

Program Evaluation Coaching Concepts

The stages of implementation are for the person who is learning program evaluation. Think of a new teacher who needs to learn how to teach/implement “x” (program evaluation). As the coach of the teacher, we need to make sure they have access to initial professional learning to develop foundational knowledge that is being built upon with coaching.

Exploration/Novice Evaluator: Initial Professional Learning Focus

Need to Determine: Add proportion of coaching activities

Professional Learning Concept	Initial Professional Learning with Self-Reflection and Practice/Application Opportunity
Program Foundations: MTSS Framework and MiMTSS TA Center Supports	Strategies for learning about the program you'll be evaluating (e.g., asking for presentations, publications, previous evaluation plans, tools). For example: <ul style="list-style-type: none"> • MDE MTSS Practice Profile • MiMTSS TA Catalog • MiMTSS Data System
Evaluation Foundations: Methods for centering equity in program evaluation	Kellogg Foundation 3-Part Training
Evaluation Foundations: Decision-oriented and participant oriented approaches to evaluation	AEA Evaluation 101 Online Course (practice and assessments already embedded?) Chapter 1 of Advancing Evidence-Based Practices in Program Evaluation, responses to end-of-chapter questions
Evaluation Foundations: Guskey and Kirkpatrick's Models for Evaluating Professional Development	First few chapters of Guskey, Chapter 3 end questions

<p>Evaluation Foundations: Effective data visualization and reporting of evaluation findings</p>	<p>Stephanie Evergreen Data Viz Academy</p>
<p>Evaluation Planning Template Components</p> <ul style="list-style-type: none"> ● Logic Model ● SMARTE Goals ● Data Collection Plan ● Analysis Plan ● Evaluation Questions 	<p>Review MIMTSS TA Center Evaluation Plan Template</p> <p>Review State Systemic Improvement Plan (SSIP) Evaluation Plan</p> <p>Review Interconnected System Framework (ISF) Evaluation Plan</p>
<p>Request for Application (RFA) Analysis</p> <ul style="list-style-type: none"> ● Understanding any requirements of the program evaluation (e.g., funding body) and the program itself ● Fit and feasibility assessment 	<p>Review most recent SPDG RFA, Coaching Model Demonstration, IES competition</p> <ul style="list-style-type: none"> - Identify common areas - Identify unique features of each RFA
<p>Communication</p> <ul style="list-style-type: none"> ● Group facilitation skills ● Collaborative and differentiated communication methods depending on audience 	<p>Observation with checklist and debrief</p>
<p>Coaching Foundations: Module 1: Getting and Giving Information</p>	<p>NIRN Coaching Foundations Modules</p>

Installation

- Facilitating the co-design of an evaluation plan
 - Pre-populating the evaluation plan template with evaluator-supplied information
 - Facilitating a conversation with participants/colleagues that will allow the co-designing process to be more efficient and effective
 - Aligning or linking the evaluation plan components
- Program evaluation management:

- Backwards planning and establishing timelines
- Funder and partner expectations, challenges
- Responsive to changes to program requirements
- Distributing evaluation responsibilities among team members
- Ongoing communication and collaboration with programming staff and leadership
- Logic Model
 - Components of a logic model
 - Designing a logic model (backwards planning)
 - Criteria for evaluating a logic model:
 - complete
 - feasible
 - aligning with the other components of an evaluation plan
 - limited jargon
- SMARTER Goal Development
 - Aligning goals to outcomes
 - Criteria for evaluating a SMARTER goal (e.g., is it SMARTER?)
 - Long term or incremental targets
- Instrument, assessment, data system selection:
 - Hexagon analysis (also see the TA Center Innovation Review and Selection Process)
- Data Collection Plan
 - Components (who collects data, how frequent, external facilitator, reliability expectations)
 - Data collection schedule will align with reporting requirements
 - Distribution of data collection responsibilities
 - Level of data collection (regional, district, school, classroom, student)
 - Type of data
 - Data organization, management, and storage
 - Communication methods for partners (e.g., definition of required assessments, rationale, cost)
- Analysis Plan
 - Understanding the different individuals and teams who need access to the data to make decisions
 - Decisions that need to be made using the data
 - Frequency and timeline
 - Selecting the correct statistical methodology to match the need for analysis
- Evaluation Questions
 - Aligned to other components of the evaluation plan
 - Limited jargon
 - Comprehensive enough to meet a variety of needs
- Reporting and Communication
 - Accuracy
 - Clarity, Concise
 - Effective in fulfilling a variety of functions
 - Specific tools that need to be used for reporting and communicating to funders

- Effective data visualization
- 508 Accessibility
- Building background knowledge about different evaluation model

Initial Implementation

- Program evaluation management:
 - Backwards planning and establishing timelines
 - Funder and partner expectations, challenges
 - Responsive to changes to program requirements
 - Distributing evaluation responsibilities among team members
 - Ongoing communication and collaboration with programming staff and leadership
- Program Evaluation Plan Refinement
 - Prepare a summative evaluation report that addresses all goals in the evaluation plan.
 - Facilitate a process for updating the evaluation plan for the upcoming year or the next cycle of implementation based on your own suggestions as well as input from a variety of stakeholders.
- Meta-evaluation analysis-plan to address common areas of need

Resources

[MiMTSS TA Center Evaluation Support Tasks](#)

[The Program Evaluation Standards](#)

[The 2018 AEA Evaluator Competencies](#)

[AEA Public Statement on Cultural Competence in Evaluation](#)

[AEA Guiding Principles Training Package](#)

[REL Program Evaluation Toolkit](#)

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