



District Mentoring Plan: Program Evaluation Process

Logic model: the resources, activities, initial outcomes, intermediate outcomes and intended results, which are the components used to develop a program evaluation.

Program evaluation: systematic process of collecting, analyzing, and interpreting data gathered from multiple sources to make decisions about a program.

Quality Assurance Annual Report (QAAR): an annual report submitted by the district board of education, which must include a report on the implementation and effectiveness of the local mentoring plan.

Qualitative data: data expressed in words; collected by interviews, observations, document analysis, or open-ended questions on surveys.

Quantitative data: data expressed in numbers and analyzed statistically; collected from frequency counts, surveys, or test scores.

Key Resources

- Rubric for Assessment of a District/School Mentoring Plan (R1)
- Self-Assessment Tool for District Mentoring Plan (R2)
- Mentoring Components Self-Assessment (R3)
- Five Levels of Professional Development Evaluation (R4)
- KASAB Chart (R5)
- Logic Model Template (R6)
- An Evaluation Framework (R7)
- Checklist for Planning an Evaluation (R8)
- Checklist for Selection of Data Collection Methods (R9)

Overview of Program Evaluation

In evaluating a program, it is important first to be clear about what is meant by “program” and by “evaluation.” A program is “a set of activities (*e.g.*, components of a professional development program), supported by a variety of inputs or resources (*e.g.*, staff, equipment, money), that is intended to achieve specific outcomes (*e.g.*, teaching skills aligned to standards) among particular target groups (*e.g.*, classroom teachers)” (Puma & Raphael, 2001, p. 13). Killion defines a program as “a set of related resources and activities directed toward one or more goals” (2002, p. 42). Evaluation means acquiring and assessing information systematically to make informed decisions for continuous improvement of a program (Killion, 2002; Guskey, 2000).

State regulations for mentoring require district boards of education to submit a report in the QAAR that includes:

- Information about the implementation and effectiveness of the mentoring plan; and
- The impact of the mentoring program on teachers’ job satisfaction, the adequacy of time and training for mentoring, and recommended program changes and additions.



District Mentoring Plan: Program Evaluation Process

It is important that the LPDC design the evaluation as they create the district mentoring plan. This allows districts to evaluate the implementation of the mentoring program and the progress toward established goals as well as whether the goals have been accomplished. The goals outlined in the district mentoring plan must be:

- Aligned with the New Jersey Professional Standards for Teachers;
- Based on needs assessment and teacher learning needs; and
- Aligned to the district goals for ongoing professional learning.

Understanding the Evaluation Process

The evaluation process involves a series of steps focused on developing evaluation questions based on goals and objectives; identifying the most appropriate data methods and sources to gather evidence to answer the evaluation questions; engaging collaboratively to interpret the data; and using the data to make adjustments and refinements of the mentoring program as needed. There should be both an implementation (formative) and impact (summative) evaluation process.

Identify Indicators

What do key stakeholders want to look at?

Indicators can focus on various levels including school, teachers, and students.

- Indicators for school level: release time for the mentor-novice teacher relationship, allocation of time and resources for professional learning activities;
- Indicators for teacher level: frequency of collaboration, use of effective teaching practices aligned with the New Jersey Professional Standards for Teachers, participation in ongoing professional learning activities; and
- Indicators for student level: increase in student performance aligned with CCCS.

Identify Evaluation Questions

What do key stakeholders want to know?

Evaluation questions come from what key stakeholders want to know about the impact of the mentoring for quality induction program and/or are based on the goals established in the district mentoring plan. All key stakeholders should be involved in identifying what questions to ask to guide the evaluation.

The following are some possible implementation questions that an LPDC and district board of education might want to ask:

- How frequently do mentors and novice teachers meet (*e.g.*, daily, weekly, bi-weekly)?
- How much time is allocated for the mentor and novice teacher to meet on a regular basis during the school day?
- What are the topics of the formal/informal meetings between mentors and novice teachers?



District Mentoring Plan: Program Evaluation Process

- What professional learning activities facilitate movement toward the anticipated goals of the mentoring for quality induction program?
- What barriers are encountered during implementation? How and to what extent were they overcome?
- What type of support has been most/least beneficial for mentors and novice teachers?

The following are some possible impact questions that an LPDC and district board of education might want to ask:

- Did the mentoring for quality induction program increase job satisfaction for novice teachers?
- Did the mentoring for quality induction program enhance teaching practices as Professional Standards for Teachers were implemented?
- What was the impact on the school district's ability to retain novice teachers?
- What was the impact on participating teachers' student achievement versus non-participating teachers' student achievement?

Identify Data Methods and Sources

What data are collected and from whom/what?

There are two types of data: quantitative (numbers) and qualitative (words). There are a variety of ways to collect data such as implementation logs, observations, interviews, focus groups, and tests. The purpose of the evaluation (*i.e.*, needs assessment, implementation, and impact) guides the selection of the most appropriate data collection methods and data sources to answer the evaluation questions.

For example, if the indicators focus on teaching practices, the data collection methods (*e.g.*, observations, interviews) will be different than if the indicators focus on student achievement (*e.g.*, academic assessments). If the focus is on attendance at professional learning activities versus application of learning from the activities, the data collection methods will vary (*e.g.*, attendance logs vs. implementation logs).

Typical data sources are the people participating in the program (*e.g.*, mentors, novice teachers, school leaders, students). When selecting data sources, it is important to select those that will best provide the information needed to answer the evaluation questions. For example, teachers' self-reports about the use of a teaching practice may not be as accurate as an observation conducted by a trained observer (*e.g.*, school leader).

Depending on the evaluation questions and the design (*e.g.*, pre- and post-tests, comparison group), data should be collected at appropriate intervals (*e.g.*, quarterly, beginning-ending of year) during the school year. This allows for implementation monitoring that can reveal repeated patterns or trends that will help to determine the program's impact.

Figure 1 shows the focus, advantages, and disadvantages of various data collection methods.



District Mentoring Plan: Program Evaluation Process

Figure 1. Data Collection Matrix

Method	Focus	Advantages	Disadvantages
Document review	<ul style="list-style-type: none"> • Content in handouts from training sessions 	<ul style="list-style-type: none"> • Data available • Fairly unbiased 	<ul style="list-style-type: none"> • Validity and reliability unknown
Interview	<ul style="list-style-type: none"> • Perceptions • Satisfaction • Improvement suggestions • Degree of implementation 	<ul style="list-style-type: none"> • In-depth information • Opportunity to probe 	<ul style="list-style-type: none"> • Needs trained interviewer • Data can be biased
Survey	<ul style="list-style-type: none"> • Perceptions • Satisfaction • Improvement suggestions • Degree of implementation 	<ul style="list-style-type: none"> • Open-ended questions • Easily administered • Possible large number of respondents 	<ul style="list-style-type: none"> • Limited return rate • Time consuming to analyze qualitative data • Data can be biased
Observation	<ul style="list-style-type: none"> • Program implementation • Instructional practices 	<ul style="list-style-type: none"> • Increase in objectivity of data 	<ul style="list-style-type: none"> • Needs trained observer • Often just a snapshot of implementation
Logs	<ul style="list-style-type: none"> • Degree of implementation • Instructional practices 	<ul style="list-style-type: none"> • Easily completed • Ongoing 	<ul style="list-style-type: none"> • Data can be biased
Student Assessments	<ul style="list-style-type: none"> • Student achievement 	<ul style="list-style-type: none"> • Usually valid and reliable data • Large sample of students 	<ul style="list-style-type: none"> • Limited, narrow picture of students

Source: NcREL, Online at <http://www.nwrac.org/whole-school/toc.html>, Table 2.

Analyze Data

How are data analyzed?

Data can be analyzed in various ways: frequency counts; averages such as mean, median, mode; or calculating percentages. Frequency counts can be used to identify the number of teachers participating in professional learning activities and categorized to determine a pattern or trend. If the goal is increasing student achievement, then probably percentages will be used.

Figure 2 identifies the questions that the LPDC and other key stakeholders need to ask as they construct an evaluation framework to use as an action plan for conducting the evaluation of the district mentoring plan.



District Mentoring Plan: Program Evaluation Process

Figure 2. Evaluation Framework Components

Program Goals

What does the program intend to accomplish?

Measurable Objectives

What changes are anticipated for students? To what degree? What changes are anticipated for educators? To what degree?

Information/Data Needed

What is the best way to determine if the change has occurred? What information will tell us that?

Data Source

What/Who is the best source of information about the intended change? What is already available? What might have to be created to gather the information needed?

Data Collection

How will the data be collected?

Data Analysis

How will the data be examined to determine if change did occur? Will descriptive or inferential statistics be needed?

Time line

When will data be collected?

Location

Where will data be collected?

Source: Reprinted from *Assessing Impact: Evaluating Staff Development*, by Joellen Killion. (Oxford, OH: National Staff Development Council, 2002), p. 78, with permission of the National Staff Development Council. All rights reserved.

Interpret Data

How is data interpreted and who is involved in doing it?

Once the data have been analyzed, interpretation of the data is best done collaboratively by key stakeholders. Conclusions are easier to interpret if measurable goals have been established.

Report Results/Findings

The results of the impact evaluation provide information for accountability and program improvement. The LPDC can use the results to make modifications or refinements to the district mentoring plan (*e.g.*, resources, training activities).

Understanding the Evaluation Framework

LPDCs need to understand an evaluation framework to assist them in thinking about program goals when designing an evaluation. Kirkpatrick (1998) developed four levels of evaluation, which were later expanded by Guskey (2000) for evaluating professional development. The first four levels focus on process goals and the last level focuses on results for students. The five levels of evaluation include:

- Level 1: Participants’ Reactions;
- Level 2: Participants’ Learning;
- Level 3: Organization Support and Change;
- Level 4: Use of Knowledge and Skills; and
- Level 5: Student Learning Outcomes.



District Mentoring Plan: Program Evaluation Process

Each level of evaluating professional development suggests a need for different types of data to answer the various questions related to each level. This will have implications for data collection. In Level 1, data are collected to determine to what extent participants are satisfied. In Level 2, data are collected to determine to what extent participants increase their knowledge and skills. In Level 3, data are collected to determine to what extent school leaders support participants’ professional learning. In Level 4, data are collected to determine to what extent participants transfer their learning from professional learning activities to applying the new knowledge and skills in their classrooms. In Level 5, data are collected to determine to what extent improved results for students have occurred.

To assist LPDCs in designing an evaluation framework, a template is provided in the Appendix that outlines each level with possible questions to ask, how to gather information, what to measure, and how the information may be used.

Creating an Evaluation Plan

State regulations require that novice and veteran teachers learn and apply the New Jersey Professional Standards for Teachers. Each standard has a series of indicators comprising knowledge (knowledge critical to effective practice), dispositions (behaviors which communicate traits and qualities valued), and performance statements (application of knowledge).

Key stakeholders want to know if the mentoring program has an impact. Data can be gathered to determine if change has occurred over time. In professional development, changes in knowledge, attitudes, skills, aspirations, and behavior (KASAB) can be identified and monitored. Figure 3 is a tool that can assist the LPDC and training providers in identifying the types of changes needed to impact the mentoring program. Please note the student indicators on the chart are left blank for you to insert the critical elements of CCCS and district goals.

Figure 3. KASAB Chart – Standard 4: Instructional Planning and Strategies

Data Focus	Definition	Novice Teacher	Student
Knowledge (NJPST: Knowledge)	Conceptual understanding	Know how to plan instruction based on students’ needs	
Attitude	Beliefs about the value of information and strategies		
Skill	Strategies and processes to apply knowledge		
Aspiration	Desires to engage in a particular practice		
Behavior (NJPST: Performance)	Consistent application of knowledge and skills	Plan and develop effective lessons	

Source: Adapted from *Assessing Impact: Evaluating Staff Development*, by Joellen Killion. (Oxford, OH: National Staff Development Council, 2002), p. 81, with permission of the National Staff Development Council. All rights reserved.



District Mentoring Plan: Program Evaluation Process



The LPDC needs to look at each level listed below to plan its mentoring program and the program evaluation.

- **Inputs/Resources:** resources of time, money, people, and materials
 - Amount of time available and how it is used
 - What funds and resources are available and how they are used
 - Mentor training providers and supporters
 - Training materials
- **Activities:** professional learning activities offered (*e.g.*, orientation, training, focus groups)
 - Professional learning activities for mentors
 - Professional learning activities for novice teachers
 - Professional learning activities for school leaders
 - Ongoing networking opportunities
- **People Involvement:** number of participants involved
 - Who attends professional learning activities
 - How audience is organized for learning (*i.e.*, mentor-novice teacher together)
- **Reactions:** what participants thought about the program
 - Satisfaction surveys
 - Interviews
- **KASA:** knowledge, attitudes, skills, aspirations
 - What types of changes are structured for learning and application
- **Practice Change:** improved methods of application and practice
 - What learning is being transferred to the classrooms of both mentors and novice teachers
 - What learning is applied to ensure a rigorous mentoring experience
 - What Professional Standards for Teachers are being implemented
- **End Results:** outcomes resulting from changes in practice
 - Impact on teacher effectiveness
 - Impact on student performance
 - Impact on teacher retention (Diem, www.rce.rutgers.edu, p. 2)

Figure 4 shows a flow chart (logic model) of the components of a mentoring program (*i.e.*, goals, implementation, professional learning activities, resources).

Figure 4. Logic Model

Inputs (Resources)	Activities	Initial Outcomes	Intermediate Outcomes	Intended Results
Money People Time Materials	Professional learning opportunities	Learning Knowledge Attitudes Skills	Application Attitudes Aspirations Behavior	Goals

Source: Reprinted from *Assessing Impact: Evaluating Staff Development*, by Joellen Killian. (Oxford, OH: National Staff Development Council, 2002), p. 60, with permission of the National Staff Development Council. All rights reserved.



District Mentoring Plan: Program Evaluation Process

The LPDC and district board of education can construct an evaluation framework which is an action plan for completing the evaluation of the mentoring program. Be aware that staff time and expertise and the resources for data collection and analysis can affect the time line for completing an evaluation. The action plan includes types of changes (KASAB), evaluation questions, data sources, and data methods. It includes methods of data analysis, persons responsible, and timelines for completion of the evaluation.

Figure 5 is an example of some of the components of an evaluation framework.

Figure 5. Sample Evaluation Framework

Types of Changes KASAB	Evaluation Questions	Data Sources	Data Methods
Knowledge of Professional Standards Behavior/Performance	To what extent did the mentoring program enhance teaching practices as the Professional Standards for Teachers were implemented?	<ul style="list-style-type: none"> • Novice teachers • Mentors • Students 	<ul style="list-style-type: none"> • Lesson Plans • Documentation logs • Student work samples

Source: Reprinted from *Assessing Impact: Evaluating Staff Development*, by Joellen Killion. (Oxford, OH: National Staff Development Council, 2002), p. 94, with permission of the National Staff Development Council. All rights reserved.

Responsibility to Stakeholders and QAAR Requirements

State regulations for mentoring require the district board of education to report annually in its QAAR on the implementation and effectiveness of the local mentoring plan through program impact on job satisfaction, adequacy of time and training for mentoring, and recommended program changes and additions. The sections within the QAAR where evidence of program impact can be reported are: implementation of the mentoring plan, achievement of the program goals; and the professional learning activities.

It is important that the stakeholders (LPDCs, school leaders, mentors, novice teachers, and training providers) receive the findings as reported in the QAAR. This report can guide recommendations for adjustments and improvements for the following year.