is meeting the needs of students, teachers and others who are involved in the program. The English Language Center (ELC) at Brigham Young University (BYU) is a unique institution that functions as 1) a language school for students from different backgrounds and with various purposes of learning English and 2) as a lab school for undergraduate and graduate students studying TESOL at BYU to have practical teaching experiences. Because of these two purposes, there are constant changes to the curriculum at the ELC. Evaluation is done to measure the effectiveness of such changes in the curriculum. This project is the development of a systematic evaluation model, specifically applies to the ELC context, which will provide organization and direction in conducting effective evaluations.

The three major purposes of this project are to 1) increase awareness in evaluations, which leads to professional development in teachers and administrators, 2) reduce the time spent on evaluations with the proposed evaluation model, and 3) unify the evaluation projects at the ELC based on the ELC curriculum philosophy and principles. The main focus of this evaluation model is on the ELC Curriculum Philosophy and the guiding principles, which define what a successful curriculum should include. In-depth study of this philosophy, definitions and principles of the ELC curriculum, combined with the study of the evaluation models previously introduced in the field of language program evaluation were done to develop this ELC curriculum evaluation model. The process included the participation and support from the Executive Council who makes the majority of the decisions at the ELC. This model was developed using Microsoft Word 2007. It is intended to function as a reference guide for those who are interested in conducting evaluations at the ELC. This reference book includes the

evaluation model and other practical worksheets and documents for conducting the evaluations at the ELC.

Keywords: Evaluation, curriculum development, ESL, TESOL, evaluation model

ACKNOWLEDGEMENTS

First of all, I would like to thank my committee chair, Dr. Norman Evans, for his insights, support and guidance throughout the project. I would also like to thank my project committee members, Dr. Mark Tanner and Dr. Dan Dewey for their continuous support and encouragement. I am thankful to my peers, the Executive Council members at the ELC, and to my parents and my husband's parents for giving me great examples of hard work and support. Finally, I would like to thank my wonderful husband for believing in me and for his unfailing encouragement and support.

Table of Contents

I. Overview: Under the Magnifying Glass	1
II. Background.....	3
III. Literature Review	6
<i>Definition of Evaluation</i>	6
<i>Evaluation vs. Research</i>	7
<i>Types of Evaluation</i>	7
<i>Language Program Evaluation Models in the Literature</i>	9
<i>ADDIE Model</i>	10
IV. Project Rationale/Purpose	11
V. Project Progress	12
<i>Initial Stage</i>	12
<i>Finding Common Ground</i>	14
<i>Creating the Evaluation Model</i>	15
<i>Description of Each Step of the Model</i>	18
<i>“So, what do I do now?”</i>	20
<i>Practical Aspect of the Evaluation Model</i>	21
<i>Project Format</i>	22
VI. Evaluation on the Project	24
<i>Weekly Meetings with the Advisor</i>	24
<i>Presentations to the Executive Council</i>	24
<i>Interviews with the Executive Council</i>	25

<i>Committee Member Meeting</i>	28
<i>Peer Evaluations</i>	28
VII. Recommendations.....	28
VIII. Conclusion	30
IX. Reflection	30
References	33
Appendix A: Description of Evaluation Models in the Literature	35
Appendix B: Example for the Evaluation Model Use.....	38
Appendix C: Interview Summaries	47

List of Tables

Table 1	Six Categories Based on the ELC Curriculum Definition	4
Table 2	Seven common themes found in the chosen models	10
Table 3	Descriptions of Practical Documents from the Evaluation Model	21
Table 4	Questions for Interview #1	25
Table 5	Questions for Interview #2	27

List of Figures

Figure 1	Magnifying a Successful Curriculum using a Guiding Principle Lens	3
Figure 2	The Current Evaluation and Proposed Evaluation	14
Figure 3	Evaluation Model for General Context	17

I. Overview: Under the Magnifying Glass

Often times, ideas are expressed in the form of a metaphor to leave a lasting message. According to Pogrow (1996), "Metaphor is much more important to the design of sophisticated programs than research and theory. A key to developing successful programs is to have the right metaphor. Once you have the right metaphor, theory can fill in the gaps." (p.658) With this in mind, the metaphor that effectively reflects the evaluation model developed for this project is a magnifying glass, where with the right lens and proper usage, the items we want to observe can be focused and enlarged to have a clearer view of the curriculum and by extension a more efficient language learning program.

A magnifying glass is commonly used to enlarge those items that are hard to see, and it can also be described in different terms such as clarifying, focusing, or identifying an item. In this context, magnifying glass is defined as a tool that is used to enlarge items to clarify its view, which in terms lead to more focused ideas. In the English Language Center (ELC) at Brigham Young University, there are many things happening in its curriculum and it is almost impossible to look at every one of those items. Therefore, we need to use the magnifying glass, which will enlarge the items that are most important and focus on those items. Therefore, a magnifying glass is used to enlarge the important items out of countless numbers of possible items to look at.

The activities happening at the ELC, which were discussed in the previous paragraph, may or may not contribute to the program's success and effectiveness. The way to determine success is by looking at those items closely and identifying what contributes to a successful curriculum.

In this project, the details being investigated are current and future evaluations, and other possible items to be evaluated at the ELC. The magnifying glass is the evaluation model used to focus on those details. The lens is representative of the three guiding principles (stable, responsive and cohesive) of the ELC Curriculum Philosophy, on which all curriculum decisions are based. Having these guiding principles as the lens, we can focus on specific aspects of the program that contribute to a successful and effective curriculum. The person using the tool is the evaluator, who could be represented by the Executive Council members, teachers or staff. If all evaluators look at the items with the same lens, the results will be greater consistency in ELC operations.

If the magnifying glass does not have the proper lens, it is difficult to pinpoint which ELC activities lead to a successful curriculum. A focused evaluation model is needed at the ELC to further improve curricular effectiveness.

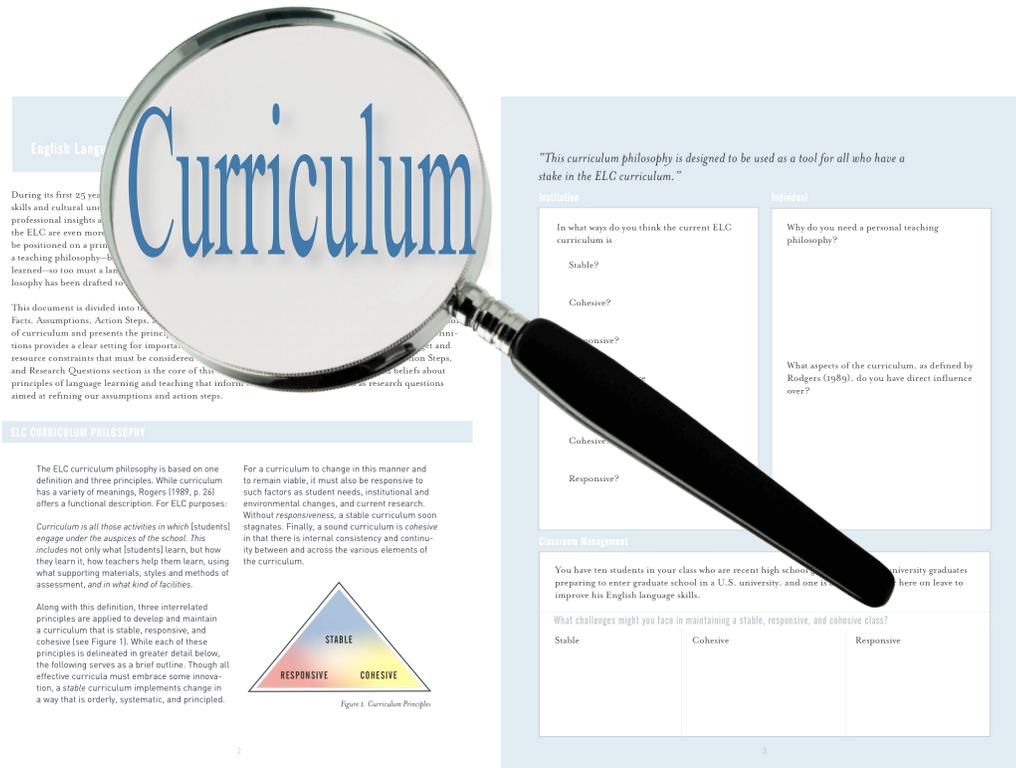


Figure 1. Magnifying a Successful Curriculum using a Guiding Principle Lens

II. Background

The English Language Center (ELC) provides quality English language teaching for students from different backgrounds and needs. It also functions as a lab school that provides quality teacher training and hands-on opportunities for students studying TESOL at the Brigham Young University both at the undergraduate and graduate levels. Since the ELC is a unique institution that functions both as a lab school and a language school, there have been many changes to its curriculum over its 25 years history, and this is especially true in the past year and a half where major changes were implemented to the ELC curriculum. These changes in the curriculum are made based on the ELC's foundations known as the ELC Curriculum Philosophy and guiding principles, which

define what successful curriculum involves. The definition of curriculum defined in the ELC Curriculum Philosophy (p.2) is as follows:

Curriculum is all those activities in which [students] engage under the auspices of the school. This includes not only what [students] learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.

The above definition can be broken down into six main categories, which can then be used as evaluation criteria.

Table 1. Six Categories Based on the ELC Curriculum Definition

Category	Statement from the Curriculum Philosophy
1 Learning	What do students learn?
2 Methods of learning	How do they learn it?
3 Teacher performance	How do teachers help them learn?
4 Supporting materials & resources	Using what supporting materials?
5 Assessment	What styles and methods of assessment?
6 Facilities	What kind of facilities?

In addition to the six categories that lead to successful curriculum, the ELC has built its curriculum on three guiding principles used for curriculum-related decisions. These three principles are:

1. *Stable.* The ELC promotes planned, purposeful and controlled activities in a climate of change, which leads to systematic and principled curriculum

- implements. For example, if the curriculum needs changes due to needs, then those changes need to be implemented in a planned and controlled manner.
2. *Responsive.* The ELC acts proactively in its response to factors that influence the curriculum such as students' needs, institutional and environmental changes, and current research. For example, in the last year and a half, the ELC has implemented a new curriculum that the institutes believe will assist the students better.
 3. *Cohesive.* The ELC maintains internal consistency and continuity between and within levels using appropriate learning resources with regards to various elements of the curriculum. For example, the courses in Foundation Program level A should prepare the students for Foundations Program level B.

The ELC conducts several evaluations each semester to ensure that its curriculum is meeting the ELC goals and objectives. However, these evaluations are conducted independently and separately from one another and are not focused on the ELC's curriculum philosophy and guiding principles. Therefore, to improve the current evaluation situation at the ELC, it was necessary to develop an evaluation model based on the ELC curriculum philosophy and guiding principles to systematically prioritize, plan, conduct and organize the evaluation projects at the ELC.

I started to be interested in program evaluation when I enrolled in Linguistics 677 Curriculum Development course, where we designed and developed the curriculum for the Foundations Program at the ELC using the well-known ADDIE curriculum design model, which stands for analysis, design, develop, implement and evaluate (Zimnas, Kleftouris, & Valkanos, 2008). For the Ling 677 course project, we were able to

complete a thorough needs analysis and design and develop the program. The program was then implemented at the ELC in Fall 2009. However, due to time constraints, we were not able to evaluate the new curriculum that we developed. Therefore, I started thinking of different ways that the curriculum could be evaluated and improved. In another words, I was interested in the effectiveness of the curriculum we have planned. Even though I was interested in evaluations, I did not understand much about evaluation; therefore, I enrolled in Instructional Psychology & Technology (IP&T) 661, which is an introductory course in evaluation and also in IP&T 761, which is the advanced evaluation course in education. From these courses, I have learned many methods, types and definitions of evaluations, which I applied in this project.

III. Literature Review

Definition of Evaluation

One of the challenges of program evaluations is defining the term *evaluation*. The definition of evaluation depends on the context in which it is used. Therefore, defining the term *evaluation* is crucial in the ELC context to maintain consistency within the institution. In other evaluation studies, evaluation is defined as how well different program components such as the audience and values are interacted with one another (Kiely & Rea-Dickins, 2005; Lynch 2003) or there are practical definitions such as “systematic attempt to gather information in order to make judgments or decisions” (Lynch 1996, p.2). In this project, evaluation is defined as a systematic method to assess how well the program is meeting its curriculum objectives and goals. Evaluations are

conducted for different purposes, and according to Rea-Dickins and Germaine (1998), the purposes could be divided into four evaluation dimensions:

1. Developmental: Evaluations done for teacher and curriculum development
2. Awareness: Evaluations done to determine what is working and what is not
3. Management: Evaluations to assist administrators in decision-making
4. Accountability: Evaluations to judge the effectiveness against results.

Evaluation vs. Research

Another challenge of evaluation is making the distinction between evaluation and research. In many occasions, evaluations are mistaken as research. However, evaluation and research have different purposes. Research is usually focused on general topics so that the results can be applied to other contexts besides that one being examined. Research is evidence-based and it aims to prove or disprove the existing theory or hypothesis.

Evaluation focuses on a specific context. Therefore, the results of one evaluation may not be applicable to other situations. Evaluation is a study based on values and set of criteria that are unique in different contexts. For example, the ELC has identified guiding principles as their set of criteria for making curriculum-related decisions; however, it is only applicable for in the ELC context. Evaluation is a method used to judge the worth or merit of the program (Fitzpatrick, Sanders & Worthen, 2004).

Types of Evaluation

One of the similarities between evaluation and research is that there are various approaches and types, and which approach to use depends on 1) the purpose of the evaluations (why are we evaluating?) and 2) the audience we are doing this for (who is

this evaluation for?). The following list contains some of the different types of evaluations, which were useful in the development of this project.

Formal vs. Informal evaluations. Formal evaluations are conducted by experienced evaluators and usually involve many participants. Formal evaluations need to go through a thorough process of planning, designing, conducting and reporting the results, which usually lead to changes in the curriculum. Informal evaluations, on the other hand, are common in the classrooms or in informal settings where the results may or may not be used for curriculum changes.

Summative vs. Formative evaluations. Summative evaluations are conducted at the end of the semester or specific time frame to reflect back on what has been done and make judgments on future implementations. Achievement test at the end of the semester is one example of a summative evaluation. Formative evaluations are conducted during the process of an activity or a program to measure its effectiveness. Mid-term evaluation is one example of formative evaluations (Lynch, 2003).

Qualitative vs. Quantitative evaluations. Qualitative evaluations include in-depth data collection of subjects or of a program, which is often times subjective and requires an evaluators' judgment when interpreting the data. Interviews and observations are examples of qualitative evaluation. Quantitative evaluations involve making judgment using numbers and logical facts. Achievement tests are one example of quantitative evaluation (Fitzpatrick, Sanders, & Worthen, 2004).

High Stake vs. Low Stake Evaluation. High stake evaluations are evaluations that have significant impact or consequences on the institute or to the stakeholders. The results of the evaluation are used to assist in major decision-making. Funding is often

involved in the high stake evaluations. The low stake evaluations are more informal in nature where the results of the evaluation have less impact on curriculum decision-making or to the stakeholders.

Evaluations done by External vs. Internal Evaluators. External evaluators are those who have no or limited affiliation with the institutions and who are trained in conducting evaluations. The external evaluators can provide valuable services to the institution, especially on summative evaluations where quantitative information is used to determine the effectiveness of a program since many of them are trained in statistical analysis. They can provide fresh, neutral and objective perspectives (Lynch, 2003). Internal evaluators are those who have some affiliation with the institution. They could be administrators, staff or teachers. Internal evaluators know the objectives of the program and they also have experiences in working with the people in the program. They can conduct evaluations before, during and after the semester to maintain the effectiveness of the program.

Language Program Evaluation Models in the Literature

There are different program evaluation models introduced in the literature for different contexts. Even though each model has different purposes, there are common themes among these models. In this section, five evaluation models are analyzed to determine common themes among them, which are applied in this project. The five evaluation models are context-adaptive model (CAM) (Lynch, 1990), PRODESS Evaluation Steps (Rea-Dickins, 1995), Part II Framework/Pattern (Kiely & Rea-Dickins, 2005), Utilization-focused Evaluations (Patton, 1997), and Bilingual Vocational (BVT) Training Model (Fleischman & Hanberry, 1987), which are all focused on language

learning aspects. The description of each model is listed in Appendix A. The most salient component in these models is the *purpose*. Knowing the purpose makes the model effective and useful in a given context. The following table summarizes the common themes found in these models, which have been used as the base for the ELC evaluation model.

Table 2. Seven common themes found in the chosen models

Common Themes	Other Terms Used in Different Models
1. Purpose	<ul style="list-style-type: none"> • Goals • Aims and Scopes of Evaluation
2. Evaluand Description	<ul style="list-style-type: none"> • Context Inventory (background & characteristics) • Background & Issues on the evaluand • Specifying the evaluation questions
3. Designing the Measuring Procedure	<ul style="list-style-type: none"> • Data collection design & system • Manage the evaluation process • Developing the evaluations
4. Data Collection	Same in all models
5. Data Analysis	<ul style="list-style-type: none"> • Data Interpretation • Findings
6. Reporting the Results	<ul style="list-style-type: none"> • Evaluation Report • Summarize the findings
7. Implementing the Results	<ul style="list-style-type: none"> • Recommendations • Program Improvement • Decision making • Commitment to use

ADDIE Model

The ELC curriculum was designed using the ADDIE model, which stands for analysis, design, develop, implement, and evaluate. Each phase serves an important role in curriculum development. During the Analysis phase, the needs and problems are determined through needs analysis. In the Design phase, careful planning of the

curriculum takes place within the resources and capability of the program and it becomes the blueprint of the new curriculum. In the Develop phase, the development of materials, programs and activities take place. Necessary items should be prepared and organized in this phase. The Implementation phase is where the developed materials, programs and activities are used in the classrooms. The last phase, the evaluation phase, is where data is collected to determine whether the implemented materials, programs and activities are effective and working.

Even with careful needs analysis, designing and development, there are other problems that will arise. In addition, it is nearly impossible to evaluate every single problem or need of the new curriculum (Crawford, 2004). Therefore, the evaluation phase of the ADDIE model is significant in determining the problems within the program and find ways to solve those problems.

IV. Project Rationale/Purpose

The purpose of this project is to assist the ELC in the evaluation phase of the ADDIE model by providing a model that interested evaluators at the ELC could use to evaluate different aspects of the program systematically. It is evident from the current evaluation situation that the ELC puts emphasis on evaluation. However, the evaluations at the ELC are usually done independently from one another and from the ELC philosophy and guiding principles. For this reason, the Executive Council feels the need of a systematic method for planning, conducting and organizing evaluations. Therefore, the evaluation model was designed based on the ELC Curriculum Philosophy and guiding principles to systematize the evaluation process, which will increase transparency of

information between the evaluation projects and the evaluators as well as focus all evaluations on a common ground.

The main activities of this project include:

1. Designing and developing a model using the ELC Curriculum Philosophy and guiding principles (stable, responsive and cohesive) to focus the current and future evaluations at the ELC.
2. Analyzing the ELC Curriculum Philosophy, specifically focusing on the definition of the philosophy and the guiding principles to identify criteria for evaluation.
3. Organizing the current evaluations according to the criteria identified in #2.
4. Providing the ELC with a list of evaluands (activities, items or people at the ELC that could be evaluated), which could be prioritized by the Executive Council in order of urgency and need.
5. Creating documents and worksheets using the evaluation model for the evaluators to organize necessary information for their evaluation projects.
6. Increasing awareness of evaluation for professional and institutional development.

V. Project Progress

Initial Stage

Developing an evaluation model was not my initial MA Project proposal. My initial vision was to study the effectiveness of the current student evaluation of teachers and also to develop student evaluations in the students' native languages for more accurate evaluations on teachers (especially for the beginner learners). My initial project may have been a good project, but the ELC had a bigger need in terms of their evaluation

system. They needed a method to organize the different evaluations that were already taking place at the ELC, using the ELC Curriculum Philosophy.

Dr. Evans, who is the member of the Executive Council in charge of curriculum, expressed concerns that the evaluations at the ELC are not systematically organized. There are many evaluations that are being conducted at the ELC that provide important information for making decision in the curriculum; however, there are still problems with the evaluation at the ELC, which are listed below:

1. Not all EC members are aware of the evaluations or the purpose behind the evaluations that are going on at the ELC.
2. Many of the current evaluations appropriately focus on teachers' and students' performance, but there is also a need for evaluating other aspects of the ELC.
3. Currently, there are no training workshops on evaluations for the teachers and staff. Increase awareness of evaluation will benefit the teachers and staff in their professional development.
4. There is a need for an evaluation model specifically designed for the ELC to unify the evaluations (such as student evaluation on teachers) in a common theme that reflects the ELC Curriculum Philosophy.

Evaluations such as the student evaluation that I was interested in or the teacher performance evaluation (SGID/QuiD) and other evaluations done at the ELC are important; however, there needs to be a common focus, which these evaluations are centered so that these individual evaluations are evaluating different aspects of the ELC curriculum. Therefore, instead of developing another independent evaluation, I decided to develop an evaluation model that unifies the current and future evaluations at the ELC on

a common ground. The following figure (figure 2) illustrates the purpose of this project visually. The figure on the left explains the current situations at the ELC, where evaluations are conducted independently with minimal connection to each other. The figure on the right is what this evaluation model aims to accomplish, which is to unify all the evaluations under a common ground.

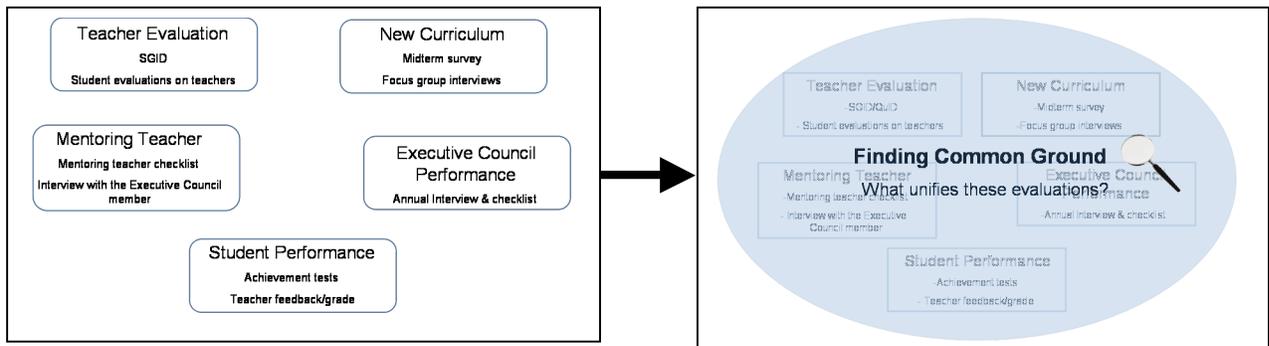


Figure 2. The Current Evaluation (left) and Proposed Evaluation system (right)

After determining the evaluation needs, these steps were taken to approach this project:

- 1) Find common ground using the ELC philosophy and principles,
- 2) Study the evaluation models in language programs found in the literature,
- 3) Find common themes among those evaluation models
- 4) Create an evaluation model based on those common themes
- 5) Customize the evaluation model using the ELC philosophy and principles.

Finding Common Ground

After clarifying the need of the ELC evaluation, the next step was to identify common ground for the evaluation system. It was not difficult to think of common ground or themes for the evaluation model because the ELC has already provided the definition for a successful curriculum in a document titled, *The ELC Curriculum*

Philosophy. The ELC Curriculum Philosophy contains the definition of curriculum, aims and missions of the institution, and three guiding principles that lead to successful program. All major curriculum-related decisions at the ELC are made using the curriculum philosophy and the three principles. Therefore, the philosophy (definition) and the principles were used as the common ground or unifying element for this ELC evaluation model for greater consistency within the curriculum.

The definition of curriculum in the ELC Curriculum Philosophy plays the function of a unifying element by providing the six categories of evaluands (items that will be evaluated) in which all activities and services at the ELC could be distributed. The three guiding principles (stable, responsive and cohesive) play the role of a unifying element by filtering out specific information from the evaluands that are consistent with the descriptions of stable, responsive and cohesive.

Creating the Evaluation Model

The first step in developing the model was to study other evaluation models for language programs in the literature. The common themes among the evaluation models in the literature (which are explained the Literature Review section of this paper) became the foundation of this project. These common themes are as follows: 1) Purpose, 2) Evaluation Description, 3) Designing the Measuring Procedures, 3) Data Collection, 4) Data Analysis, 5) Reporting the Results, and 6) Implementing the Results.

The second step was to customize this model to the ELC by incorporating the ELC curriculum philosophy and its three principles. The whole model reflects the ELC Curriculum Philosophy, but it is most evident in step two, where all the items that are being evaluated need to go through a filter of program objectives, which are the three

guiding principles. By doing so allowed the evaluation questions to be consistent with the curriculum objectives in hopes that the results will give further insight to the ELC's curriculum. Figure 3 below is the developed model, followed by descriptions of each step of the model. One technical term used in the model is *evaluand*. Evaluand in this context is defined as any items (person, services, or things in the institute) that can be evaluated in a given institute.

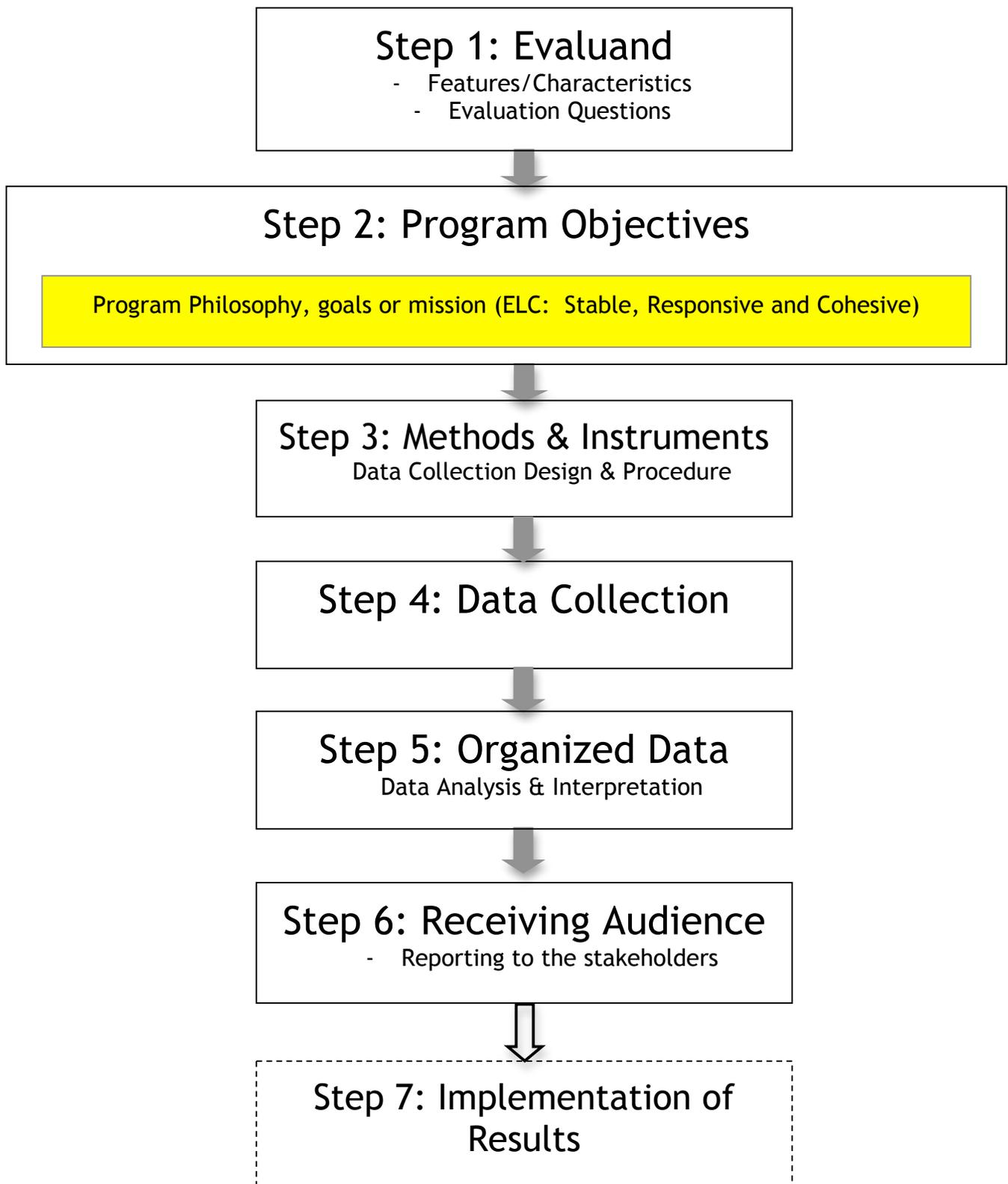


Figure 3. Evaluation Model for General Context

Description of Each Step of the Model

The following descriptions explain what needs to happen in each step of the model. An example using this model for one of the evaluands at the ELC is provided in Appendix B.

Step 1: Evaluands

An effective evaluation has clear evaluation questions. The purpose of this step is to guide evaluators in creating such evaluations questions by: 1) selecting the evaluand and describing the background and issues of the chosen evaluand in general, 2) listing the features of the interested evaluands specifically and selecting several features that you are interested in evaluating, 3) determining which of the six categories (from the ELC curriculum definitions) the evaluand assess to maintain focus within the curriculum and 4) creating evaluation questions using the information gathered.

At the end of the first step, the evaluator should have a clear view of what their evaluand is and clear evaluation questions to guide their evaluation along.

Step 2: Program Objectives

With the clear view of evaluands, the next step is to determine the purpose behind the evaluations. This step asks the evaluator two questions: 1) For what purpose is this evaluation being done? and 2) How does this evaluation contribute to the curriculum or reflect the guiding principles of Stable, Responsive & Cohesive? The evaluation questions are effective if they are focused on the curriculum principles because these principles promote a successful curriculum at the ELC.

At the end of this step, the evaluator should know the reasons behind conducting the evaluation and also how it contributes to the ELC curriculum.

Step 3: Methods & Instruments

A clearly described evaluand and purpose help with the designing of the methods. Planning what methods and instruments to use is very important to keep the evaluation simple and focused. The first part of this step is to 1) explore different methods available (such as interviews, observations and surveys), and 2) select at least two methods that best answers the evaluation questions for triangulation purposes. The second part of this step is to design the instruments needed to gather necessary data. These instruments could already exist or the evaluators may need to design the instruments specifically for the evaluation.

At the end of the stage, the evaluators are ready to collect the data with well-designed methods and instruments.

Step 4: Data Collection

In this step, the selected methods and instruments in step 4 are used to gather data to answer the evaluation questions. The data should be from reliable sources and should be collected within the evaluators' capacity and resources (especially time resources).

At the end of this step, the evaluators have gathered data necessary from different sources to answer the evaluation questions.

Step 5: Organized Results

In this step, the data collected are organized to answer the evaluation questions and purposes. This step is called organized results because not all data are valid for the questions you are asking. Therefore, the data should be analyzed and interpreted carefully and thoroughly, preferably by more than one evaluator.

At the end of this step, the evaluator should have adequate data to support and answer the evaluation questions.

Step 6: Receiving Audience

The organized results should be reported to the right audience or also referred to as stakeholders, especially to the Executive Council who make a majority of the decision for the ELC curriculum. In this step, the evaluators plan, prepare and present the results orally or in a written form. Reporting is important in communicating the results to those who are interested in the findings or to those who need the information to make decisions.

At the end of this step, the evaluators should have answered the evaluation questions and shared that results formally or informally with various audiences and stakeholders.

Step 7: Implementation of Results

This step is in a dotted box because it is up to the receiving audience to use the findings of the evaluation for implementations. It is the stakeholders' decisions to use results for further actions. The purpose of this evaluation model is to facilitate the evaluation process so that the stakeholders will receive the data for their evaluation questions. Even though the evaluators may not make decisions using the findings of the results, it is encouraged to provide recommendations for possible implementations for the stakeholders.

“So, what do I do now?”

After developing and customizing the model to the ELC context, the question that needed to be answered was, “So, what do I do now? How can this model help the ELC?”

The model itself is a theoretical concept and not a practical tool. The model attaches meaning to the evaluations, but it does not help evaluators to actually *conduct* an evaluation. In order for the evaluation model to be used at the ELC, it must have practical applications that reflect the evaluation model. There are not many resources available for training how to conduct an evaluation at the ELC. Therefore, for the practical side of the ELC evaluation model, I decided to create a reference book that contains descriptions, examples and worksheets for conducting evaluations. The Executive Council was also in a favor of the practical tools. They felt that practical tools are easier to implement than the theoretical ideas.

Practical Aspect of the Evaluation Model

The following worksheets and documents were developed to help the interested evaluators at the ELC to plan, conduct and organize their evaluation process.

Table 3. Descriptions of Practical Documents from the Evaluation Model

#	Document	Purpose/Function
1	Evaluation Plan	<ul style="list-style-type: none"> - Summarize necessary information in one document - Include highlights from each step of the model - Fill out by all evaluators <u>before</u> they conduct their evaluations.
2	Frequency Table	<ul style="list-style-type: none"> - Organize all the evaluations that are going on in a given time frame - Serve as a reminder for EC members - Include the following information: evaluands, evaluation questions, person in charge, people participating, due dates and reporting dates
3	Evaluand List	<ul style="list-style-type: none"> - Compilation of possible evaluands at the ELC - Purpose of this document is to ensure that the EC and

		other evaluands are aware of all the possible evaluands and choose from the list according to priority
4	Priority Chart	<ul style="list-style-type: none"> - Prioritized list of the evaluands in order of urgency and importance - Priority set by Executive Council members
5	Bank of Questions	- Set of questions for each step to guide the evaluators in their evaluation process.
6	Evaluation Instrument, Data Collection and Analysis Table	- Organize different methods used for each evaluation question and methods used to analyze the data.
7	Reporting Organizer (1&2)	<ul style="list-style-type: none"> - 1) A format for general reporting of the evaluation findings - 2) A template for formal written report

Project Format

This project is in a booklet format with tabs for each component. The PDF version of the booklet is also available on a CD; however, due to time constraints, I was not able to update the information on the ELC website. Assuming that the Executive Council approves of this model, the next step is to convert the project into e-format on the website.

The following list describes each section of the booklet:

1. Background of the ELC

This section introduces the background, the ELC philosophy and principles, which the ELC curriculum is based on.

2. Rationale behind the Model: Why do we need an Evaluation Model?

This section invites all interested evaluators to learn and understand the need of evaluations and how they can participate in the evaluation process at the ELC.

3. *Overall Evaluation Model: How to use this Evaluation Model?*

This section introduces the evaluation models, which are followed by a simple description of each step.

4. *Descriptions & Examples for Each Component of the Model*

This section breaks each step of the model down in detail and provides descriptions, examples, questions and worksheets to help evaluators in their evaluation projects.

5. *Example Using the Model: Evaluation Plan*

This section introduces one of the practical tool, the *Evaluation Plan*. This tool contains all necessary information from each step onto one document. Two Evaluation Plan examples are included in this section. One is for informal evaluation and another example is for formal evaluation.

6. *Glossary on Evaluation*

Many potential evaluators at the ELC are new to the ELC or to evaluation. This section lists evaluation-related terms and the definitions.

7. *Worksheets and Documents*

This section contains the descriptions for the worksheets and templates. The actual worksheets and templates are provided in an Appendix.

8. *Experienced Evaluator Version*

This section contains a condensed and practical version of the project for evaluators who are familiar with the evaluation process.

9. Resources

This section lists books and articles on evaluations for the interested audience to increase awareness of evaluation.

VI. Evaluation of the Project

Weekly Meetings with the Advisor

Dr. Evans, who is the advisor for this project is also a curriculum coordinator at the ELC. During the weekly meetings, we discussed and evaluated the project. If there were changes that needed to be made to the project, the changes were made with the approval from Dr. Evans. Each week I worked on different assignments, which kept the project updated at all times. Dr. Evans communicated project updates to the members of the Executive Council.

Presentations to the Executive Council

The project was presented by me to the Executive Council members three separate times. Each presentation was about 30 minutes and was followed by a Q&A session.

The purpose for the first presentation was to introduce the overall idea of the project and to get the EC members to be involved in this project because for this project to be implemented at the ELC, it was important to have the EC involved. Reaction from this presentation was generally quite positive. They saw the need of this evaluation model and were actively suggesting different ideas for the uses of the model. For example, they gave an idea to develop the Frequency Table, which organizes all evaluations in a given

time frame so that all EC members know what evaluations are taking place and who is in charge.

The purpose of the second presentation was to update the committee members with the project progress to make sure it was going in the right direction as they had requested. Many changes were made after the first presentation and the interviews; therefore, the second presentation was an important step to further finalize the project.

The third presentation was conducted to present the completed document and to demonstrate how the evaluation model works by showing the EC different components, worksheets and examples. The purpose is to have them practice using the model and get response from both participants' and stakeholders' point of view and also to discuss the future implementation of the project in the ELC curriculum.

Interviews with the Executive Council

The first interviews were conducted after the first presentation. The purpose of the interviews was to get their feedback and how they felt about the project and its potential role in the ELC curriculum. The interviews were guided with questions, but were done informally as we discussed each question. The following table contains the questions asked in the first interview.

Table 4. Questions for Interview #1

Questions for Interview #1

1. What did you think overall about the project?
2. How can it be made more practical and user-friendly?
3. How do you want this to be laid out? Electronic? File?
4. What are your responsibilities of your position?

5. What evaluations are you doing currently?
 6. What evaluations are you interested that you might consider doing?
 7. Who else do you recommend me talking to?
 8. Any questions and suggestions?
-

The interviews were conducted with six EC members (four program supervisors, one curriculum director and one testing/assessment & technology director), who were experienced in evaluation. The overall reaction was positive and they showed interest in promoting evaluation-friendly environment at the ELC. The following bullets summarize the common ideas mentioned in the first interview. More detailed responses on the interviews are included in Appendix C.

- Keep the model simple and easy to use
- Keep it flexible in evaluation methodologies and usage
- Provide a tool that tracks the frequency of the evaluation in a given time frame
- Available in both paper and electronic formats
- Both informal and formal evaluations should be kept in record
- The project is not to correct the current evaluations, but to bring what has been done into focus

The second interview was conducted through email correspondence due to time constraints. The interview questions were sent out by email after the second presentation and the EC members had two weeks to respond. The purpose of the interview was to maintain their interest level and also to make sure I was incorporating what they had suggested previously into the project. This interview was shorter in length and contained the following questions in the table below.

Table 5. Questions for Interview #2

Questions for Interview #2

1. Were you able to understand the purpose of this project?
2. Is it simple and easy to follow?
3. Since it is a new concept/change, how easily do you think this project will be implemented?
4. In your opinion, how should it be implemented? Who should be in charge? What and when do you want to see implemented?
5. How will it be effectively implemented in the already-busy schedule you have?
6. Do you think this project will complement the existing evaluation or is it extra work?
7. Other questions, concerns or comments you have?

The overall response of EC was positive and they were excited about seeing the end product. My main concern after the second presentation was the actual implementation of this project and what the EC thought about using and implementing this model. The following bullets summarize the main points shared by the EC members.

- Giving someone in the EC ownership over evaluation is important in implementation
- Flexibility is important for implementation of the evaluation model
- It is important to have a document that systematically organize the frequency of all evaluations

The second interviews provided important information to further develop the model that will need to be implemented.

Committee Member Meeting

A meeting with project committee members was held during the first half of the project to discuss the content of the project. Having committee members who are not as closely affiliated with the ELC as Dr. Evans gave me additional insights on the project. They suggested making this project friendlier to a general audience. One major problem that this project had was that it was confusing to those readers who have no background or experience at the ELC. The committee members suggested that I should insert additional sections in the booklet to describe some of the ELC's background, history, curriculum philosophy and principles so that the new members who will replace the EC in the future or other teachers and staff who are not familiar with the ELC Curriculum Philosophy and guiding principles will have a resource to learn about the background of the ELC.

Peer Evaluations

Peer evaluations and editing was done throughout the semester as part of IP&T 661 (introductory course) and 761 (advanced evaluation course) classes. The peers in these classes had knowledge of evaluation; therefore, their reviews have had great impact on this project. For example, weekly project update in class allowed open discussions about the projects and they asked questions about the evaluation model as they compared to other models they have encountered.

VII. Recommendations

There are several possible ways to use this evaluation model. The following points are some of the recommendations for different stakeholders at the ELC, as well as suggestions for future studies and revision of this project.

1. Executive Council – Members who are already conducting evaluations can use this model to re-design and organize their evaluations so that it will be consistent with the curriculum philosophy and principles. The documents provided (such as the Frequency Chart) will help them organize all the evaluations that are going on in a given time frame. Those members who have responsibility over evaluation, but have not found a way to do so will find this project useful because it will show them a step-by-step approach to evaluation.
2. Other Interested Participants – Evaluation are done by those who are interested in making changes and improvements; however, some may have a negative attitude towards evaluation due to its complexity and time-consuming factors (Weir & Roberts, 1994; Rea-Dickins and Lwaitama, 1995; Murphy, 1996). Therefore, this project aims to simplify the evaluation process so that the interested evaluators may have positive experience in conducting evaluation.
3. As Teacher Training Material – Evaluation can promote professional development of teachers and staff at the ELC. Since the ELC functions as a lab school, improving on teaching and other areas of teaching is important for the employers at the ELC. Therefore, this evaluation model can be used to create an evaluation-friendly environment to promote professional development (Rea-Dickins & Germaine, 1998).
4. Future MA Projects – Creating an evaluation model is one part of the project, and another part is implementing it. Due to time constraints, I will not be able to implement the model and evaluate its effectiveness. Further revising and refining of this project will be needed.

5. Electronic Format – Due to time constraints, I was not able to convert this project into electronic format. The next step for this evaluation model is to load the information on the ELC website for easier access to wider audiences.

VIII. Conclusion

Evaluation is a complex field of study because it has different meanings in different contexts. Therefore, designing an evaluation model was a challenging task due to this complex nature. However, from the process of designing and developing this project, I have come to understand more about the ELC's Curriculum Philosophy, the guiding principles and the reasoning behind the decisions the EC makes in curriculum development. Evaluation is not a one-time study; rather, it is a process. Therefore, there is still a lot of work to be done on this project, as well as on evaluating different aspects of the ELC. As I reviewed the process of this project, I learned a lot about evaluation and how I could apply this model into my own teaching.

Without evaluation, it is impossible to move forward to the next stage of curriculum development. It is evident from the current evaluations that the ELC conducts that they put much emphasis on evaluation. It is my hope that this evaluation model can unify and strengthen the current and future evaluations at the ELC.

IX. Reflection

In this section, I discuss some of the challenges I faced, lessons I have learned from this project and other suggestions I have for fellow Master's students.

Challenges

Most of the challenges I faced are due to my lack of experience in developing different skills. The first major challenge I faced involved technology problems. This is due to TESOL becoming more and more technical in terms of classroom teaching and materials, but personally, I am not very experienced in technologies. Therefore, when I decided to create a reference book for the evaluation model, it was a struggle to use the computer program that best professionalized my project. Most of the time I spent on the project involved familiarizing myself with the technology and how to use it to create the materials I designed. Fortunately, I had colleagues who are more experienced in this area to help me out.

Another challenge I faced was writing. Writing over 100 pages was a very difficult task due to my lack of ability to write well in another language. In addition, writing for different audiences is a task that I have not mastered, so it was a challenge. However, from this experience, I had the opportunity to actually face my challenge and be able to work on it.

Lessons I have Learned

Utilize others talents and skills. One of the greatest things I learned from this project was to work with others who have different talents and skills. Even a simple thing as sharing ideas, having them ask questions or talking things out can help significantly. When we work with others, we learn new skills.

Don't be afraid to expand on ideas. The original conception of the project and the finished project ended up being very different from each other. That does not mean that my ideas were not used. It means that I was able to expand my ideas to

meet the needs of the stakeholders. One lesson I learned is not to be afraid to try something different and to negotiate with my advisor when discussing the project.

The Project designer benefits most. At the beginning of the project, this project was for the Executive Council members. However, as I continue working on the project and reflecting back on the process, I have received the greatest impact from this experience. Because of this project, I have found the area in which I am most interested in pursuing as a career.

Suggestions

One suggestion I have for fellow and future colleagues in regards to their MA projects/thesis is to enjoy what they do. This project is a great opportunity to work closely with experienced professors. It is an opportunity to choose what you love to do, which may lead to an emphasis in our career. Before this project, I was not sure which route I should take in my TESOL career, but from doing the MA project, I have decided to go into curriculum development and evaluation. This project has been a key contributor to this new focus; magnifying glasses really do work.

Second suggestion is to do a project that benefits others, which includes the designer of the project. If the project is used by somebody, it benefits them. The most important thing is to look for the needs around you and build your project based on those needs.

Third suggestion is to work closely with your advisor, committee members and other people who have specific talents and skills you need. This is a great opportunity to build a life-long professional relationships and you can benefit greatly from the comments and ideas given by them.

References

- Brigham Young University English Language Center. (2008). *Curriculum Philosophy*. Provo: BYU.
- Crawford, C. (2004). Non-linear instructional design model: eternal, synergistic design and development. *British Journal of Educational Technology*, 35, 413-420.
- Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). *Program Evaluation Alternative Approaches and Practical Guidelines*. Boston: Pearson Education.
- Fleischman, H. L., Hanberry, G. C., & Rivera, C. (1987). *Evaluation Guide For Bilingual Vocational Training*. Washington D.C.: Development Associates.
- Kiely, R. (2009). Small answers to the big questions: Learning from language programme evaluation. *Language Teaching Research*, 13, 99-116.
- Kiely, R. & Rea-Dickins, P. (2005). *Program Evaluation in Language Education*. New York: Palgrave Macmillan.
- Lynch, B. K. (1990). A Context-Adaptive Model for Program Evaluation. *TESOL Quarterly*, 24, 23-42.
- Lynch, B. K. (2003). *Language Assessment and Programme Evaluation*. Edinburgh: Edinburgh University Press.
- Lynch, B. K. (1996). *Language Program Evaluation – Theory and practice*. Melbourne: Cambridge University Press.
- Pogrow, S. (1996). Reforming the wannabe reformers: Why education reforms almost always end up making things worse. *The Phi Delta Kappan*, 77, 656-663.
- Rea-Dickins, P. & Germaine, K. P. (1998). *Managing Evaluations and Innovation in Language Teaching – Building Bridges*. London: Longman.

- Richard, K. (1998). Program Evaluation by teachers: issues of policy and practice. In Rea-Dickins, P. & Germaine, K. P. (Eds.), *Managing Evaluations and Innovation in Language Teaching – Building Bridges* (pp. 78-104). London: Longman.
- Rodgers, T. (1989). Syllabus design, curriculum development and polity determination. In R.K. Johnson (ed.) *The Second Language Curriculum*. New York: Cambridge University Press.
- Zimnas, A., Kleftouris, D., & Valkanos, N. Using the ADDIE methodology to the development of a simple instructional system design.
- toolesp.it.teithe.gr/documents/presentations/eRA08paper_confProceedings.doc

Appendix A: Description of Evaluation Models in the Literature

The following table summarizes five of the evaluation models and their purposes and main components.

<i>Model</i>	<i>Purposes</i>	<i>Main Components</i>
<p>Context-Adaptive Model (CAM) (Lynch, 1990)</p>	<p>Evaluation framework based on the important dimensions of language program such as characteristics of the program and participants. These dimensions determine the themes or criteria for evaluations.</p> <p>Initially presented 1988 Lynch Feature: Flexibility in responding to the range of contextual constraints that program evaluation can encounter. Iterative rather than rigidly linear model – allows <i>flexibility</i></p>	<p><i>7-step Process Includes:</i></p> <ol style="list-style-type: none"> 1) Audience and Goals 2) Context Inventory (background, characteristics) 3) Preliminary Thematic Framework (theme-based) 4) Data collection design & system 5) Data Collection 6) Data Analysis 7) Evaluation Report
<p>PRODESS Evaluation steps (Rea-Dickins, 1995)</p>	<p>It stands for project development support scheme. The main purpose of this framework is to help evaluate the process and end result of a project in a form of evaluation.</p> <p>Context: In 1990s, the Project Development and Support Scheme designed by British Council in different English Language education programs in Eastern and Central Europe – training an</p>	<p><i>13 Detailed Steps Include:</i></p> <p>Decide on who is to...</p> <ol style="list-style-type: none"> 1) provide the evaluation information 2) manage the evaluation process 3) collect data 4) Decide on how the evaluation data will be used 5) Identify or develop appropriate evaluation instrument 6) Agree on appropriate timeline 7) Data Collection 8) Data Analysis 9) Data Interpretation 10) Taking decisions 11) Acting on recommendations and action plans (how to use the eval) 12) Presenting the evaluation findings 13) Evaluating the evaluation

	support services to programs and institutions using evaluation for development.	(metaevaluation)
Part II Framework/Pattern (Kiely & Rea-Dickins, 2005)	<p>This framework gives general areas in which they believe the program evaluations should be done. The main purpose of this evaluation is to have clear objectives and background of the evaluands, which they believe will produce effective evaluations.</p> <p>How they organize their cases and issues – not a formal ‘name’ but it is the pattern they used.</p>	<p><i>7-step process:</i></p> <ol style="list-style-type: none"> 1) Introduction (background & issues) 2) Context (description of evaluands & stakeholders) 3) Aims and Scope of the Evaluation (what are you evaluating and why?) 4) Evaluation Design (methods, measurement and procedure used, timeline, budge and pilot testing) 5) Data Collection 6) Implication for Evaluation (usage, decision-making) 7) Summary (recommendations, conclusions, constraints/limitations)
Utilization-focused Evaluations (Patton, 1997)	<p>The framework is formatted in a way that promotes the end product or the usage of the evaluation results. If the results are not used for decision-making or for other things, the evaluation is not effective. The author puts heavy emphasis on stakeholders</p>	<p><i>This framework includes 7 stages:</i></p> <ol style="list-style-type: none"> 1) Stakeholder Analysis (interests, needs and values) 2) Users (indicate primary intended users) 3) Commitment to use (agreement) 4) Data Collection 5) Findings and Recommendations (needs of stakeholders compared to results) 6) Dissemination (apply to general

	and their values when conducting evaluation.	public) 7) Evaluate the Evaluation (metaevaluation, validity, decrease bias)
BVT Model (Fleischman & Hanberry, 1987)	<p>Bilingual Vocational Training model is mainly to evaluate the vocational schools where they use other languages. The main purpose is to maintain the effectiveness of the program by evaluations.</p> <p>1) help local adult and vocational education program improve their approach to evaluation 2) presents an overall framework which can be used by program staff and evaluators to help establish the scope of their evaluations 3) give direction to meeting local evaluation needs 4) help with documentation of the evaluation</p>	<p><i>This model has 6 steps:</i></p> <p>1) Define the purpose and scope of the evaluation (narrow down the evaluation to measurable size) 2) Specifying the Evaluation Questions (reflects goals and purposes in step #1) 3) Developing the Evaluation (approaches to gather data to answer the questions) 4) Colleting Data 5) Analyze Data and prepare Report (interpret and summarize) 6) Program Improvement by using the evaluation report</p>

Appendix B: Example for the Evaluation Model Use

The example below covers the important questions that need to be answered in each step of the evaluation model.

Step 1: Evaluands

1) *Selecting the evaluand and describing the background and issues of the chosen evaluand in general.*

Evaluand:

- Tutoring Program

Description:

- Tutoring program has been in use for many years and it has served many students in different aspect of language learning.
- The tutors are volunteers and part-time teachers and their approach to tutoring varies from person to person.

Issues:

- The tutoring program has not been formally evaluated on the effectiveness of the program as well as the quality of the tutors.
- Evaluation needed to maintain consistency between classroom activities and tutoring and also to look at the qualification of the tutors.

2) *Listing the features of the interested evaluands specifically and selecting several features that you are interested in evaluating.*

Features of tutoring program:

- Students who need help with language sign up for available tutors
- Tutors are part-time teachers and volunteers
- Tutors should help students with questions related to English learning
- Students are encouraged to study with tutors
- Tutors should help with materials that are taught in the class
- The program tries to hire as many tutors as possible because students benefit from these tutors
- Tutoring service is free for students
- There are no training workshops for tutors; therefore, teaching approaches differ

Select Features for Evaluation:

- Tutors qualification - There are no training workshops for tutors; therefore, teaching approaches differ

- Student satisfaction - Students who need help with language sign up for available tutors; tutors should help students with questions related to English learning

3) *Determining which of the six categories (from the ELC curriculum definitions) the evaluand assess to maintain focus within the curriculum.*

- Service – tutoring program itself
- Resources – tutors as study resource
- Performance – tutor qualification

4) *Creating evaluation questions using the information gathered.*

Evaluation Question #1

Since the tutors are not trained, will the tutors benefit from workshops and training?

Evaluation Question #2

How often do students visit tutors?

Evaluation Questions #3

How satisfied are students with the tutor assistance?

Step 2: Program Objectives

1) *For what purpose is this evaluation being done?*

Evaluation on tutoring program is done because:

- To measure the effectiveness of the program through student satisfaction and tutor performance.
- To provide training/workshops for tutors if necessary.
- To keep the program up to date and make necessary changes if needed.

2) *How does this evaluation contribute to the curriculum or reflect the guiding principles (Stable, Responsive & Cohesive)?*

- Stable: Are tutors trained in a way that reflects the research (on tutoring/mentoring)?
- Responsive: Is tutoring program meeting the needs of the students & teachers?
- Cohesive: Are materials covered in tutoring consistent with the class materials?

Step 3: Methods & Instruments

1) *Explore different methods available*

Possible methods to use:

- Questionnaires
- Interviews
- Observation
- Checklist
- Video observation
- Focus Group
- Study Literature
- Students' grades

2) *Select at least two methods that best answer the evaluation questions for triangulation purposes.*

Methods to use:

- 1) Questionnaires to students, tutors and teachers
- 2) Interviews with selected tutors
- 3) Observation done by tutoring supervisors

3) *Instruments needed to gather necessary data.*

Instruments need to create:

- Questionnaires
- Interview questions for guided interviews
- Observation checklist (behaviors)

Step 4: Data Collection

Data will be gathered from...

Questionnaires

- Students – All levels (10 students/level; 3 levels for Foundations and 3 levels for Academic. Total of 120 students)
- Teachers – Selected teachers from different skill areas and levels (4 for each skill area in each program. There are 4 skill areas = 32 teachers)
- Tutors – All tutors

Interviews

- Tutors – Focus group (volunteers – 2 focus groups, separate times)

Observation

- Done by supervisors on selected tutors (at least 15 observations) and students (15 observations).

Step 5: Organized Results

At the end of this step, the evaluator should have adequate data to support and answer the evaluation questions.

Evaluation Question #1

Are the tutors trained? Will the tutors benefit from workshops and training?

- Observation report
- Interviews (focus groups)
- Questionnaire responses

Evaluation Question #2

How often do students visit tutors?

- Observations
- Student questionnaires
- Teacher perception – questionnaires (how many times do teachers think students go to tutors?)

Evaluation Questions #3

How satisfied are students with the tutor assistance?

- Students' questionnaires
- Teachers' questionnaires
- Tutors' perceptions – focus group interviews

Step 6: Receiving Audience

Important Audience who may use this information to make decisions

- Executive Council members

Who may benefit from this evaluation?

- Students
- Teachers
- Tutors
- The ELC – institution

Reporting Format:

Executive Council Members

- Executive Summary write-up (short write-up)
- Oral report of the results

Other stakeholders

- Email correspondence
- Share findings during midterm evaluation meetings

Step 7: Implementation of Results

Recommendations for Implementations:

1. Conduct short workshops or training sessions for all tutors at the beginning, middle and end of the course to outline methods, share ideas and evaluate consistency between each tutors.
2. If only one group of students sign up for tutors, encourage other students to sign up for tutors by designating time slots especially for those who need it.

3. If tutors feel they are not performing well, they could create reporting system to the teachers so they can collaborate classroom work with tutoring to increase productivity and effectiveness.

Example in a Evaluation Plan document format is a summary of the written forma (above), which contains the same information, but it is done before the evaluation project.

Evaluation Plan (Example for formal evaluation)

Your name: Ms. A

Position: Tutoring Program Supervisor

WHAT: Evaluand

What are you evaluating?

Tutoring Program

- Student use & satisfaction

- Quality of tutors

Evaluation Questions

1. How often do students visit tutors? (Freq)

2. How satisfied are students with the program?

3. Are the tutors trained? Do they need it?

Is this evaluation...

- | | |
|---|---|
| 1. <input checked="" type="checkbox"/> First time | <input type="checkbox"/> It was done previously (when? _____) |
| 2. <input type="checkbox"/> Summative | <input checked="" type="checkbox"/> Formative |
| 3. <input type="checkbox"/> Informal | <input checked="" type="checkbox"/> Formal |

Need to operationalize? YES NO (If yes, explain.)

Satisfaction: frequency of usage, how much they feel helped by the tutors.

Quality: Trained as a tutor

WHY: Curriculum Objectives

Why are you evaluating?

- | | | |
|--|--|---|
| <input type="checkbox"/> MA Project | <input checked="" type="checkbox"/> EC Project | <input type="checkbox"/> Teacher improvement |
| <input type="checkbox"/> Class Project | <input type="checkbox"/> Student improvement | <input type="checkbox"/> Material improvement |
| <input type="checkbox"/> Other: _____ | | |

What is your purpose of conducting evaluation?

Tutoring program has not been evaluated formally before. It is good to know both quantitatively and qualitatively the effectiveness of the tutoring program, especially to evaluate the quality of the tutors from different perspectives – for further improvements.

Which curriculum principles are you meeting? Explain briefly.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Stable | <input checked="" type="checkbox"/> Responsive | <input checked="" type="checkbox"/> Cohesive |
|--|--|--|

Stable: Are tutors trained in a way that reflect the research (on tutoring/mentoring)? Responsive: Is tutoring program meeting the needs of the students & teachers? Cohesive: Are materials covered in tutoring consistent with the class materials?

(continue from above)

Any risks/threats? YES NO (If yes: Replace tutors/more training)
 Any benefits? YES NO (If yes: Improve quality of the program)

Using human participants? YES NO
 If yes, did you get consent (consent form, IRB...)? YES NO

WHO:

Who is in charge?

Curriculum coordinators (name)

Who else is in the group?

Tutoring program supervisors

Program supervisors

Briefly explain responsibilities for each person involved

Curriculum coordinators: In charge of creating measuring instruments and instruction. Tutoring supervisors: Gather data from tutors and tutors; observation

Program supervisors: Gather data from teachers and count frequency of tutor usage

Who will benefit?

students & teachers

Who will use the results to make decisions?

Executive Council

Who are your subjects? (People you are evaluating)

Students (both who go to tutors and who don't), tutors, supervisors, teachers

Who is your supervisor from Executive Council?

Curriculum coordinator (Mr.B)

HOW: Methods

Is your evaluation...

Qualitative

Quantitative

Both

Triangulation: using two or more methods to measure the same evaluand.

Method #1: Student Questionnaire (also include frequency count)

Reason: Ask for student satisfaction (for the service) and evaluate tutor quality

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: _____)

Method #2: Tutor Questionnaire

Reason: Training, experience, satisfaction (from their perspective)

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: _____)

(Continued from above)

Method #3: Supervisors observation

Reason: 3rd person view on teacher/tutor interaction, eval overall effectiveness

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: Obs. techniques)

Resources needed: Questionnaires (for students & tutors), observation form

WHEN: Data Collection

Who is collecting data? Tutoring supervisors & Program supervisors

Data already exist? YES NO

If yes, where? # of student who go to tutors are recorded

If no, where else? _____

When (time frame)

February 2010

Where?

SASC, classroom

Need Training? YES NO

(If yes: When & How? Observation training for supervisors, Jan.)

Any cultural issues to consider? YES NO (If yes: depend on culture, may not express real feelings in questionnaires – not sued to it)

Any sensitive issues to consider? YES NO (If yes: _____)

Collecting data from all available & reliable sources? YES NO
(If no, explain: _____)

DATA ANALYSIS

When (time frame):

March 2010

Who:

Curriculum coordinators

How are you going to interpret your data? Why?

Interpretation will be done by looking at the data from three perspectives (coordinators, supervisors, program supervisors).

Limitations/constraints:

The data will be subjective and the study must be conducted again for reliability.

REPORT:*Who is presenting:*

Curriculum Coordinator _____

*Who is receiving?*Executive Council*What is the purpose of the reporting?*

- Inform results Suggest changes School requirements
 Other _____

When: April 2010Where: Executive Council Meeting

Appendix C: Executive Council Interview Summaries

Summary of Interview #1

- **Keep the framework simple** – EC expressed that the framework should be simple and easy to use. It should help them save time and not add another workload onto their already busy schedule.
- **Keep it flexible** – EC suggested that the framework should still give the evaluators freedom to conduct evaluations in the way they see fit, which means that the framework should be flexible enough to attend to different needs and audiences.
- **Track the frequency** – This is something that EC felt was missing at the ELC, which is to keep track of the evaluations that are being done and their frequencies. The term *systematic* means more towards being organized with reporting and keeping track of various evaluations that are going on at the ELC (transparency issues).
- **Available in both paper and electronic formats** – They suggested this project to be put on the ELC website to increase awareness of evaluations at the ELC, not only to the EC, but also to the teachers and staff.
- **Both informal and formal evaluations should be kept in record** – There are many informal evaluations that are being conducted every semester, by teachers, staff or EC members. EC members felt that it is important to keep both formal and informal evaluations in one place so that other teachers, staff or EC members could benefit from the evaluations and may promote professional development.

- **The project is not to correct the current evaluations** – Something that was clearly stated in the interviews was that the purpose of this evaluation project should not replace what is being done currently, but instead to bring what has been done into one focus. In other words, it should be away to organize those evaluations.

Summary of Interview #2

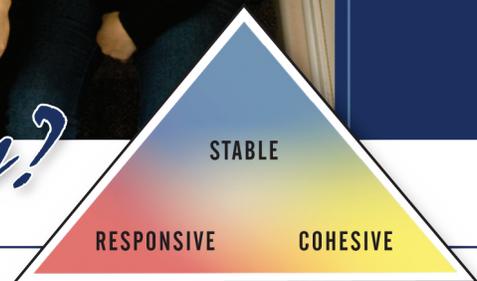
- **The importance of ownership in implementation** – many expressed that in order for it to be implemented, someone in the EC (such as chair of curriculum committee) should be in charge of it. It will be difficult to implement if no one takes responsibility of it.
- **Flexibility is the key in implementation** – The more flexible and comprehensible it is, the easier it will get implemented.
- It is important to have a document that **systematically organize the frequency of all evaluations** – For EC members, they felt the most possible implementation is through using the framework as a way to organize evaluations and schedules.

BRIGHAM YOUNG UNIVERSITY
ENGLISH LANGUAGE CENTER

EVALUATION MODEL



Why am I doing this?



Welcome, Evaluators!

Welcome to the ELC Evaluation Model reference book. This book contains information about how to plan, conduct and organize evaluation projects. The best way to use this book for your evaluation project is by finding and using the information you *need*. Depending on your experience in evaluation, you will need different information:

Full-Length Reading

- Those who want to study the topic of evaluation in general will benefit from reading all the sections of this book. The book contains background information, definitions, descriptions and examples for different aspects of evaluation. Example of this audience is new Executive Council or new teachers.

Quick Start

- Those who want to conduct an evaluation will benefit from reading Section 4. This section shows step-by-step how to conduct an evaluation using the ELC Evaluation Model. Example of this audience is a teacher who have taught or are teaching at the ELC.

Experienced Evaluators

- Those who are already familiar with the background and evaluation process (such as the Executive Council) will benefit from Section 9, which contains all the materials needed to organize an evaluation project.

Table of Contents

Section 1: The ELC Background	2-3
<i>Definition on Curriculum</i>	2
<i>Three Guiding Principles.....</i>	3
Section 2: Why do we need an Evaluation Model?.....	4-5
Why Evaluate?	4
Why this Model?.....	4
Who is this model for?	4-5
Section 3: How to use this Evaluation Model?	6-9
Evaluation Model Overview.....	6
<i>Evaluation Model: General Context</i>	7
<i>Evaluation Model: The ELC Context</i>	8
Situations in which you could use this framework	9
Section 4: Evaluation Model Steps.....	10-48
Step 1: Evaluands	10-16
1. <i>Select an Evaluand</i>	10
Operationalize the Evaluand	10
2. <i>Features of the Evaluand</i>	10
Steps to Manage Evaluand	11
Partial Evaluands for Possible Evaluations	11-12
3. <i>Six Categories of the Evaluands</i>	12
Current Evaluands at the ELC	13
Prioritized Evaluands by Executive Council	13-14
4. <i>Creating Evaluation Questions.....</i>	15
<i>Bank of Questions: Evaluands</i>	15-16
Step 2: Program Objectives.....	17-25
1. <i>Identify the purpose behind the evaluation</i>	17
2. <i>Filtering through Program Objectives</i>	17
Principle #1: Stable	18-19
Principle #2: Responsive	19-20
Principle #3: Cohesive.....	21
<i>Bank of Questions: Principles</i>	22

INTRODUCTION & TABLE OF CONTENTS

<i>Risks & Benefits</i>	22-23
<i>IRB</i>	24
<i>Bank of Questions: Risks & Benefits</i>	24
<i>Example: Current Evaluations at the ELC and the Guiding Principles</i>	25
Step 3: Methods and Instruments	26-34
1. <i>Planning the Evaluation Procedure</i>	26
When: The Frequency Table.....	26
Example: The ELC Frequency Table	27
Additional Instructions for the Frequency Table	27
<i>Bank of Questions: The Frequency Table</i>	28
2. <i>Explore and Select Methods for your Evaluation Questions</i>	29
How: The Evaluation Methods & Instruments	29
Triangulations, Qualitative methods & Quantitative methods	29
Methods & Measurements Examples	30-32
<i>Example: Methods in the current ELC Evaluation</i>	33
<i>Bank of Questions: Methods& Instruments</i>	34
Step 4: Data Collection	35-37
1. <i>Planning the Data Collection Procedure</i>	35
Information Source.....	35
2. <i>Collecting the Data</i>	36
How will your data be collected?	36
<i>Bank of Questions: Data Collection</i>	37
Step 5: Organized Results	38-41
1. <i>Analyze and Interpret Data</i>	38
Data Analysis.....	38
How to analyze the data?.....	38
2. <i>Organize Data to answer Evaluation Questions</i>	38
Data Collection/Analysis Organization Table.....	39
3. <i>Check Validity and Reliability of the Data</i>	40
Limitations & Constraints, Validity & Reliability	40
<i>Bank of Questions: Organized Results</i>	41
Step 6: Receiving Audience	42-47

INTRODUCTION & TABLE OF CONTENTS

1. Plan, prepare and present the results: Reporting	42
Reporting – Written & Oral.....	42
Executive Summary.....	43
Other Ideas for Reporting	43
Why do we need to report?.....	43-44
2. Identify interested stakeholders or audiences.....	44
Executive Council Responsibilities	44-45
Organizing your report.....	46
Bank of Questions: Reporting.....	47
Step 7: Implementation of Results	48
Section 5: Evaluation Plan	49-60
Evaluation Plan	49-52
Example: Evaluation Plan (Informal Evaluation).....	53-56
Example: Evaluation Plan (Formal Evaluation)	57-60
Section 6: Glossary on Evaluation	61-63
Section 7: Worksheet Descriptions	64-65
Worksheets and Organization Documents	64
Other helpful features	65
Section 8: Useful Resources	66-68
Worksheets and Organization Documents	66-67
References	68
Section 9: For Experienced Evaluators	69-80
Description with Section Table of Contents.....	69
Appendix.....	81-102
A. Evaluation Plan	81-83
B. The Frequency Table.....	84
C. List of Evaluands	85
D. Priority Evaluands.....	86-87

INTRODUCTION & TABLE OF CONTENTS

E. Instrument, Data Collection and Analysis Table	88
F. Organizing Report	89
G. Formal Report Template	90-102

The ELC Background

The English Language Center at Brigham Young University has educated many students in learning English for over 25 years. The institution's unique characteristic of being a language school as well as teacher training lab has brought much success to students learning English and teachers becoming qualified teachers. This uniqueness is mainly due to the institution's ability to adapt to students' needs. The ELC is "committed to quality teaching and learning of English as a second language and dedicated service." (Curriculum Philosophy, title page)

Definition of Curriculum

"Curriculum is all those activities in which [students] engage under the auspices of the school. This includes not only what [students] learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities."

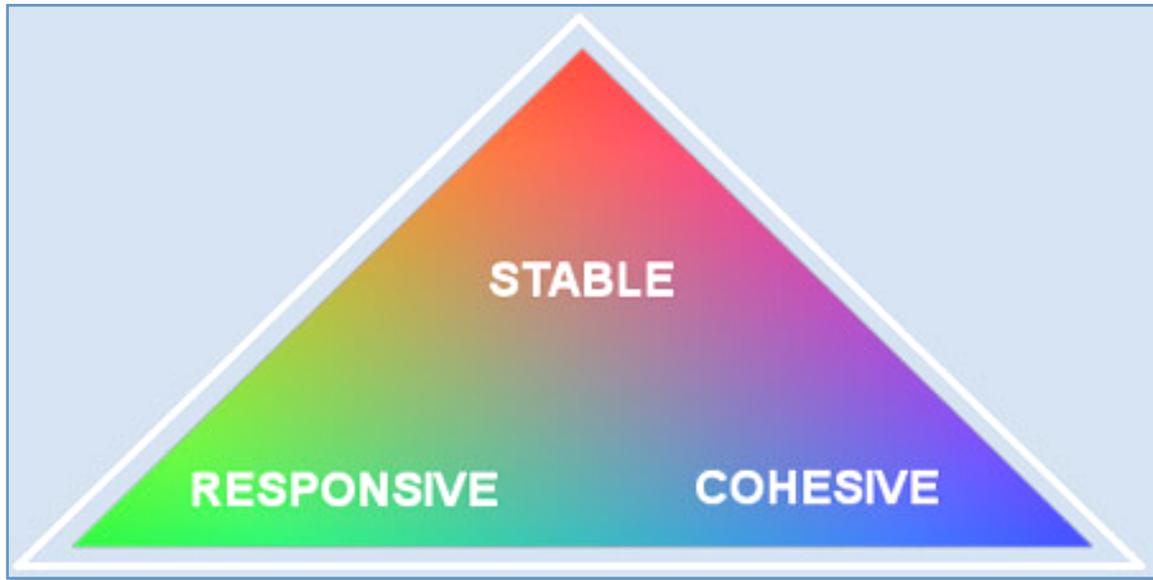
(Curriculum Philosophy, p.2)

Evaluation at the ELC is consistent with the above definition of curriculum, to ensure that the activities at the ELC are meeting its purposes and goals. In order to assist those who are conducting evaluations at the ELC, the following six categories are formed from the above curriculum definition.

Statement from the Curriculum Philosophy	6 Categories
1. What do students learn?	Learning
2. How do they learn it?	Methods of Learning
3. How do teachers help them learn?	Teacher Performance
4. Using what supporting materials?	Supporting materials & resources
5. What styles and methods of assessment?	Assessment
6. What kind of facilities?	Facilities

Three Guiding Principles

In the ELC, there are three Guiding Principles, which are used for making curriculum-related decisions. These three Guiding Principles need to be interconnected for a sound curriculum.



The three Guiding Principles are:

1. **Stable:** The ELC promotes planned, purposeful and controlled activities in a climate of change, which leads to systematic and principled curriculum implements.
2. **Responsive:** The ELC acts proactively in its response to factors that influence the curriculum such as students' needs, institutional and environmental changes and current research.
3. **Cohesive:** The ELC maintains internal consistency and continuity between and within levels using appropriate learning resources in regards to various elements of the curriculum.

SECTION 2 WHY DO WE NEED AN EVALUATION MODEL?

Why Evaluate?

Evaluation is defined as a systematic method to assess how well the program is meeting its curriculum objectives and goals. It is to answer questions such as “How well the program is running?” and “Are the activities contributing to the objectives of the curriculum?”

If we want to know whether the program or the activity you are using is worthwhile or effective, we need to evaluate it. Evaluation is a method to determine what is working in a program and what is not. Without evaluation, we cannot meet needs, solve problems or make improvements.

Why this Evaluation Model?

Evaluation is an important part of any curriculum at language schools. However, it is almost impossible to evaluate every single aspect of the institution. Therefore, this evaluation model is designed to help the ELC to systematically evaluate the items that the stakeholders at the ELC consider most important. The evaluation model is based on the curriculum philosophy and the guiding principles.

The Evaluation Model provides a systematic way to:

- Prioritize what needs to be evaluated,
- Keep track of the frequency of the evaluations,
- Identify methods to be used,
- Organize and report information, and
- Designate who is responsible for the results

Who is this Evaluation Model for?

- 1) *ELC as an institution*
 - To be able to report the progress at the ELC to the Chair of the Department of Linguistics and English Language and other important stakeholders.



SECTION 2 WHY DO WE NEED AN EVALUATION MODEL?

2) *Executive Council members*

- For current and new members who may or may not have the knowledge of the ELC background.

3) *Teacher Training*

- To help increase awareness of evaluation and encourage teachers and staff at the ELC to conduct informal and formal evaluations for professional development.
- Evaluation helps in staff development and involving teachers in the evaluation process leads to the betterment of schools. (Kiely & Rea-Dickins, 2005)

SECTION 3 HOW TO USE THIS EVALUATION MODEL?

Evaluation Model Overview

The evaluation model is based on the ELC Curriculum Philosophy and its three Guiding Principles. It is a tool to assist those who are interested in conducting evaluations to do so systematically through these seven steps. Please refer to each individual step for more details.

Step 1:	Evaluand	Item that will be evaluated
Step 2:	Program Objectives	Answer 'why' we are conducting this evaluation.
Step 3:	Methods & Instruments	Answer how frequent evaluations are done, using what measurement, people involved in the process and the actual administration of the evaluation.
Step 4:	Data Collection	Collect valid and reliable data in ethical way.
Step 5:	Organized Results	Organize data to answer evaluation questions.
Step 6:	Receiving Audience	Report of the results to the interested audience and other stakeholders.
Step 7:	Implement Results	Implement the results by the Receiving Audience

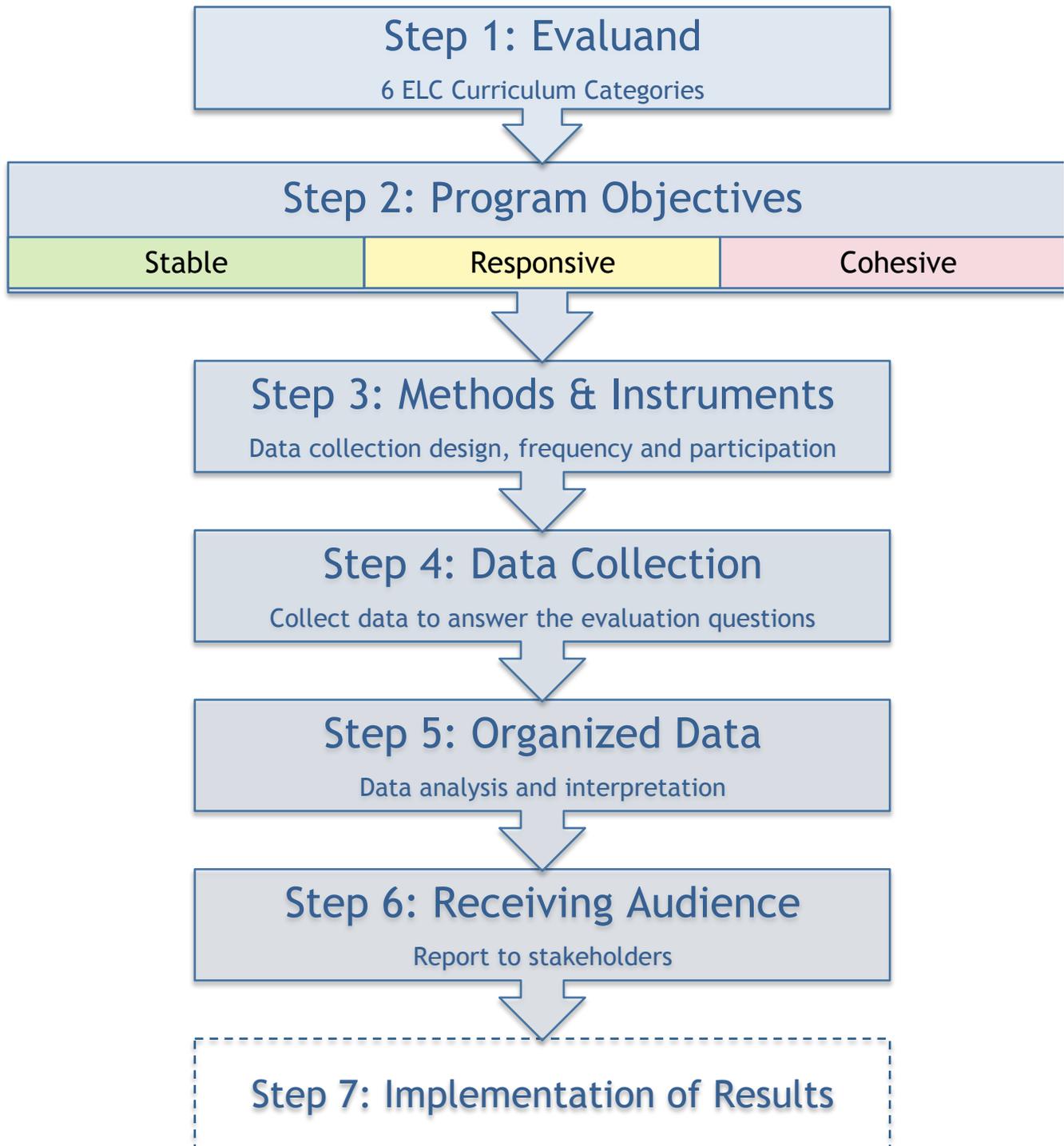
SECTION 3 HOW TO USE THIS EVALUATION MODEL?

Evaluation Model: General Context



SECTION 3 HOW TO USE THIS EVALUATION MODEL?

Evaluation Model: The ELC Context



Situations in which you could use this Model

- For formal evaluations done every semester.
- For formal evaluations done when there is a need.
- For informal evaluations done in different locations (classrooms, computer labs, SASC, office...etc).
- For future MA Evaluation Projects.
- To assist any interested person at the institution (teachers, administrators, lab assistants...etc) to conduct evaluation systematically.
- To assist those who are already responsible for conducting evaluation at the institution.
- To systematically gather required information for the Director of the ELC or other important audiences.



Step1: Evaluand

In this step you will...

1. Select the items to evaluate
2. Identify and select features of the item
3. Select the category for the item
4. Create Evaluation Questions

At the end of the first step you will...

- Have a clear view of what their evaluand is
- Have clear evaluation questions to guide their evaluation along.

1. Select an Evaluand

Evaluands: Items (person, object or service) that are being evaluated.

There are countless items that could be evaluated in a language program. However, it is nearly impossible to evaluate every single evaluand. The best solution to this problem is to:

- 1) understand what evaluands are in the program,
- 2) determine which evaluands are being evaluated currently, and
- 3) prioritize evaluands in the order of significance or urgency.

Operationalize the Evaluand

Some evaluands are harder to measure than others. If the evaluand is an abstract idea (such as satisfaction), it needs to be operationalized.

Operationalization: A process in which to define the evaluand in such a way that is measurable in numbers or in behaviors

For example, if you want to evaluate students' satisfaction in class, you need to define what you mean by satisfaction. Does the student consider the class satisfied if their grades are higher than 80%? Or if they have learned something in class? Or if the teacher is funny? There are countless ways to define *satisfaction*. Therefore, it is important to narrow down your evaluand into measurable means.

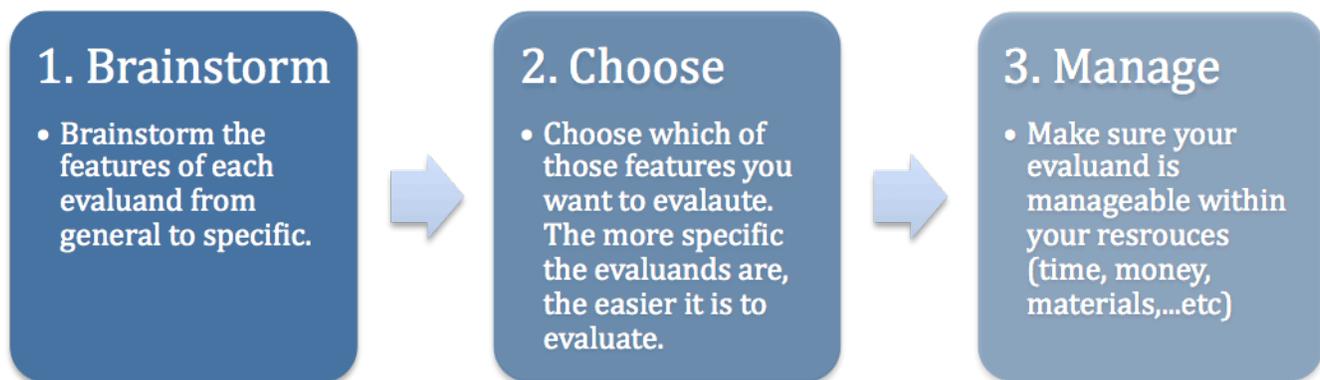
2. Features of the Evaluand

When deciding what evaluands to evaluate, it is important to look at the **features** of the evaluands. For example, an evaluator may want to choose 'tutoring program' as an evaluand, but there are different parts of tutoring program that the evaluator could look at (such as tutor performances, students' participation, materials used in tutoring, supervising tutoring program, problems in tutoring). Listing features of an evaluand opens up the possible ideas for your evaluation project.

Objectives as Features

The items that you are evaluating often times have objectives or goals, which could be used as your evaluand. You could have one or two objectives of a class or a program as the features to be evaluated.

Steps to Manageable Evaluand



3. Six Categories of the Evaluands

The evaluands should belong to one of the following six categories for consistency within the curriculum. These six categories are taken from the ELC definition of curriculum.

1. Learning
2. Methods of Learning
3. Teacher Performance
4. Supporting Materials & Resources
5. Assessment
6. Facilities

SECTION 4 EVALUATION MODEL STEPS

Step 1: Evaluands

Selected Evaluands for Possible Evaluations

The following table lists all the activities that are going on at the ELC, which are evaluated currently or which could be evaluated in the future projects. Prioritizing these evaluands according to needs and preference of the stakeholders is important. The evaluands are categorized into the six categories mentioned above.

Learning	Methods of Learning	Teacher Performance	Supporting Materials & Resources	Assessment	Facilities
Learner Satisfaction	Tutoring Program	Teachers	SASC	Testing/ Assessment	Technology
Objectives & Syllabus	Teamwork	Mentors	Friday Classes	Assessment of tests	Computer Programs
Students	English Only Policy	Teacher Satisfaction	Activities & Events	Curriculum	BYU Campus Accessibility
Textbooks	Teaching methodologies	Executive Council	Orientations	Archival Process	Printing/Photocopy
Cultural Learning	MA Projects/thesis at the ELC	Administration	Classroom Resources	Teachers' View on Curriculum	Teacher Resources & Office
Student Experience		Secretary & Staff	Sports Night		Observation room
		Lab Assistants	Front Desk		
		Interns	Study Buddy Program		
		Executive Council	Teacher Workshops		
		Native & Non-native teachers	New Teacher Orientations		

Current Evaluands at the ELC

The following table lists the evaluands that are being evaluated at the ELC (as of Winter 2010). Some of these evaluations are temporary, while others are long-term evaluations. The purpose of this table is to show which curriculum categories are being evaluated and as you plan for your evaluation, refer to this table for areas of interest and need.

Category	Focus	Evaluation Measure
Testing/Assessment Learning	Student	Achievement Tests
Teacher Performance	Teachers	Student Evaluation on Teachers
Teacher Performance	Teachers	SGID/QuID Evaluation
Teacher Performance	Teachers	Mentor Observation
Teacher Performance	Mentors	Mentor Report Sheets
Teacher Performance	Executive Council	EC Performance Reviews
Supporting Materials and Resources	Textbooks & Facilities	Midterm Program Evaluation
Assessment	Teachers' View on Curriculum	Midterm Online Survey
Assessment	Teachers' Views on Curriculum	Midterm Evaluation Discussion

Prioritized Evaluands by Executive Council

Evaluation is effective and successful if the results are being used by someone to make changes or improvements. Therefore, it is very important to consider what the Executive Council (people who make decisions or who requires evaluations at the ELC) to prioritize the evaluands listed above. Some of the evaluands are currently being evaluated at the ELC, whereas other evaluands may be used for future projects. The priority was set by the Executive Council members in Fall 2009.

SECTION 4 EVALUATION MODEL STEPS

Step 1: Evaluands

Priority	Category	Focus	Ideas
1	Performance	Teacher Performance	Are teachers doing what they're supposed to do? If students are not learning, is it caused by teachers' performance?
2	Performance	Student Performance	Are the students learning what they are supposed to be learning? How does students learn on their own?
3	Resources	Textbook	Frequent evaluation of materials is needed What materials are the students using to improve English?
4	Curriculum objectives	Curriculum & objectives	Are teaching methodologies, materials, and resources working for the objectives? Are programs structured? Is it the best way?
5	Affective factor	English-only policy	How are students treating the policy? Are they employing the policy in class or in the hall?
6	Service	Teacher training & workshops	Do teacher get adequate training? How helpful are the workshops?
7	Service	Tutors	How effective is SASC? Are students satisfied with SASC?
8	Service	Study Buddy Program	Is Study Buddy being evaluated? Are students benefiting from the program?
9	Performance	Administrators	Are Executive Council members being evaluated?
10	Service	Friday Classes	How is it benefiting students?
11	Performance	Lab Assistants	Are there any problems in the lab that needs to be addressed?
12	Performance	Mentors	Are they doing what they are supposed to do?
13	Affective factor	Teacher satisfaction	Are the teachers satisfied with the current situations?
14	Resource	Computer program	Is the software working for students and teachers? What are the available compute programs at the lab?

4. Creating Evaluation Questions

After the first three steps, 1) selecting an evaluand, 2) identifying the features and 3) categorizing the evaluand into one of the six categories, it is time to create evaluation questions that will guide you along the evaluation. The following bank of questions will help you create effective evaluation questions.

Bank of Questions: Evaluands

This checklist will assist the evaluators in their evaluation process.

<u>Questions:</u>	Checkbox
1. What is your evaluand (items to evaluate)?	<input type="checkbox"/>
2. What part of the evaluand do you want to evaluate?	<input type="checkbox"/>
3. What are the features of the evaluand? (Descriptions)	<input type="checkbox"/>
4. Which of the features (listed in #3) do you want to evaluate?	<input type="checkbox"/>
5. Which category does your evaluand belong to?	<input type="checkbox"/>
6. Does your evaluation have long-term or short-term effect?	<input type="checkbox"/>
7. Is the evaluand ready to be evaluated?	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Are all the components of the evaluand ready to be evaluated? ▪ Are they missing any parts? Are some parts still in progress? 	<input type="checkbox"/>
8. Is this evaluation needed right away?	<input type="checkbox"/>
9. Is this a summative or formative evaluation?	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Summative: Evaluation done at the end of the course ▪ Formative: Evaluation done during the course or process of implementation 	<input type="checkbox"/>

SECTION 4 EVALUATION MODEL STEPS

Step 1: Evaluands

10. Is it formal or informal evaluation?

- Formal: Information used by the institution (ELC)
- Informal: Information used by individual or small group

11. For those evaluands that are hard to measure [example: satisfaction], how can you operationalize it?

12. Using the information gathered from above questions, create evaluation questions. Make sure the questions are manageable in terms of available resources and time.



Step2: Program Objectives

In this step you will...

1. Identify purpose behind the evaluation.
2. Filter evaluation questions through the ELC principles.

At the end of this step, you will...

- Know the reasons behind conducting the evaluation
- Know how it contributes to the ELC curriculum.

1. Identify the purpose behind the evaluation

“Why are we doing this evaluation?”

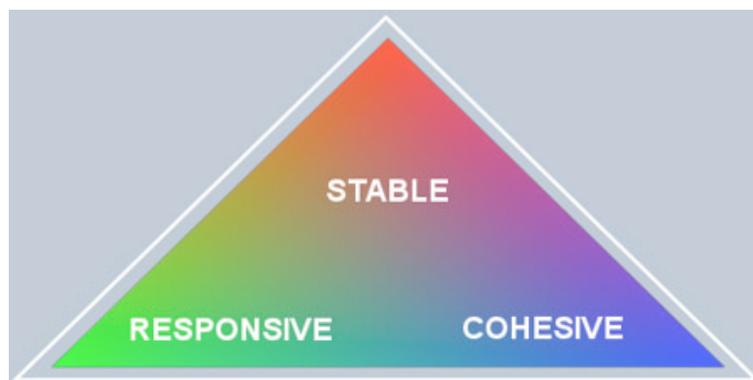
After choosing the measurable evaluand, the next question is to ask *why* you are conducting the evaluation. The first step for identifying the purpose is by listing possible purposes for each evaluation questions. When you have the list of purposes, you are ready for the next step, which is to filter those purposes through the program objectives.

2. Filtering through Program Objectives

When thinking about *why* of the evaluation, it is important to think of the program values and objectives. When evaluations are based on the values or objectives of the program, it keeps the evaluation consistent with the curriculum. Since not all institutions are exactly like others, it is important to find out what the program objectives are. The values and objectives also tell us the categories or criteria for success, which can help simplify the evaluation process.

The list of purposes from step 1 needs to go through the *filtering system*. The filtering system is the program’s values or objectives. The purposes of the evaluation should reflect the program values and objectives for consistent and effective evaluations.

In the case of the ELC curriculum, the filtering system is the **three Guiding Principles**, which are the core foundation of the ELC.



Principle #1: Stable

Stable: The ELC promotes planned, purposeful and controlled activities in a climate of change, which leads to systematic and principled curriculum implements.

WHY in Stable criteria covers the following topics:

“I want to evaluate because...”

- **Research:** To reflect the research
- **Current issues:** To address the current issues
- **Planning:** To plan future events and activities
- **Program goals:** To make sure it is based on the ELC curriculum objectives
- **Changes:** To present smooth and organized changes in curriculum
- **Environment:** To maintain the positive teaching and learning environment
- **Resources:** To observe stability with use of materials, resources, faculty and teaching techniques
- **Responsibilities:** To fulfill your responsibility
- **Need changes:** To find out if there needs to be changed

Examples of objectives that reflect *Stable* principle:

“I want to evaluate the tutoring program because...”

- Research: To see whether the activities done in tutoring reflect current research.
- Current issues: To make sure current issues and problems are addressed.
- Planning: To determine whether the old system is working. If not, then new system should be developed.
- Program goals: To compare tutoring program with the program goals.
- Changes: To measure the effectiveness of the new changes - was it smooth implementation.
- Environment: To maintain the positive learning environment.
- Resources: To determine the effectiveness of the materials used in tutoring (e.g. textbook & own materials?)
- Responsibilities: To fulfill part of my responsibility [as a teacher, tutoring supervisor, tutor]
- Need changes: To determine its functionality and look for necessary changes.

Principle #2: Responsive

Responsive: The ELC acts proactively in its response to factors that influence the curriculum such as students’ needs, institutional and environmental changes and current research.

WHY in Responsive criteria covers the following topics:

“I want to evaluate because...”

- **Student:** To be responsive to students’ needs and expectations.
- **Teacher:** To be responsive to teachers’ needs, expectations and abilities.
- **Materials:** To be responsive to material resources.
- **Institution:** To meet the needs and expectations on institutions’ needs.
- **Research:** To reflect the findings of research. To maintain an active and informed research agenda.
- **Assessments:** To maintain effective assessments
- **Awareness:** To be aware of problems and needs in the program.
- **Professional:** To develop professional career or skills and to participate in professional activities.

Examples of objectives that reflect *Responsive* principle:

“I want to evaluate the tutoring program because...”

- **Student:** To determine students’ satisfaction.
- **Teacher:** To determine whether the tutoring system helps teachers with the classroom materials.
- **Materials:** To check what contents the students are asking for help and compare with classroom.
- **Institution:** To promote the More English rule in the ELC.
- **Changes:** To measure the effectiveness of the new changes - was it a smooth implementation.
- **Environment:** To maintain a positive learning environment.
- **Resources:** To see how the tutoring program at the ELC is meeting the expectations of what research says.
- **Assessments:** To compare test scores with students who go to tutors and those who do not.
- **Awareness:** To evaluate if teachers and tutors communicate the needs of the students.
- **Professional:** To evaluate common problems faced in tutoring and share with other professionals.

Principle #3: Cohesive

Cohesive: The ELC maintains internal consistency and continuity between and within levels using appropriate learning resources in regards to various elements of the curriculum.

WHY in Cohesive criteria covers the following topics:

“I want to evaluate because...”

- **Levels:** To determine the continuity between and within levels.
- **Transparency:** To compare the expectations of students to teachers and how transparent those two are.
- **Activities:** To maintain continuity in teaching methods and activities in the classroom.
- **Preparation:** To prepare students to meet future goals and how those preparations are consistent within levels.
- **Programs:** To reflect on what English is taught in each program and maintain the objectives.

Examples of objectives that reflect *Cohesive* principle:

“I want to evaluate the tutoring program because...”

- **Levels:** To see if the materials taught by teachers and tutors are compatible (within same level).
- **Transparency:** To clarify teacher’s expectations on how students should use tutors and how those are understood and applied by the students.
- **Activities:** To maintain consistency in classroom activities with tutor’s.
- **Preparation:** To determine how tutoring is helping students prepare for the next level or for their future goals (such as TOEFL)
- **Programs:** To determine consistency between program objectives and tutoring objectives.

Bank of Questions: Principles

Questions:

Checkbox

1. What is your main purpose for conducting an evaluation? List all Possible purposes behind your evaluation.
2. Is this evaluation for you, school, MA project or for other reasons?
3. Which aspect of the ELC guiding principles is it meeting? Please refer to the above examples. Some evaluands may not reflect on all three principles.
4. Why do you think your project meets the chosen criteria (in #3)?
5. Are the purposes for your evaluation project valid and appropriate?
6. Did anyone else do the same or similar evaluation in the past? If yes, what were their evaluation purposes? Is it different from yours?

Risks

Risks: When conducting an evaluation project, it is important to keep in mind all the risks that may be involved. When there is a risk, you are putting others into uncomfortable situations or possible negative situations.

Risks can come in different forms such as:

- Physical risks
- Career risks
- Confidentiality risks
- Cultural risks
- Resource risks



Physical Risks

- Your evaluations should not include any kinds of physical harms. Evaluation questions that may affect students' self-esteem should be revised.



Career Risks

- Unless your main purpose is to decide staff's employment status, the evaluation projects should not affect teachers, staff or administrators' career.



Confidentiality Risks

- Make sure that you keep your data confidential, especially the personal information (such as addresses, ID number and grades) should not be shared with those who are not involved.



Cultural Risks

- Unless your evaluation is looking at specific groups, you should treat all subjects equal. Some subjects may not participate in the evaluation due to some cultural reasons.



Resource Risks

- Evaluation is important, but there are other assignments and responsibilities you have to attend to. Evaluation projects should not distract from student learning or from your responsibilities.

Benefits

Benefits: Most evaluations help make some improvements in the program or in individuals. The benefits should be listed to maintain interest of the stakeholder as well as to motivate evaluators to yield productive results.

If you find something beneficial before, during or after the evaluation, share it with your fellow teachers or administrators. Sometimes your informal evaluations will become formal evaluation because of the level of interests to the stakeholders.

IRB

If you are not sure whether the project will have risks or benefits, fill out the IRB form. This form is to make sure that all participants' rights in the study will be protected. It contains questions that help you determine whether your project contains any risks or benefits.

Go to <http://orca.byu.edu/> for IRB forms and tutorials.

Bank of Questions: Risks & Benefits

Questions:	Checkbox
1. Are there any risks that need to be addressed?	<input type="checkbox"/>
2. Are there any benefits from the project? How do you think your project will benefit those involved?	<input type="checkbox"/>
3. If you are unsure of the benefits & risks, have you checked the IRB website?	<input type="checkbox"/>
4. Have you discussed your project with others (e.g. fellow teacher, Executive Council members)? They are great resource to help you determine the project's risks and benefits .	<input type="checkbox"/>

SECTION 4 EVALUATION MODEL STEPS

Step 2: Program Objectives

Example: Current Evaluations at the ELC and the Guiding Principles

Evaluand type/Focus	Evaluation	Objectives & Principles
Performance/Students	Achievement tests	Stable – Planning for future based on the scores. Responsive – Evaluate student learning Cohesive – consistency between tests and levels
Performance/Teachers	Student Evaluation of teachers	Stable – Determining needs that should be addressed (teacher performance, course objective) Cohesive – consistency between students' performance and evaluations
Performance/Teachers	SGID/QuID Evaluation	Responsive – Encourage professional development (making improvements) Cohesive – Consistency between content taught in class with objectives
Performance/Teachers	Mentor Observation	Stable – Meet program goals of teacher training through mentoring. Responsive – To evaluate effectiveness of teacher performance.
Performance/Mentors	Mentor Report Sheets	Stable – Evaluation is part of the responsibility of the mentors. Cohesive – Evaluate teachers' performances based on mentor reports – are they consistent?
Performance/EC	EC Performance Reviews	Stable – Responsibility Responsive – EC performance evaluation – responsibility load & distribution, fairness Cohesive – Consistency between their work and program objectives
Resources/ Textbooks & facilities	Midterm program evaluation (One-time evaluation – Fall 2009)	Stable – Focus on current problems and issues that need to address. Responsive – To material needs
Assessment/ Teachers' view on curriculum	Midterm online survey (One-time evaluation – Fall 2009)	Stable – Focus on current problems Cohesive – Consistency between teachers, program goals, and levels.
Assessment/ Teachers' view on curriculum	Midterm evaluation discussion (One-time evaluation – Fall 2009)	Stable – Focus on current problems and issues with objectives Responsive – Meeting the needs of the teachers and students – is it working? Cohesive – Any similar problems within or between levels?



Step3: Methods & Instruments

In this step you will...

1. Plan evaluation procedure
2. Explore and select different methods
3. Create instruments

At the end of the stage you will...

- Be ready to collect the data with well-designed methods and instruments.

1. Planning the Evaluation Procedure

“What, when, who and how of the proposed evaluation.”

When: The Frequency Table

This table helps the Executive Council to organize what evaluation projects are going on in a give time frame.

This list contains the following information:

- Time frame covered (semester, year, mid-term...etc)
- Evaluands (prioritized from highest to lowest)
- Person in charge of conducting the evaluation
- People involved in the evaluation (participants and evaluation committee)
- Frequency (how often is this evaluation being done?)
- Due date (when should the evaluation be done?)
- Report (Date & Place of evaluation report)

The ELC Evaluation Frequency Table

Time frame: _____

Evalund	Person in charge	People involved	Frequency	Due date	Report

Please place this form in your office.

Person in charge for this term's frequency table: _____

SECTION 4 EVALUATION MODEL STEPS

Step 3: Methods and Instruments

Example: The ELC Frequency Table

ELC Evaluation Frequency List

Time frame: Fall Semester, 2009

Evaluand	Person in charge	People involved	Frequency	Due date	Report
Students' evaluation of teachers	Troy Echo	Teachers Students Programmer	1/semester	Dec 8, 2009	Dec 10, 2009 EC meeting
Mid-term program evaluation	James	Teachers Program supervisors	1/semester Mid-sem	Oct. 13, 2009 Survey	Oct 16, 2009 Meeting
SQUI/QuID teacher evaluation	Program supervisors	Teachers Program supervisors	1/semester Mid-sem	Oct 23, 09 Email report	Oct 30 2009
Mentor observation	Program supervisors	Teachers Mentors Program supervisors	2/semester	Oct 9, 09 Nov 20, 09	Dec 11, 2009 EC meeting
EC Performance Review	Director	EC members	1/year	Dec. 11, 2009 Interviews	?

Please place this form in your office.

Person in charge for this term's frequency table: Dr. Evans

Additional Instructions for the Frequency Table

1. The person in charge is responsible for reporting back to the EC.
2. This table can be used for yearly evaluations. (EC decides the time frame)
3. Report includes presentation of data, possible changes and recommendations to the EC members. This will keep the information in one place.

4. **Please place this form in your office** – EC members should post this in their office as a reminder.
5. *Person in charge for this term's frequency table* – One member of the EC is assigned to keep track of the table. If the evaluations are due, they need to include the reporting in the meeting agenda and remind those who are in charge of the evaluations of the due dates and reporting dates.

Bank of Questions: The Frequency Table

Questions:

Checkbox

1. Is it a one-time evaluation or is it done repeatedly?
2. Who is in charge of the evaluand?
3. What is the due date to which this evaluation must be done?
4. After considering all the constraints (money, time and resources), do you think the evaluation will be done by your proposed date?
5. What is the date to have this evaluation reported by the person in charge?
6. Where will it be reported? (EC Meetings, present to all teachers...)
7. Have you discussed your evaluation proposal with the Executive Council members? (Is your evaluand on the Frequency Table?)

2. Explore and Select Methods for your Evaluation Questions

How: The Evaluation Methods & Instruments

This section will discuss the different methods and instruments the evaluators can use to conduct the evaluations. Each evaluation question requires a different method.

Triangulation

Triangulation: Defined as **using multiple approaches** to measure a single evaluand. This strategy is used to increase validity (make sure you are evaluating and gathering the right information) of your data and also to help minimize biases. Since evaluations are often times subjective in data gathering and analyzing, it is important to gather data from different sources.

Qualitative Methods

Qualitative methods: Information that looks at **in-depth understanding** of human behavior or the reasons behind such behaviors. It is the *why* and *how* of the evaluation questions.

Examples of qualitative methods include observations, interviews, focus groups and open-ended questionnaires. Even though it looks at an in-depth description of things, beware of your own **biases** when you are conducting qualitative evaluation.

Quantitative Methods

Quantitative methods: Usually look at relationships between two or more items (e.g. grades & student learning), which involve numbers and other logical steps (e.g. pre-determined choices).

Examples of quantitative methods include test scores and checklists. Often times, the numbers do not show exactly what is happening. Therefore, it is important to gather information from different sources (*triangulation*). Using both quantitative and qualitative methods will increase validity of your evaluation project.

SECTION 4 EVALUATION MODEL STEPS

Step 3: Methods and Instruments

Methods & Measurements Examples

More
Qualitative



Interviews	1 on 1 or small groups Structured/unstructured; Oral or written
Focus Group	Interviewing small & specific groups
Self-Report Scales	Teachers, students or administrators' own view; open-ended questions
Ethnographic study	Immersing and be part of the program. Neutral observer. Reflect on feelings
Observations	Observe teachings & performance Prepared items to observe
Analyze Materials	Look for specific items or base on objectives of the course.
Peer Review	Questionnaires or interviews on peers (students, teachers or administrators)
Surveys & Questionnaires	Ask specific questions (open or close) Use scale (e.g. Likert scale)
Study of Research	Research on specific topic Evaluate using objectives & research
Checklist	Check off specific things as you see it Pre-determined list & assigned points
Experimental design	Using controlled group to test; cause/effect
Achievement Tests	Students' test scores of their learning
Statistical Analysis	Compare different statistics (only #) for specific purpose.

More
Quantitative



Descriptions of Selected Methods

Interviews & Focus Group

Interviews can be conducted individually or in focus groups. A structured or formal interview is where same questions are asked to all participants. Informal or less structured interview is done more in a casual way. Interviews should be recorded for future analysis. You can send the questions beforehand if that will help to reduce anxiety in participants.

Observations

Structured: looking for specific things/behaviors
Unstructured: observe general sense of the class/program
Participatory: You observe by being part of the class/program
Non-participatory: You observe by being an outsider (non-class participant's point of view)
Recorded observations can help with

Surveys & Questionnaires

Selections: Questions are followed by pre-determined choices of answers.
Open-ended: short answers; qualitative side of surveys
The more questions there are in the survey/questionnaire yields consistent results.

Checklists

It has different usages. It is a quick and easy way to evaluate what is and what is not by just checking off the pre-determined (or desired) behaviors. It could also be used for frequency count (e.g. How many times did the teacher use group work?)
It could also be used during interviews, focus groups or observations.

Experimental Designs

This is a research method where you decide on two or more things to compare.
Control group and Testing group: give one group a treatment (or maybe the treatment has been already applied) and another group will not get the treatment.

Advantages of Different Methods

Interviews	This method can gather large amounts of rich data. You can choose the group or individuals to gather data from.
Focus Group	Less formal setting to gather information from desired group. This is good to gather qualitative data from a larger group of people.
Self-Report Scale	This could be done with any population of the program. The advantage of this is the ability to gather information from specific groups anonymously or non-anonymously.
Analysis of Materials	When materials are needed to be evaluated, this method is used to determine whether the materials are meeting the objectives of the course by measuring against pre-determined criteria.
Surveys & Questionnaires	It is one of the common methods used in evaluation. You can gather a lot of information from large # of people. The evaluators can choose their own questions and gather only the information they want. It is practical.
Study of Research Report	This method determines whether the teaching methods or other practices in the program is based on the research.
Checklist	This method is useful if the items are clearly stated and the evaluators are trained to use it. This could be used in-class as informal evaluation learners or as formal evaluation of teaching.
Achievement Test	This method is commonly used to determine students' level of achievement. It is number-based so you can gather a lot of data and make decisions based on those numbers.
Statistical Analysis	This method is useful when comparing different statistics to answer certain questions. The advantage of this method is the ability to look at large number of data at once to find trends in a group of people or in individual student.

SECTION 4 EVALUATION MODEL STEPS

Step 3: Methods and Instruments

Example: Methods in the Current ELC Evaluation

The following table lists the current evaluations and the methods used to measure each evaluand. The purpose of this table is to see how 1) different methods can measure same evaluand and 2) the same method can evaluate different evaluands.

Category	Sub-category	Current Evaluation	Methods
Performance	Students	Achievement tests	Achievement tests
Performance	Teachers	Student Evaluation of teachers	Surveys
Performance	Teachers	SGID/QuID Evaluation	Class Interview using open-ended questions
Assessment	Teachers' view of curriculum	Midterm evaluation discussion	Focus Group (separate in programs)
Materials and Resources	Textbooks & Facilities	Midterm program evaluation	Survey, Focus Group, Material analysis (by supervisors)
Performance	Teachers	Mentor Observation	Observations
Performance	Mentors	Mentor Report Sheets	Checklists
Performance	Executive Council	EC Performance Reviews	Observation Interview (individual)

Bank of Questions: Methods & Instruments

Questions:

Checkbox

1. Does the evaluation include large number of people?
 - Large number = try using quantitative methods
 - Small number = try using qualitative methods
2. What type of data will need to be gathered? Qualitative, quantitative or both?
3. Is your evaluation being previously done by someone else? If yes, what measures did they use? Was it effective?
4. For triangulation, select 2 or more methods to measure the same evaluand.
5. After considering your resources (time, materials, funding...), which evaluation methods do you find most effective and practical?
6. Are your chosen methods appropriate?
7. Is it possible to pilot test (trying out the method)?
8. Is there a balance between quantitative and qualitative approaches?
9. Do you know how the method functions? If not, how are you going to learn about the method?
10. Is the method you've chosen user-friendly? Can other people understand? Is it too technical?
11. Who is designing and constructing the instrument? Does the instrument already exist?



Step 4: Data Collection

In this step you will...

1. Plan collection procedure
2. Collect data
3. Identify limitations and constraints

At the end of this step, you will...

- Have gathered data necessary from different sources to answer the evaluation questions.

1. Planning the Data Collection Procedure

After creating the evaluation questions, filtering those questions through the program objectives, and deciding on the methods to collect the data, it is time for actual collection of the data. The more specific you design the methods and instruments, the easier the data collection will be. Here are some of the things to think about.

Information Source

When collecting data, there are different sources in which you could look for your data for each of your evaluation questions:

- 1) **Already existing data** - you may be able to find already existing data for your evaluands. Make sure you ask Executive Council, secretaries or those who did the evaluations previously on the same or similar evaluands for the data.
- 2) **Program administrators** - EC have conducted many evaluations previously. Ask them if they have the data you are looking for.
- 3) **Persons or groups who might be affected by the program** or who could affect the program.
- 4) **Person who planned** or funded the program; **Policy makers** - They may have specific instruction on where to find information or what to look for; therefore, always involve the stakeholders.
- 5) **Persons who have special expertise** in the program's content - Example: grammar teachers may have data on students' grammar performances. Secretaries have information on student attendance.
- 6) Program activities that can be **observed directly** - Depending on evaluation questions, you can observe and gather data directly from the source.

2. Collecting the Data

How will your Data be collected?

WHO? For different method types, *assign* who will be in charge of the information. Some methods may not encourage a lot of people to collect at the same time (such as observing the class) or some information is only available to specific group of people.

TRAINING Some methods require training to ensure validity and reliability of the collected data (such as observation and interviews). Those who have experience in evaluation could share their expertise with new teacher.

SETTING Evaluating language schools is unique because there are always activities going on. Therefore, you need to systematically schedule setting and time. You need to be aware that many of the participants are not used to evaluations; therefore, they may act differently when you are conducting your evaluation. Find the place where students, teachers or the evaluands you are evaluating are acting naturally.

TIMING Plan your data collection according to 1) when you need the information, 2) availability of the information and 3) most convenient time to get the information. If your evaluation involves getting data from participants, make sure you give enough notice and time.

CONFIDENTIALITY One of the most important aspects of data collection is to maintain anonymity and confidentiality of the participants. Make sure sensitive information such as personal information, ID numbers, grades and financial information are kept confidential.

EQUIPMENT / RESOURCES

Your evaluation methods should be done effectively and within given resources. If necessary equipment to conduct your evaluation is not available, try using another method to collect the data. If you are not trained to use the equipment, ask for assistant or get necessary training. Explore different methods and use different resources that make you a better evaluator!

Bank of Questions: Data Collection

Questions:

Checkbox

1. Who is involved in data collection? What are their responsibilities?
2. How will the characteristics of the evaluator influence the behavior of participants?
3. Do you need training to collect data? What training should be given to the people collecting the data?)
4. In what setting will your data collection take place?
5. Will the chosen setting influence the way participants behave? If yes, how can your minimize the effects?
6. How can anonymity and confidentiality be protected?
7. Are there any risks or threats to the participants? Did you complete the consent forms?
8. Is any special equipment or material needed of the collection?
9. Is the data reliable and valid for the purposes of the evaluation? Will it answer the evaluation questions?
10. Will the information to be collected provide a comprehensive picture of what is being evaluated?
11. Are there any existing data? Do you have access to those?
12. Have you approached those people who have expertise in the field?
13. What type of data will need to be gathered? Qualitative? Quantitative or both?



Step 5: Organized Results

In this step you will...

1. Analyze and interpret data.
2. Organize data to answer evaluation questions.
3. Check validity and reliability of the data.

At the end of this step, you will...

- Have adequate data to support and answer the evaluation questions.

1. Analyze and Interpret Data

“What do all these things mean?”

Data Analysis

Once you have collected the data, it is time to analyze and organize your data to answer the evaluation questions. Since evaluation is often based on evaluator’s biases and views, it is important to have the evaluation questions as a guide to keep it as neutral as possible. Your claims must be supported with the data you have collected.

How to analyze the data?

When you are analyzing or interpreting the data, remember to:

- Use your evaluation questions and purposes to guide your analysis
- Interpret the data fairly
- Be ethical (in both data collection and analysis)
- Use triangulation (data from 2 or more sources)
- Have both quantitative and qualitative results
- Have two or more raters or interpreters
- Conduct two or more analysis on the same data (in different timeframe)

2. Organize Data to answer Evaluation Questions

Data Collection/Analysis Organization Table

The following table helps evaluators organize their data collection measures and data analysis methods in a systematic way. It is important to reflect on the evaluation questions and program objectives (guiding principles).

SECTION 4 EVALUATION MODEL STEPS

Step 5: Organized Results

Evaluation Question	Information Needed from what source?	Using what data collection procedures?	By Whom? On what schedule?	How will data be analyzed /interpreted to make evaluations?	How will results be reported?	What resources are needed for all this?
---------------------	--------------------------------------	--	----------------------------	---	-------------------------------	---

Question #1

Example: Data Collection/Analysis Organization Table

Evaluand: Tutoring Program

Evaluation Question	Information Needed from what source?	Using what data collection procedures?	By Whom? On what schedule?	How will data be analyzed /interpreted to make evaluations?	How will results be reported?	What resources are needed for all this?
1. Are students signing up for tutors regularly?	Sign-up sheets Tutors	Quantitative information	Who: Supervisor When: During the semester (beg, mid, end)	Comparing # of participants from beginning, middle and end	In #s, report to the teachers & program supervisors	Sign-up sheet, names of students (for each class)
2. Are the tutors trained?	Tutors Criteria set by tutoring program	1.Checklist: meeting the qualification & 2. Observe teachers	Who: Supervisor When: Beginning of the semester & at the end	Checklist - if they meet the criteria, they are considered trained. Observe - interaction that proves to bring out positive response in students	Tutor improvements - create workshops if needed. Report to the program supervisor	Checklist (criteria for 'trained' tutors) Observation criteria (what to look for)

3. Check Validity and Reliability of the Data

Limitations & Constraints

When organizing your results, make sure you include the limitations and constraints you faced in your evaluation. The limitations could happen in several different times such as when you were deciding approaches and samplings (participants), collecting data and analyzing data (Kiely & Rea-Dickins, 2005).

Some Common Examples of limitations and constraints:

- The sample size was too small
- Poor response rate
- Only used one method
- Not enough information gathered
- Biased information
- Interpretation errors
- Time & Resource constraints
- Limited access to information (data)
- Inexperience in evaluation
- Evaluation questions are unclear
- The methods are not measuring what it was supposed to

Validity

Validity: The extent to which the information (data procedure or data collected) is representative of the actual evaluation questions being evaluated to make accurate assumptions. Is the data reflecting what it is supposed to reflect?

Reliability

Reliability: The ability to gather similar results when the information is gathered or interpreted in two separate times or by two or more evaluators.

Bank of Questions: Organized Results

Questions:

Checkbox

1. What are your evaluation questions (Review your questions)?
2. What criteria do you have for judging the evaluand?
3. How will qualitative data be summarized and interpreted in accordance with the criteria you mentioned in #2?
4. How will quantitative data be summarized and interpreted in accordance with the criteria you mentioned in #2?
5. Were you able to fill out the organization table (See Appendix E, located at the end of the booklet)?
6. List your limitations and constraints of the data analysis (see above for the list of limitations and constraints)
7. How do you ensure validity and reliability of your data analysis?
8. How will results be organized?



Step 6: Receiving Audience

In this step you will...

1. Plan, prepare and present the results.
2. Identify interested stakeholders or audiences.
3. Share the results with interested stakeholders.

At the end of this step, you will...

- Have answered the evaluation questions
- Share the results formally or informally with audiences

1. Plan, prepare and present the results: Reporting

“Who should I share this results with?”

According to Kiely & Rea-Dickins (2005), reporting means “the information flow of evaluation reports.” (p.153) When an evaluation is done, the results should be shared, even though the results may be negative. However, not all reporting is done in the same way. Depending on the audiences and the stakeholders, you need to adjust the way you report. There are two basic formats of reporting (Nation & Macalister, 2010):

- 1) **Written Reports** – Most evaluations involve some form of written documents. The following factors suggest what kind written documents you should provide:
 - Formal/high-stake evaluations – write-up of the whole evaluation process
 - For wider audiences – simple write-up should be provided for general audience that includes the **executive summary** of your evaluation
 - For fellow teachers – If you want to share your findings with your fellow teachers, you can write up an informal written documents and could be as simple as emails or a newsletter in their box
 - For Record Keeping Purposes – One of the important things about evaluation is to help others benefit from your project. Therefore, your evaluation project should be written up and kept in one place so that the future evaluators could use the information or instruments for data collection.

- 2) **Oral reporting** – Oral reporting helps articulate the results to different audiences. There are two main purposes for oral reports:
 - To make sure the written report is clearly understood – sometimes the receiving audience may misunderstand the written document. Therefore during oral reporting, there is usually a Q&A session or discussions that help clarify your findings.
 - To say things that could not easily be put well in writing

Executive Summary

This document summarizes the evaluation project into 1-2 pages. It includes only the main points stating your **purpose**, **methods**, **results** and **recommendations**. This short and simple document helps the audience to get to the point quickly. You may attach the full report with this document if the audiences request for it.

Other Ideas for Reporting

- Photo essays
- Audiotape reports
- Film/recording tape reports
- Dialogues/Testimonies
- Hearings or mock trials
- Product displays
- Multimedia presentations
(Powerpoint reports)
- Simulations & Scenarios
- Case studies
- Graphs & Charts
- Test score summaries
- Questions/Answers
- E-mail reports

Why do we need to report?

The following list summarizes why reporting is important (Fitzpatrick, *et al.* 2004):

- ✓ **Accountability** take responsibilities for your results
- ✓ **Decision making** to assist those who make decisions
- ✓ **Increase awareness** bring issues up to other teachers and to increase interests of the issues
- ✓ **Information provider** to assist stakeholders (or EC) with important information from different sources
- ✓ **Exploration** sometimes you want to explore issues
- ✓ **Involve stakeholders** invite other stakeholders to be involved in curriculum development process
- ✓ **Gain support** Have EC or stakeholders support your ideas

- ✓ **Change attitude** promote positive attitudes towards evaluations
- ✓ **New ways of thinking** evaluations can help others think of issues in different perspectives.

2. Identify interested stakeholders or audiences

Executive Council Responsibilities

In order to report to the right audience, it is important to first understand the responsibilities of each Executive Council position. If you are planning an evaluation project, talk to the EC member who has the interest in the chosen area.

Position Title	Responsibilities	Evaluation Interest
Curriculum Coordinator	Joint responsibility for the general ELC curriculum, including analysis, design, development, implementation, and evaluation. This includes Friday classes, the religion class and many diverse assignments and tasks related to the ELC curriculum. Joint responsibility for class evaluations (which target the teacher and the curriculum), the quality of teaching, as observed through class observations, video recordings etc.	How well the students are learning what we purport to teach them as a reflection of how well the program is fulfilling its mission to teach effectively. This includes the quality of: 1. The instructional methodologies 2. The materials & resources 3. The teachers themselves 4. The form and function of our programs
Technology & Assessment Coordinator	The position requires up-to-date knowledge of the field of TESL and the ability to incorporate technology with pedagogy. It involves overseeing the training and support of 40 part-time and full-time faculties in the use of technology in an educational setting. The position requires collaborating with the faculty-appointed Associate Coordinator of Testing, and program supervisors in	Student Placement Teacher Evaluation Mid-term Grades Teacher Satisfaction Materials students use to study outside of class Computer software Strategies to learn English Strategies students use to learn English

SECTION 4 EVALUATION MODEL STEPS

Step 6: Receiving Audience

	ensuring tests are ready to administer, but all aspects of administering the tests are handled by this position.	English only policy
Academic & Foundations Program Supervisors	<p>Teaching Responsibilities:</p> <ol style="list-style-type: none"> 1. Models excellence in planning, teaching, and student evaluation in assigned program. 2. Provides leadership in innovation in teaching & professional development. <p>Administrative Responsibilities:</p> <ol style="list-style-type: none"> 1. Be assigned to one or more of the following: Academic/Foundations Program Supervising, Religion Classes, TOEFL, SASC, TTTC, and Student Life (additional areas may be added). 2. Coordinate: 1) the selection of texts, 2) the orientation of teachers, and 3) test development and analysis. 3. Assist in the testing, placement, of students and the organization of class schedules. 4. Observe & mentor part-time teachers 5. Assist in the training and development of student teachers in the TESOL program. <p>Program Development Responsibilities:</p> <ol style="list-style-type: none"> 1. Participate in the on-going review of programs and curriculum. 2. Assist in the selection and development of instructional materials 3. Work with the faculty in the Linguistics and English Language Department in research relating to the development of curriculum and instruction at the Center. 4. Training teachers by workshops. 5. Consulting students. 6. In charge of observing and giving feedbacks to teachers 	<p>Skill-related evaluations</p> <p>Program-related evaluations</p> <p>Teacher skills/performances</p> <p>Tutors</p> <p>SASC</p> <p>Study Buddy Program</p> <p>English use of our students</p> <p>English only policy</p> <p>Teacher evaluations</p> <p>Observations</p> <p>Textbooks & Materials</p> <p>Objectives & Syllabus</p> <p>Teacher workshops</p> <p>Classroom resources</p> <p>Mentor performance</p> <p>SGID</p> <p>Evaluate new teachers</p> <p>Complains</p> <p>Computer lab (& lab assistants)</p> <p>Executive Council performance</p>

Organizing your report

How you report depends on your audience; however, in most written reports, you should include the following main components.

Part 1: Executive Summary

- Brief summary of purpose and evaluand
- Summary of Findings & Recommendations

Part 2: Introduction

- Purpose of the evaluation
- Audiences for the evaluation report
- Overview/outline of report contents

Part 3: Focus of the Evaluations

- Descriptions and features of the evaluand
- Evaluation questions that reflect the program objectives

Part 4: Methods & Procedures

- Brief explanations of methods used
- Procedure of how evaluation was conducted (time frame)

Part 5: Present your Results

- Summary of evaluation findings
- Interpretations of data

Part 6: Conclusions & Recommendations

- Reflecting evaluation questions
- Judgment on evaluands based on results
- Recommendations based on results
- List limitations and Constraints

Part 7: Appendices

- Additional resources (instruments used, data compilations...)
- Full analysis of the data

Bank of Questions: Reporting

Questions:

Checkbox

1. What is your purpose for reporting?
2. List your audience. Who are your primary audiences? Are there other audiences who may benefit from the evaluation project?
3. What kind of reporting does each audience request?
4. If the audience did not request their preference in reporting, what do you think the reporting should be like to meet the purpose and need of your audiences?
5. Have you scheduled your reporting date? If not, schedule a time with EC or other audiences.
6. Do you have all the important components for the report?
7. Have you chosen the format of your reporting?
8. Is your report accurate, balanced and fair?
9. Who is responsible for reporting? What are their responsibilities?

Evaluand

Program Objectives
Program philosophy, aims and goals

Methods & Instruments

Data Collection

Organized Results

Receiving Audience

Implementation
of Results

Step 7: Implementation of Results

In this step you will...

1. Explore different implementation methods.
2. Suggest recommendations.
3. Encourage stakeholders to implement the results.

In this step you will...

- Give recommendations for the results to the stakeholders.

Implementation of Results: Giving Recommendations

“What changes can we make?”

The purpose of this framework is to allow the evaluators or stakeholders to make decisions based on the results from the evaluation project. This step appears in a dotted box in the framework to allow flexibility in the implementation of results by the audiences or the stakeholders.

These are some possible implementation ideas:

- 1) **Make changes in the curriculum**
- 2) **Use the results just for the information**
- 3) **For personal development**
- 4) **For workshops to train teachers**
- 5) **Report the results to the Director, Dean or Department**
- 6) **Develop materials for teaching based on the results**
- 7) **Make physical changes to the facility**
- 8) **Conduct additional evaluation projects for further research**
- 9) **Write a proposal for professional conferences**
- 10) **Present at the professional conferences using the research**

Evaluation Plan

Evaluation framework is a theoretical idea that will guide the ELC in the evaluation projects. However, we need a practical worksheet to start an evaluation project that reflects the framework. The following document was created to help with the *pre-evaluation stage*, which helps the evaluators organize their evaluation project. This Evaluation Plan includes the highlights from each step of the Evaluation Model.

Evaluation Plan

Your name: _____

Position: _____

WHAT: Evaluand

Description & Features of Evaluand:

Evaluation Questions:

_____	_____
_____	_____
_____	_____

Is this evaluation...

- | | |
|--|---|
| 1. <input type="checkbox"/> First time | <input type="checkbox"/> It was done previously (when? _____) |
| 2. <input type="checkbox"/> Summative | <input type="checkbox"/> Formative |
| 3. <input type="checkbox"/> Informal | <input type="checkbox"/> Formal |

Need to *operationalize*? YES NO (If yes, explain.)

HOW: Methods

Is your evaluation...

Qualitative

Quantitative

Both

Triangulation: using two or more methods to measure the same evaluand.

Method #1: _____

Reason: _____

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: _____)

Method #2: _____

Reason: _____

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: _____)

Method #3: _____

Reason: _____

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: _____)

Resources needed: _____

WHEN: Data Collection

Who is collecting data? _____

Data already exist? YES NO

If yes, where? _____

If no, where else? _____

When (time frame)

Where?

Need Training? YES NO

(If yes: When & How? _____)

Any cultural issues to consider? YES NO (If yes: _____)

Any sensitive issues to consider? YES NO (If yes: _____)

Collecting data from all available & reliable sources? YES NO

(If no, explain: _____)

DATA ANALYSIS

When (time frame):

Who:

How are you going to interpret your data? Why?

Limitations/constraints:

REPORT

Who is presenting:

Who is receiving?

What is the purpose of the reporting?

Inform results

Suggest changes

School requirements

Other _____

When: _____ Where: _____

Example: Evaluation Plan (Informal Evaluation)

Your name: Rie Teraoka

Position: Part-time Teacher

WHAT: Evaluand

What are you evaluating?

Teacher Performance

Features of the evaluand

How well do I teach?

Do I reflect my preparation in my lesson?

Are students satisfied with my teaching?

Is this evaluation...

- | | |
|---|---|
| 1. <input checked="" type="checkbox"/> First time | <input type="checkbox"/> It was done previously (when? _____) |
| 2. <input type="checkbox"/> Summative | <input checked="" type="checkbox"/> Formative |
| 3. <input checked="" type="checkbox"/> Informal | <input type="checkbox"/> Formal |

Need to operationalize? **YES** NO (If yes, explain.)

Performance is defined by 1) how well the class went and 2) how satisfied the students were.

WHY: Curriculum Objectives

Why are you evaluating?

- | | | |
|--|--|---|
| <input type="checkbox"/> MA Project | <input type="checkbox"/> EC Project | <input checked="" type="checkbox"/> Teacher improvement |
| <input type="checkbox"/> Class Project | <input type="checkbox"/> Student improvement | <input type="checkbox"/> Material improvement |
| <input type="checkbox"/> Other: _____ | | |

What is your purpose of conducting evaluation?

My purpose is to evaluate my own teaching (how I feel about it) and how satisfied the students are with my teaching performance.

Which curriculum principles are you meeting? Explain briefly.

- | | | |
|---------------------------------|--|--|
| <input type="checkbox"/> Stable | <input checked="" type="checkbox"/> Responsive | <input checked="" type="checkbox"/> Cohesive |
|---------------------------------|--|--|

Responsive: My teaching performance should meet the needs of the students Cohesive: My teaching should be consistent with the objectives I set, as well as with the ELC curriculum.

Any risks/threats? YES NO (If yes: _____)

Any benefits? YES NO (If yes: Personal Development)

Using human participants? YES NO

If yes, did you get consent (consent form, IRB...)? YES NO

SECTION 5 EVALUATION PLAN

WHO:

Who is in charge?

Myself _____

Who else is in the group?

none _____

Briefly explain responsibilities for each person involved

I will be responsible for creating questionnaire and interview questions for the students, as well as to create rubric as to how well I perceive my own teaching. _____

Who will benefit?

Myself, fellow teachers _____

Who will use the results to make decisions?

Myself (for decisions in class) _____

Who are your subjects? (People you are evaluating)

Students, my self-perspective of my own teaching _____

Who is your supervisor from Executive Council? Program supervisor _____

HOW: Methods

Is your evaluation...

Qualitative

Quantitative

Both

Triangulation: using two or more methods to measure the same evaluand.

Method #1: Student's questionnaire

Reason: Anonymous questionnaire allows students to express themselves.

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: _____)

Method #2: Student's Interviews (informal)

Reason: To hear their views on different aspects of teaching and performance.

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: _____)

Method #3: Self-evaluation on my performance

Reason: To rate my own performance based on the prepared rubric.

Special equipment: YES NO (If yes: Rubric for self-reflection)

Training: YES NO (If yes: _____)

Resources needed: Questionnaires, Interview questions, rubric

WHEN: Data Collection

Who is collecting data? Myself

Data already exist? YES NO

If yes, where? _____

If no, where else? authentic responses from my students

When (time frame)

January 2010 ~ February 2010

Where?

In-class activity

Need Training? YES NO

(If yes: When & How? _____)

Any cultural issues to consider? YES NO (If yes: Some cultures are not used to evaluating teachers – need to be aware of that)

Any sensitive issues to consider? YES NO (If yes: _____)

Collecting data from all available & reliable sources? YES NO

(If no, explain: _____)

DATA ANALYSIS

When (time frame):

March 2010

Who:

Myself

How – How are you going to interpret your data? Why?

The interpretation is subjective and is based on what students say and compare that to my own evaluation to see if it matches up. I may ask other teachers for clarification of meaning, but majority of data will be interpreted by myself.

Limitations/constraints:

Subjective information, which may only be applicable to my own development.

REPORT

Who is presenting:

Myself

Who is receiving?

Program Supervisor

What is the purpose of the reporting?

Inform results

Suggest changes

School requirements

Other _____

When: March 22, 2010

Where: At the supervisor's office

Example Evaluation Plan (Formal Evaluation)

Your name: Mr. Smith

Position: Curriculum Coordinator

WHAT: Evaluand

What are you evaluating?

Tutoring Program

- Student use & satisfaction

- Quality of tutors

Evaluation Questions

1. How often do students visit tutors? (Freq)

2. How satisfied are students with the program?

3. Are the tutors trained? Do they need it?

Is this evaluation...

- | | |
|---|---|
| 1. <input checked="" type="checkbox"/> First time | <input type="checkbox"/> It was done previously (when? _____) |
| 2. <input type="checkbox"/> Summative | <input checked="" type="checkbox"/> Formative |
| 3. <input type="checkbox"/> Informal | <input checked="" type="checkbox"/> Formal |

Need to *operationalize*? **YES** NO (If yes, explain.)

Satisfaction: frequency of usage, how much they feel helped by the tutors. Quality:

Trained as a tutor

WHY: Curriculum Objectives

Why are you evaluating?

- | | | |
|--|--|---|
| <input type="checkbox"/> MA Project | <input checked="" type="checkbox"/> EC Project | <input type="checkbox"/> Teacher improvement |
| <input type="checkbox"/> Class Project | <input type="checkbox"/> Student improvement | <input type="checkbox"/> Material improvement |
| <input type="checkbox"/> Other: _____ | | |

What is your purpose of conducting evaluation?

Tutoring program has not been evaluated formally before. It is good to know both quantitatively and qualitatively the effectiveness of the tutoring program, especially to evaluate the quality of the tutors from different perspectives – for further improvements.

Which curriculum principles are you meeting? Explain briefly.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Stable | <input checked="" type="checkbox"/> Responsive | <input checked="" type="checkbox"/> Cohesive |
|--|--|--|

SECTION 5 EVALUATION PLAN

Stable: Are tutors trained in a way that reflect the research (on tutoring/mentoring)?

Responsive: Is tutoring program meeting the needs of the students & teachers? Cohesive: Are materials covered in tutoring consistent with the class materials?

Any risks/threats? YES NO (If yes: Replace tutors/more training)

Any benefits? YES NO (If yes: Improve quality of the program)

Using human participants? YES NO

If yes, did you get consent (consent form, IRB...)? YES NO

WHO:

Who is in charge?

Curriculum coordinators (name)

Who else is in the group?

Tutoring program supervisors

Program supervisors

Briefly explain responsibilities for each person involved

Curriculum coordinators: In charge of creating measuring instruments and instruction. Tutoring

supervisors: Gather data from tutors and tutors; observation Program supervisors:

Gather data from teachers and count frequency of tutor usage

Who will benefit?

students & teachers

Who will use the results to make decisions?

Executive Council

Who are your subjects? (People you are evaluating)

Students (both who go to tutors and who don't), tutors, supervisors , teachers

Who is your supervisor from Executive Council? Curriculum coordinator (Mr. Smith)

HOW: Methods

Is your evaluation...

Qualitative

Quantitative

Both

Triangulation: using two or more methods to measure the same evaluand.

SECTION 5 EVALUATION PLAN

Method #1: Student Questionnaire (also include frequency count)

Reason: Ask for student satisfaction (for the service) and evaluate tutor quality

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: _____)

Method #2: Tutor Questionnaire

Reason: Training, experience, satisfaction (from their perspective)

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: _____)

Method #3: Supervisors observation

Reason: 3rd person view on teacher/tutor interaction, eval overall effectiveness

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: Observation techniques)

Resources needed: Questionnaires (for students & tutors), observation form

WHEN: Data Collection

Who is collecting data? Tutoring supervisors & Program supervisors

Data already exist? YES NO

If yes, where? # of student who go to tutors are recorded daily

If no, where else? _____

When (time frame)

February 2010

Where?

SASC, classroom

Need Training? YES NO

(If yes: When & How? Observation training for supervisors, Jan.)

Any cultural issues to consider? YES NO (If yes: depend on culture, may not express real feelings in questionnaires – not sued to it)

Any sensitive issues to consider? YES NO (If yes: _____)

Collecting data from all available & reliable sources? YES NO

(If no, explain: _____)

DATA ANALYSIS

When (time frame):

March 2010

Who:

Curriculum coordinators & supervisors

How are you going to interpret your data? Why?

Interpretation will be done by looking at the data from three perspectives (coordinators, supervisors, program supervisors).

Limitations/constraints:

The data will be subjective and the study must be conducted again for reliability.

REPORT:

Who is presenting:

Curriculum Coordinator

Who is receiving?

Executive Council

What is the purpose of the reporting?

Inform results

Suggest changes

School requirements

Other _____

When: April 2010

Where: Executive Council Meeting

Glossary on Evaluation

The following terms will help both novice and experienced evaluators to understand more about evaluation at the ELC. These terms are categorized by sections (alphabetized within section).

Words	Definition	Section
Brainstorm	A strategy to first lists out the possible aspects of the evaluand, and then chooses the aspect of the evaluand to be evaluated. (Organization strategy)	Evaluand
English Only Policy	In the ELC, the students are encouraged to speak English at all times, even outside of the classroom.	Evaluand
Evaluand	Items or objects that are being evaluated.	Evaluand
Executive Council	Group of full-time employees, who are responsible for curriculum-related jobs such as assessment, technologies, program supervisors and curriculum coordinators.	Evaluand
Features of Evaluands	How does the evaluand function? What are the key characteristics of the evaluand?	Evaluand
Friday Classes	These are extra classes that students could enroll in. Classes are held on Fridays only, which are usually focus on specific topics such as TOEFL preparation and Academic strategies.	Evaluand
Operationalize	Defining abstract ideas into measurable means. (e.g. Student Satisfaction = students feel they learned something from the class)	Evaluand
SGID	Teacher evaluations where one teacher goes into another teacher's class and ask students several questions. It stands for Small Group Instructional Diagnosis.	Evaluand

SECTION 6 GLOSSARY ON EVALUATION

Study Buddy Program	A program where students from BYU are paired with students from ELC and teach each other the language they are learning (e.g. BYU student teaches English; where ELC student teaches their native language)	Evaluand
Bank of Questions	A feature in this document where these questions work as a checklist for evaluators to make sure they included all the important information.	Section 4
3 Guiding Principles	Important part of the ELC Curriculum Philosophy, which include stable, responsive and cohesive. These principles drive the curriculum-related decisions at the ELC.	Program Objectives
Benefits	Evaluation procedure, data collection or results that promote positive changes in subjects or evaluators.	Program Objectives
IRB	Formal evaluation/research proposal for your projects to get permission from the school board to use human subjects in the study.	Program Objectives
Program Objectives	Refers to the ELC curriculum philosophy and three guiding principles, which focus the evaluations on a common ground.	Program Objectives
Risks	Evaluation procedure, data collection or results that cause threats to the subject or to the evaluators (Types of risks listed in sec 4.2)	Program Objectives
Frequency Table	An organizational tool that keeps track of all the evaluations, evaluators, due dates and report dates in a given time frame, which works as a reminder for the Executive Council.	Methods & Instruments
Quantitative Methods	Number & logic-based; e.g. assessment scores, attendance percentage	Methods & Instruments

SECTION 6 GLOSSARY ON EVALUATION

Qualitative Methods	Subjective, descriptions, opinions - rich information in words; example: observations & interviews	Methods & Instruments
Stakeholders	People who wants the evaluations to be done. People who will benefit from the evaluations. People who have any stake in it.	Methods & Instruments
Triangulation	A method used for greater reliability of the project. This method includes using more than two measuring instruments to measure the same evaluand.	Methods & Instruments
Confidentiality	Any information that could identify an individual should be kept confidential (such as personal information, grades, names, evaluation forms, etc.)	Data Collection
Limitations/Constraints	Not all evaluation projects are perfect and there may be unexpected problems or the results may not answer the evaluation questions. What did not go well and why? These are some of the questions asked for limitations/constraints.	Organized Results
Validity	The data collected and the procedure should be valid, meaning it should reflect what it said it would.	Organized Results
Executive Summary	A one-page summary of your evaluation projects, which includes important aspects such as background, evaluation questions, purpose, measurement procedure and results & recommendations.	Receiving Audience
Reporting	Evaluation results should be reported either orally or in writing (or both). Reporting promotes changes and decision-making.	Receiving Audience

Worksheets and Organization Documents

Evaluation seems simple, yet it involves many steps. The following supplemental documents were created to help you get started with the evaluation project.

Evaluation Plan (Appendix A)

The purpose of this form is to contain all the necessary information in one document and all evaluators should fill out for record purposes. Highlights from each step of the evaluation model are placed in the document.

Frequency Table (Appendix B)

This document organizes all the evaluations that are going on in a given time frame. It serves as a reminder for EC members. It includes the evaluands (items being evaluated), evaluation questions, person in charge, people participating, due dates and reporting dates.

List of Evaluands (Appendix C)

This document lists possible evaluands at the ELC, which are divided into six categories: Learning, Methods of Learning, Teacher Performance, Supporting materials & resources, Assessment and Facilities. The purpose of this document is to ensure that the EC and other evaluands are aware of all the possible evaluands and choose from the list according to priority.

Priority Evaluands (Appendix D)

This tool lists the evaluands in order of urgency and importance (priority), which are taken from the possible evaluation list.

Instrument, Data Collection and Analysis Table (Appendix E)

Choosing an instrument, collecting the data and analyzing the data may sound simple, yet it could get complicated and complex. This document will organize different methods used for each evaluation question and methods used to analyze the data.

Reporting Organizer (Appendix F & G)

Every evaluation needs to be reported. Formal and high-stake evaluations require written report for documenting purposes. This organizer provides a step-by-step format for reporting the evaluation findings. The template for the formal written report is provided by Dr. Williams of the Instructional Psychology and Technology department at BYU.

Other helpful features

Bank of Questions

Each step of the model is accompanied by a set of questions that help guide the evaluators in the evaluation process. The questions are taken from various sources, which are listed in the Additional Resources section.

Glossary of Evaluation Terms

Those who are new to the evaluation field could benefit from this glossary of some words that are used in the framework.

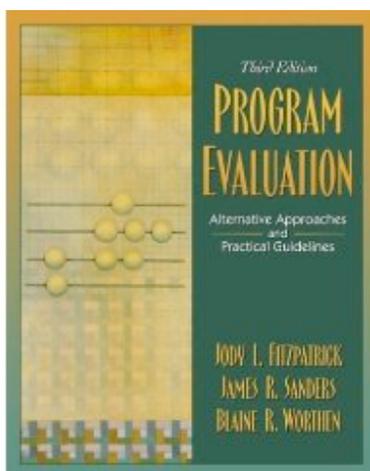
List of Methods and Instruments

The purpose of this list is to provide necessary information about different kinds of methods and instruments. It includes brief descriptions of how to use it and some of the advantages of each method.

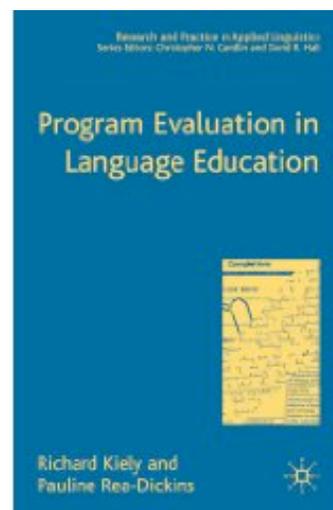
SECTION 8 USEFUL RESOURCES

Useful Resources: Books

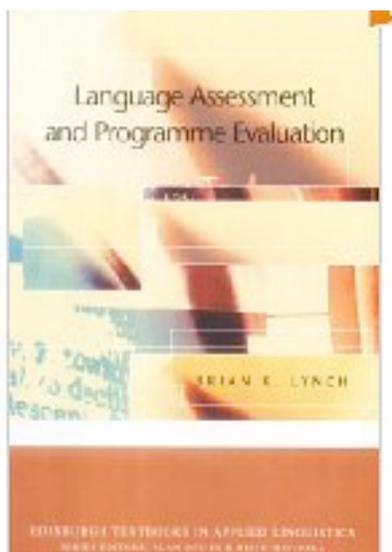
If you are interested in studying more about evaluation, the following books will give you great insight on evaluation in language programs.



Fitzpatrick, J. L., Sanders, J. R. & Worthen, B. R. (2004). *Program Evaluation Alternative Approaches and Practical Guidelines*. Boston: Pearson Education.

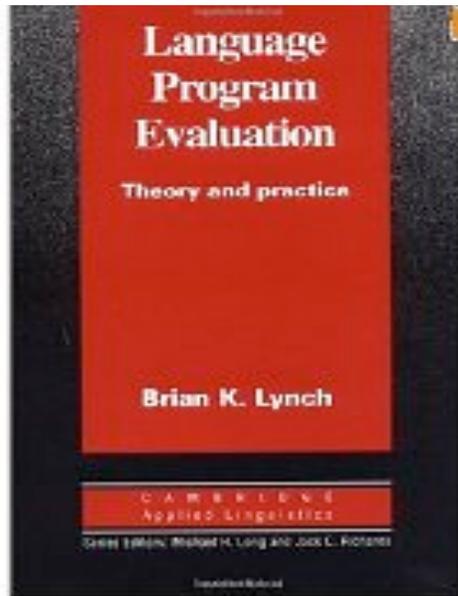


Kiely, R. & Rea-Dickins, P. (2005). *Program Evaluation in Language Education*. New York : Palgrave Macmillan.

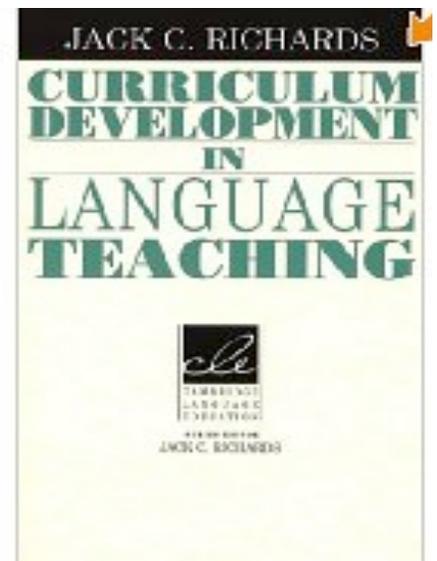


Lynch, B. K. (2003). *Language Assessment and Programme Evaluation*. Edinburgh:Edinburgh University Press.

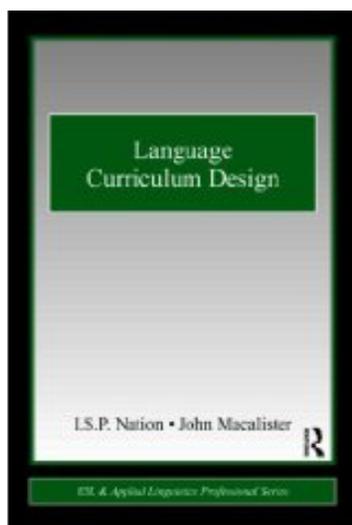
SECTION 8 USEFUL RESOURCES



Lynch, B. K. (1996). *Language Program Evaluation – Theory and practice*. Melbourne: Cambridge University Press.



Richards, J. C. (1996). *Curriculum Development in Language Teaching*. New York: Cambridge University Press.



Nation, I. S.P. & Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge.

References

- Brigham Young University English Language Center. (2008). Curriculum Philosophy. Provo: BYU.
- Crawford, C. (2004). *Non-linear instructional design model: eternal, synergistic design and development*. British Journal of Educational Technology. 35(4). 413-420.
- Fleischman, H. L., Hanberry, G. C. & Rivera, C. (1987). *Evaluation Guide For Bilingual Vocational Training*. Washington, D.C.: Development Associates.
- Kiely, R. (2009). *Small Answers to the Big questions: Learning from language programme evaluation*. Language Teaching Research. 13(1). 99-116.
- Kiely, R. & Rea-Dickins, P. (2005). *Program Evaluation in Language Education*. New York : Palgrave Macmillan.
- Lynch, B. K. (1990). *A Context-Adaptive Model for Program Evaluation*. TESOL Quarterly, 24 (1). 23-42.
- Pogrow, S. (1996). *Reforming the Wannabe Reformers: Why Education Reforms Almost Always End up Making Things Worse*. The Phi Delta Kappan, 77 (19). 656-663.
- Rea-Dickins, P. & Germaine, K. P. (1998). *Managing Evaluations and Innovation in Language Teaching - Building Bridges*. London: Longman.
- Rodgers, T. (1989). *Syllabus design, curriculum development and polity determination*. In R.K. Johnson (ed.) *The Second Language Curriculum*. New York: Cambridge University Press.
- Zimnas, A., Kleftouris, D. & Valkanos, N. Using the ADDIE methodology to the development of a simple instructional system design.
toolesp.it.teithe.gr/documents/presentations/eRA08paper_confProceedings.doc

SECTION 9 FOR EXPERIENCED EVALUATORS

5. Data Collection & Organized Results

5.1 Data Collection/Analysis organization Table

Evaluation Questions	Information Needed from what source?	Using what data collection procedures?	By whom?	On what schedule?	How will data be analyzed/ interpreted to make evaluations?	How will results be reported?	What resources are needed for all this?

SECTION 9 FOR EXPERIENCED EVALUATORS

6. Receiving Audience

6.1 Executive Council Responsibilities & Evaluation Interests

Position Title	Responsibilities	Evaluation Interest
Curriculum Coordinator	Joint responsibility for the general ELC curriculum, including analysis, design, development, implementation, and evaluation. This includes Friday classes, the religion class and many diverse assignments and tasks related to the ELC curriculum. Joint responsibility for class evaluations (which target the teacher and the curriculum), the quality of teaching, as observed through class observations, video recordings etc.	How well the students are learning what we purport to teach them as a reflection of how well the program is fulfilling its mission to teach effectively. This includes the quality of: 1. The instructional methodologies 2. The materials & resources 3. The teachers themselves 4. The form and function of our programs
Technology & Assessment Coordinator	The position requires up-to-date knowledge of the field of TESL and the ability to incorporate technology with pedagogy. It involves overseeing the training and support of 40 part-time and full-time faculties in the use of technology in an educational setting. The position requires collaborating with the faculty-appointed Associate Coordinator of Testing, and program supervisors in ensuring tests are ready to administer, but all aspects of administering the tests are handled by this position.	Student Placement Teacher Evaluation Mid-term Grades Teacher Satisfaction Materials students use to study outside of class Computer software Strategies to learn English Strategies students use to learn English English only policy

SECTION 9 FOR EXPERIENCED EVALUATORS

<p>Academic & Foundations Program Supervisors</p>	<p>Teaching Responsibilities:</p> <ol style="list-style-type: none"> 1. Models excellence in planning, teaching, and student evaluation in assigned program. 2. Provides leadership in innovation in teaching & professional development. <p>Administrative Responsibilities:</p> <ol style="list-style-type: none"> 1. Be assigned to one or more of the following: Academic/Foundations Program Supervising, Religion Classes, TOEFL, SASC, TTTC, and Student Life (additional areas may be added). 2. Coordinate: 1) the selection of texts, 2) the orientation of teachers, and 3) test development and analysis. 3. Assist in the testing, placement, of students and the organization of class schedules. 4. Observe & mentor part-time teachers 5. Assist in the training and development of student teachers in the TESOL program. <p>Program Development Responsibilities:</p> <ol style="list-style-type: none"> 1. Participate in the on-going review of programs and curriculum. 2. Assist in the selection and development of instructional materials 3. Work with the faculty in the Linguistics and English Language Department in research relating to the development of curriculum and instruction at the Center. 4. Training teachers by workshops. 5. Consulting students. 6. In charge of observing and giving feedbacks to teachers. 	<p>Skill-related evaluations Program-related evaluations Teacher skills/performances Tutors SASC Study Buddy Program English use of our students English only policy Teacher evaluations Observations Textbooks & Materials Objectives & Syllabus Teacher workshops Classroom resources Mentor performance SGID Evaluate new teachers Complains Computer lab (& lab assistants) Executive Council performance</p>
---	--	--

6.2 Organized Report Format

Part 1: Executive Summary

- Brief summary of purpose and evaluand
- Summary of Findings & Recommendations

Part 2: Introduction

- Purpose of the evaluation
- Audiences for the evaluation report
- Overview/outline of report contents

Part 3: Focus of the Evaluations

- Descriptions and features of the evaluand
- Evaluation questions that reflect the program objectives

Part 4: Methods & Procedures

- Brief explanations of methods used
- Procedure of how evaluation was conducted (time frame)

Part 5: Present your Results

- Summary of evaluation findings
- Interpretations of data

Part 6: Conclusions & Recommendations

- Reflecting evaluation questions
- Judgment on evaluands based on results
- Recommendations based on results
- List limitations and Constraints

Part 7: Appendices

- Additional resources (instruments used, data compilations...)
- Full analysis of the data

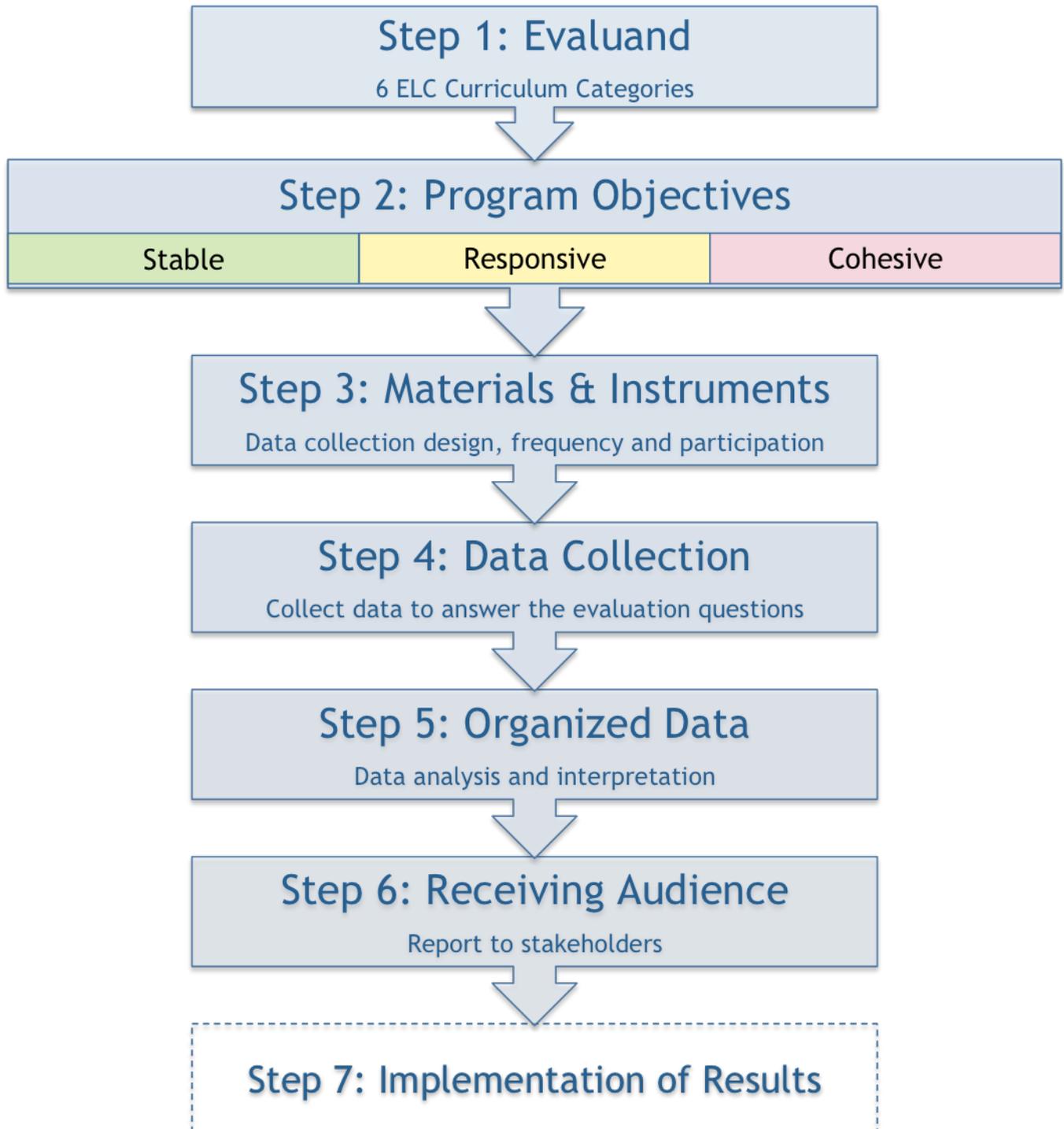
Experienced Evaluator Version

This section is for experienced evaluators such as Executive Council members, who have knowledge in conducting evaluations. This section contains the materials that will benefit the experienced evaluators. The full descriptions and examples are given in Section 4-7.

This section includes:

	Page
1. Overall Evaluation Model in the ELC Context	70
2. Evaluand	71-73
2.1 6 Categories of Evaluands	
2.2 Selected Evaluands for Possible Evaluation	
2.3 Current Evaluands at the ELC	
2.4 Prioritized Evaluands set by Executive Council	
3 Program Objectives	74-75
3.1 Criteria for each guiding principle (stable, responsive and cohesive)	
4 Methods and Instruments	75-76
4.1 The Frequency Table with instructions	
4.2 Methods used in the current ELC evaluation	
5 Data Collection & Organized Results	77
5.1 Data Collection/Analysis Organization Table	
6 Receiving Audience	78-80
6.1 Executive Council Responsibilities and Evaluation interest	
6.2 Organize Report format	

1. Evaluation Model in the ELC Context



SECTION 9 FOR EXPERIENCED EVALUATORS

2.1 Six Categories of Evaluands

Six categories are taken from the ELC Curriculum Philosophy for categorizing evaluands.

Statement from the Curriculum Philosophy	6 Categories
What do students learn?	1. Learning
How do they learn it?	2. Methods of Learning
How do teachers help them learn?	3. Teacher Performance
Using what supporting materials?	4. Supporting materials & resources
What styles and methods of assessment	5. Assessment
What kind of facilities?	6. Facilities

2.2 Selected Evaluands for Possible Evaluations

Learning	Methods of Learning	Teacher Performance	Supporting Materials & Resources	Assessment	Facilities
Learner Satisfaction	Tutoring Program	Teachers	SASC	Testing/ Assessment	Technology
Objectives & Syllabus	Teamwork	Mentors	Friday Classes	Assessment of tests	Computer Programs
Students	English Only Policy	Teacher Satisfaction	Activities & Events	Curriculum	BYU Campus Accessibility
Textbooks	Teaching methodologies	Executive Council	Orientations	Archival Process	Printing/Photo copy
Cultural Learning	MA Projects/theses at the ELC	Administration	Classroom Resources	Teachers' View on Curriculum	Teacher Resources & Office
Student Experience	Interns	Secretary & Staff	Sports Night		Front Desk
	Study Buddy Program	Lab Assistants	New Teacher Orientations		Observation Room
		Native & Non-native teachers	Teacher Workshops		

SECTION 9 FOR EXPERIENCED EVALUATORS

2.3 Current Evaluands at the ELC (as of Winter 2010)

Category	Focus	Evaluation Measure
Testing/Assessment Learning	Student	Achievement Tests
Teacher Performance	Teachers	Student Evaluation on Teachers
Teacher Performance	Teachers	SGID/QuID Evaluation
Teacher Performance	Teachers	Mentor Observation
Teacher Performance	Mentors	Mentor Report Sheets
Teacher Performance	Executive Council	EC Performance Reviews
Supporting Materials and Resources	Textbooks & Facilities	Midterm Program Evaluation
Assessment	Teachers' View on Curriculum	Midterm Online Survey
Assessment	Teachers' Views on Curriculum	Midterm Evaluation Discussion

2.4 Prioritized Evaluands by Executive Council

Some of the evaluands listed below are currently being evaluated at the ELC, whereas other evaluands may be used for future projects. The priority was set by the Executive Council members in Fall 2009.

SECTION 9 FOR EXPERIENCED EVALUATORS

Priority	Category	Focus	Ideas from the EC
1	Performance	Teacher Performance	Are teachers doing what they're supposed to do? If students are not learning, is it caused by teachers' performance?
2	Performance	Student Performance	Are the students learning what they are supposed to be learning? How does students learn on their own?
3	Resources	Textbook	Frequent evaluation of materials is needed What materials are the students using to improve English?
4	Curriculum objectives	Curriculum & objectives	Are teaching methodologies, materials, and resources working for the objectives? Are programs structured? Is it the best way?
5	Affective factor	English-only policy	How are students treating the policy? Are they employing the policy in class or in the hall?
6	Service	Teacher training & workshops	Do teacher get adequate training? How helpful are the workshops?
7	Service	Tutors	How effective is SASC? Are students satisfied with SASC?
8	Service	Study Buddy Program	Is Study Buddy being evaluated? Are students benefiting from the program?
9	Performance	Administrators	Are Executive Council members being evaluated?
10	Service	Friday Classes	How is it benefiting students?
11	Performance	Lab Assistants	Are there any problems in the lab that needs to be addressed?
12	Performance	Mentors	Are they doing what they are supposed to do?
13	Affective factor	Teacher satisfaction	Are the teachers satisfied with the current situations?
14	Resource	Computer program	Is the software working for students and teachers? What are the available computer programs at the lab?

Project Objectives

3.1 Criteria for each guiding principle (Stable, Responsive and Cohesive)

The following bullets summarize what topics are covered by each principle.

Principle #1: Stable

- **Research:** To reflect the research
- **Current issues:** To address the current issues
- **Planning:** To plan future events and activities
- **Program goals:** To make sure it is based on the ELC curriculum objectives
- **Changes:** To present smooth and organized changes in curriculum
- **Environment:** To maintain the positive teaching and learning environment
- **Resources:** To observe stability with use of materials, resources, faculty and teaching techniques
- **Responsibilities:** To fulfill your responsibility
- **Need changes:** To find out if there needs to be changed

Principle #2: Responsive

- **Student:** To be responsive to students' needs and expectations.
- **Teacher:** To be responsive to teachers' needs, expectations and abilities.
- **Materials:** To be responsive to material resources.
- **Institution:** To meet the needs and expectations on institutions' needs.
- **Research:** To reflect the findings of research. To maintain an active and informed research agenda.
- **Assessments:** To maintain effective assessments
- **Awareness:** To be aware of problems and needs in the program.
- **Professional:** To develop professional career or skills and to participate in professional activities.

Principle #3: Cohesive

SECTION 9 FOR EXPERIENCED EVALUATORS

- **Levels:** To determine the continuity between and within levels.
- **Transparency:** To compare the expectations of students to teachers and how transparent those two are.
- **Activities:** To maintain continuity in teaching methods and activities in the classroom.
- **Preparation:** To prepare students to meet future goals and how those preparations are consistent within levels.
- **Programs:** To reflect on what English is taught in each program and maintain the objectives.

4. Methods and Instruments

4.1 The Frequency Table with Instructions

The ELC Evaluation Frequency Table

Time frame: _____

Evaluand	Person in charge	People involved	Frequency	Due date	Report

Please place this form in your office.

Person in charge for this term's frequency table: _____

Instructions:

SECTION 9 FOR EXPERIENCED EVALUATORS

1. Evaluation projects in a given time frame should be on this table. The person in charge of the evaluation is responsible for reporting back to the EC.
2. This table can be used for yearly evaluations. (EC decides the time frame)
3. Report includes presentation of data, possible changes and recommendations to the EC members. This will keep the information in one place.
4. *Please place this form in your office* – EC members should post this in their office as a reminder.
5. *Person in charge for this term's frequency table* – One member of the EC is assigned to keep track of the table. If the evaluations are due, they need to include the reporting in the meeting agenda and remind those who are in charge of the evaluations of the due dates and reporting dates.

4.2 Methods used in the current ELC evaluations

Category	Current Evaluation	Methods
Performance/Students	Achievement tests	Achievement tests
Performance/Teachers	Student Evaluation of teachers	Surveys
Performance/Teachers	SGID/QuID Evaluation	Class Interview using open-ended questions
Assessment/Teachers' view of curriculum	Midterm evaluation discussion	Focus Group (separate in programs)
Materials and Resources	Midterm program evaluation	Survey, Focus Group, Material analysis (by supervisors)
Performance/Teachers	Mentor Observation	Observations
Performance/Mentors	Mentor Report Sheets	Checklists
Performance/Executive Council	EC Performance Reviews	Observation Interview (individual)

Evaluation Plan

Your name: _____ Position: _____

WHAT: Evaluand

What are you evaluating?

Features of the evaluand

_____	_____
_____	_____
_____	_____

Is this evaluation...

- | | |
|--|---|
| 1. <input type="checkbox"/> First time | <input type="checkbox"/> It was done previously (when? _____) |
| 2. <input type="checkbox"/> Summative | <input type="checkbox"/> Formative |
| 3. <input type="checkbox"/> Informal | <input type="checkbox"/> Formal |

Need to *operationalize*? YES NO (If yes, explain.)

WHY: Curriculum Objectives

Why are you evaluating?

- | | | |
|--|--|---|
| <input type="checkbox"/> MA Project | <input type="checkbox"/> EC Project | <input type="checkbox"/> Teacher improvement |
| <input type="checkbox"/> Class Project | <input type="checkbox"/> Student improvement | <input type="checkbox"/> Material improvement |
| <input type="checkbox"/> Other: _____ | | |

What is your purpose of conducting evaluation?

Which curriculum principles are you meeting? Explain briefly.

- | | | |
|---------------------------------|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> Stable | <input type="checkbox"/> Responsive | <input type="checkbox"/> Cohesive |
|---------------------------------|-------------------------------------|-----------------------------------|

Any risks/threats? YES NO (If yes: _____)

Any benefits? YES NO (If yes: _____)

Using human participants? YES NO

If yes, did you get consent (consent form, IRB...)? YES NO

WHO:

Who is in charge? _____

Who else is in the group? _____

Briefly explain responsibilities for each person involved

Who will benefit? _____

Who will use the results to make decisions? _____

Who are your subjects? (People you are evaluating)

Who is your supervisor from Executive Council? _____

HOW: Methods

Is your evaluation...

Qualitative

Quantitative

Both

Triangulation: using two or more methods to measure the same evaluand.

Method #1: _____

Reason: _____

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: _____)

Method #2: _____

Reason: _____

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: _____)

Method #3: _____

Reason: _____

Special equipment: YES NO (If yes: _____)

Training: YES NO (If yes: _____)

Resources needed: _____

WHEN: Data Collection

Who is collecting data? _____

Data already exist? YES NO

If yes, where? _____

If no, where else? _____

When (time frame) _____

Where? _____

Need Training? YES NO

(If yes: When & How? _____)

Any cultural issues to consider? YES NO (If yes: _____)

Any sensitive issues to consider? YES NO (If yes: _____)

Collecting data from all available & reliable sources? YES NO

(If no, explain: _____)

DATA ANALYSIS

When (time frame): _____

Who: _____

How – How are you going to interpret your data? Why?

Limitations/constraints:

REPORT:

Who is presenting: _____

Who is receiving? _____

What is the purpose of the reporting?

 Inform results Suggest changes School requirements Other _____

When: _____ Where: _____

ELC Evaluation Frequency Table

Time frame: _____

Evaluated	Person in charge	People involved	Frequency	Due date	Report date

Please place this form in your office.

Person in charge for this term's frequency chart: _____

List of Evaluands (as of Winter 2010)

Learning	Methods of Learning	Teacher Performance	Supporting Materials & Resources	Assessment	Facilities
Learner Satisfaction	Tutoring Program	Teachers	SASC	Testing/ Assessment	Technology
Objectives & Syllabus	Teamwork	Mentors	Friday Classes	Assessment of tests	Computer Programs
Students	English Only Policy	Teacher Satisfaction	Activities & Events	Curriculum	BYU Campus Accessibility
Textbooks	Teaching methodologies	Executive Council	Orientations	Archival Process	Printing/Photo copy
Cultural Learning	MA Projects/thesis at the ELC	Administration	Classroom Resources	Teachers' View on Curriculum	Teacher Resources & Office
Student Experience		Secretary & Staff	Sports Night		
		Lab Assistants	Front Desk		
		Interns	Study Buddy Program		
		Executive Council	Teacher Workshops		
		Native & Non-native teachers	New Teacher Orientations		

Prioritized Evaluands by Executive Council (as of Winter 2010)

Priority	Category	Focus	Ideas
1	Performance	Teacher Performance	Teachers doing what they're supposed to do If students are not learning, is it teachers' performance?
2	Performance	Student Performance	Are the students learning what they are supposed to be learning? How does students learn on their own?
3	Resources	Textbook	Frequent evaluation of materials is needed What materials the students are using to improve English?
4	Methods of Learning	Curriculum & objectives	Are teaching methodologies, materials, and resources working for the objectives? Are programs structured? Is it the best way?
5	Methods of Learning	English-only policy	How are students treating the policy? Are they employing the policy in class or in the hall?
6	Resources	Teacher training & workshops	Do teacher get adequate training? How are the workshops?
7	Resources	Tutors	How is SASC doing?
8	Resources	Study Buddy Program	Is Study Buddy being evaluated? Are students benefiting from the program?
9	Performance	Administrators	Are Executive Council members being evaluated?
10	Resources	Friday Classes	How is it benefiting students?
11	Performance	Lab Assistants	Are there any problems in the lab that needs to be addressed?
12	Performance	Mentors	Are they doing what they are supposed to do?

13	Teacher Performance	Teacher satisfaction	Are the teachers satisfied with the current situations?
14	Resource	Computer program	Is the software working for students? Teachers? What are the available software at the lab?

Instrument, Data Collection and Analysis Table

Evaluation Questions	Information Needed from what source?	Using what data collection procedures?	By whom?	On what schedule?	How will data be analyzed/ interpreted to make evaluations?	How will results be reported?	What resources are needed for all this?

Organizing your report

Part 1: Executive Summary

- Brief summary of purpose and evaluand
- Summary of Findings & Recommendations

Part 2: Introduction

- Purpose of the evaluation
- Audiences for the evaluation report
- Overview/outline of report contents

Part 3: Focus of the Evaluations

- Descriptions of evaluand
- Evaluation questions & objectives used to focus (program/curriculum objectives)

Part 4: Methods & Procedures

- Brief explanations of methods used
- Procedure of how evaluation was conducted (time frame)

Part 5: Presentation of Results

- Summary of evaluation findings
- Interpretations of data

Part 6: Conclusions & Recommendations

- Reflecting evaluation questions & objectives
- Judgment on evaluands based on results
- Recommendations based on results
- Limitations & Constraints

Part 7: Appendices

- Additional resources (instruments used, data compilations...)
- Full analysis of the data

Appendix G – Formal Report Template

TITLE

by

Author

An evaluation project report submitted to receiving audience of

Brigham Young University

(in partial fulfillment of the requirements for the degree of)

Degree: Masters, PhD or Other

Department

Brigham Young University

Date

ABSTRACT

Abstract text goes here . . .

TABLE OF CONTENTS

|

LIST OF FIGURES

LIST OF TABLES

Note: Fill in the following sections with information requested and answering the associated questions in paragraphs, not in outline form as shown. Change tense to past for reports, keep tense in future for proposals. This is using APA with 2 headings. Modify according to the number of headings needed.

Chapter 1: Introduction

Background and Context

What evaluation has been done on this evaluand already?
Is the evaluand evaluable at present?
Why is an evaluation appropriate now?

Evaluator Background

How did this evaluand come to be of interest to you?
What is your background that is relevant to this evaluation?

Stakeholders

Who asked for the evaluation and why?
Who stands to benefit from the evaluation and how?
Who is served by the evaluand or should be?
Who is likely to use the evaluation results to do something helpful?
Who does not usually have a voice in matters associated with the evaluand but has a stake in it?

Evaluand

What is the evaluand the stakeholders care about?
What do you know about the evaluand?
What are the evaluand's objectives?
What is the evaluand's program logic?
How does the evaluand function or work?
What more do you need to learn to refine the description and definition of the evaluand so you can focus your evaluation on it?

Stakeholder Issues and Concerns

What issues, concerns or information needs do the stakeholders have regarding the evaluand?

Do they want summative, formative, or both kinds of information?

Do they want to focus on accountability of someone for the evaluand?

What concerns do they have about the evaluand?

What are they saying they want to know?

What is unsettled among them about the evaluand?

What information are they asking you to gather?

Chapter 2: Literature Review

What does the literature associated with the evaluand say are the key issues?

Key Issue 1

Key Issue 2

Key Issue 3

Chapter 3: Evaluation Design

Evaluation Criteria and Standards

What criteria do stakeholders have for judging the evaluand?

What values do the stakeholders manifest regarding the evaluand?

What do they think the evaluand should be accomplishing (criteria for success)?

What standards do they have or how completely do they hope the evaluand will meet the criteria?

How will they know when the evaluand is successful to their satisfaction?

Criteria 1

Criteria 2

Criteria 3

Etc.

Standard 1

Standard 2

Standard 3

Etc.

Evaluation Questions

What questions do stakeholders need or want to answer regarding how well the evaluand meets the criteria?

Based on the previous points, what evaluation questions should be asked?

Based on a rating or ranking of all possible questions raised, which are the highest priority?

Which questions will this study address and why?

Question 1

Question 2

Question 3

Etc.

Data Collection and Analysis Methods

What processes and activities will be used to collect data to answer the questions and compare the evaluand to the criteria?

How will each collection procedure be refined to ensure validity, reliability, credibility, trustworthiness, generalizability, transferability, or whatever other methods standards apply?

How will qualitative data be summarized and interpreted?

How will quantitative data be summarized and interpreted?

For each evaluation question, answer in paragraphs the details summarized in Table 1.

Table 1. Summary of evaluation questions and how they are answered

Evaluation Question	Information Needed from what sources?	Using what data collection procedures? (How will they be refined?)	By whom?	On what schedule?	How will data be analyzed/interpreted to make evaluations?	How will results be reported?	What resources are needed for all of this?

Reporting to Stakeholders

What reporting strategies will be used to get information to stakeholders?
 What interim reports will be given to whom and when?
 What final reports will be given to whom and when?
 How will the reports be organized, around what points?
 Will there be oral reports? Written reports? Other formats?

Required Resources

What resources will be used to carry out the entire study?
 What resources are needed for each kind of data collected and analyzed?
 What time resources are needed and by whom?
 What materials, equipment, and other items are needed?
 What are the qualifications, characteristics, predispositions, relevant values and experiences of the evaluation team members?
 How will potential conflicts of interest, biases, and so on be addressed?
 How will human subjects be treated?

Chapter 4: Findings

What are the results or answers to the evaluation questions? In the report, present data and answers in the sections below. In the proposal, answer these questions since you can't present results yet.

How will results be organized?

What displays of results do you anticipate using and why?

Can you anticipate any results already?

Results for Evaluation Question 1

Results for Evaluation Question 2

Results for Evaluation Question 3

Etc.

Chapter 5: Recommendations & Conclusions

What recommendations does this study yield? In the report, recommendations in the sections below. In the proposal, answer these questions since you can't present recommendations yet.

Where will recommendations come from?

Will you be qualified to make recommendations and why?

Can you anticipate any kinds of recommendations already?

Recommendation 1

Recommendation 2

Recommendation 3

Etc.

*Limitations**Conclusions*

Chapter 6: Meta-evaluation

How did this study hold up against each of the 30 meta-evaluation standards or Guiding Principles (and others if appropriate)?

This section will contain your meta-evaluation or critique, which, together with the report in chapters 1-5, constitutes your comprehensive exam for the doctoral degree. You may find it helpful to use the checklist from Stufflebeam and answer each of 10 questions for each of the 30 standards at

http://www.wmich.edu/evalctr/checklists/program_metaeval_10point.htm .

But whether you do that or not, in this section explain why you met or did not meet each standard; or explain why some standards were not relevant, if you feel that is the case.

The standards are listed below. You may fill in your responses there and/or do so in an attachment using the checklist linked above as a framework for your critique.

Complete the additional questions that follow the standards regarding your overall critique and comparisons to proposed versus actual schedule and budget.

Schedule

What schedule will be (was) followed (each part attached to particular questions, collection procedures, and analysis activities) and how did it compare to what was planned (when the study is complete)? Use a Gantt Chart or something similar to plot out when particular activities will be (were) conducted so pre-requisite activities are complete in time for subsequent activities. In the report, compare proposed to actual schedule followed.

Budget

What budget will be (was) followed (each part attached to particular questions, collection procedures, and analysis activities) and how did they compare to what

was planned (when the study is complete)? Clarify for each question what the budget will be (was) and how it compared to the actual expenditures of time and money (even if no actual funds were spent).

Overall Critique

Strengths

Weaknesses

References

Appendix A