Chapter 1 : Turnaround Plan Guidance

Shines a light into the black box of school level turnaround work by providing a strategy—formative evaluation—for choosing, implementing, monitoring and revising school (and by extension classroom) interventions designed to improve student achievement and meet Adequate Yearly Progress.

Ch 69, Section 1J [2]. In addition to its alignment with state and federal planning requirements, this template and guidance promotes research-based evidence of best practice in high performing Massachusetts turnaround schools and the turnaround practices. These materials were developed from the lessons learned across the state and based on some guiding principles: A note for schools only designated as requiring assistance or intervention for one or more low-performing subgroups: It is recommended that these schools should use this full set of guidance in developing a plan, focused throughout on analyzing data, selecting strategies, and monitoring progress towards improving academic outcomes for students in those subgroups. Getting Started Turnaround Plan at a Glance Below are detailed guidance and instructions for each step of the turnaround planning process. A district and school team can access each section on this web page when needed for each step. Please check back here often for updates and additional resources as they are rolled out by the SSoS team. For example, resources coming soon are a downloadable Turnaround Plan Template, a downloadable full set of Turnaround Plan Guidance in one Word document, and new guidance for sections below noted as "Coming Soon. We offer this guide for planning timelines for both schools engaging in this process for the first time, and for schools that are renewing on an annual basis. Sample Timeline for Turnaround Plan Development [1] ESSA requires that schools in the lowest 5th percentile must work with local stakeholders to develop and implement a comprehensive support and improvement plan. The plan must be approved by the state and once approved, the state is responsible for monitoring and reviewing implementation of the plan. Schools with consistently underperforming subgroups targeted support and intervention schools are subject to the planning requirements for schools in the lowest 5th percentile, but the state is not required to approve or monitor the plans. Ch 69, Section 1J. Section 1 — Executive Summary What to Consider Before Writing An Executive Summary of a turnaround plan should stand on its own in describing the turnaround work at the school - someone should be able to read the Executive Summary and understand the essence of the turnaround plan without having to read the whole plan. There are myriad resources available on how to write an executive summary. While DESE does not specifically endorse a particular one, some universal themes that appear throughout the literature are: What to Write What to write about in your turnaround plan Summarize the following information in 1—2 pages, and in a way that will make sense to your key stakeholders such as students, teachers, families, school committee, and community. A snapshot or brief profile of the school examples include demographic information, what makes the school unique, among others Brief summary of the vision for the school Outline key improvement strategies and goals that address root causes of challenges the school faces that will be used to accelerate improvement in each turnaround practice How the school will measure the success of the new approach How this plan represents a new approach to improving the educational experience for children and how will educators deliver that new experience Section 2 — Stakeholder Engagement What to Consider Before Writing To develop a high-quality turnaround plan, schools should gather meaningful input from an array of key stakeholders, incorporate that input into their Turnaround Plan, and continue to regularly share progress with key stakeholders as the plan is implemented. Engaging key stakeholders in this way is a strategy that would benefit all districts and schools, not just schools engaged in turnaround. Their input informs the work of the school team charged with developing the Turnaround Plan, and provides insight and input throughout the implementation of the plan. The role of stakeholders, of course, may vary depending on existing relationships between the school and different stakeholder groups. This could be a team that already exists in the school, or may need to be developed with new staff. Establishing a redesign team early on is an essential step in the turnaround planning process. Team members should be informed of the intense nature of the work involved in school turnaround and they should be willing to make the commitment to this process. Most importantly, the redesign team should be the entity that drives the

implementation of the turnaround plan, supporting school and district leadership in monitoring school progress and making mid-course corrections. Among the team members there should be individuals who are strong in areas of reading and math instruction, other key instructional areas e. The size of the team should be relative to the size of the school. For example, a small elementary school may decide to have only 8 members. A secondary school may have 12–14 members. Groups larger than 20 members may be too large for the core team. Sub-committees may be needed as planning intensifies. Identifying and Recruiting Key Stakeholders The composition of your stakeholder group will depend on the unique context of your school community. Seek out individuals who can serve as champions and critical friends, who bring diverse skills and perspectives, and who serve the school in a variety of capacities. The number of stakeholders should be large enough to include an array of perspectives, but small enough for all stakeholders to make meaningful contributions to the process. Students of all ages can be valuable partners in the planning, implementation, and monitoring of school improvement efforts. Throughout this guidance, when we refer to stakeholders or the Community, we include students as the first and most important customers to consider. As the recipients of the planned work, they have excellent insights into how well things are working and where they can work better. Consider existing advisory groups. Other stakeholders may include union representatives, community organizations, SSoS regional assistance team members or social service organizations. For middle and high schools, members of the local higher education community may be relevant stakeholders. Likewise, for early grades, members of the local early education and care community should be considered. Begin seeking stakeholder input early in the process of turnaround planning so that stakeholders can make recommendations to inform the direction and priorities of the turnaround plan. Whenever communication is a barrier, there should also be an interpreter available to support stakeholders not fluent in English. Other strategies for gathering input. Districts may also choose to engage with stakeholders through focus groups, surveys, interviews, or other methods appropriate to their context and needs. Stakeholder input should not end once the turnaround plan is written. Following the guidance in the next section, include stakeholders in the vision setting process. Identify ongoing opportunities to share information about the turnaround process with the school community, and to receive formative feedback from your key stakeholders as turnaround progresses. Suggested Topics to Address with Stakeholders Why turnaround planning? Explain why the school is developing a turnaround plan, and what the timeline and process will look like. Explain how voluntarily engaging in turnaround plan development and implementation process can help students. Share and explain the timeline for development and implementation of the turnaround plan. Explain how stakeholders can help. Provide stakeholders with a clear explanation of their role and purpose in the turnaround plan process. Explain that they are not charged with creating or implementing the turnaround plan, but with offering broad recommendations for how the school and district should address turnaround challenges. Clarify how you will be engaging with stakeholders e. Discuss school and district context. Reflect on what it is like to teach, learn and be part of the school community, especially for those that have been historically marginalized. Identify and discuss evidence-based research and best practices for achieving school turnaround. How can stakeholders support the turnaround? Identify what problems must be urgently addressed and what key assets can be leveraged. What changes to collective bargaining contracts can be negotiated between management and unions? Turnaround plans should be focused on altering structures and conditions in a way that does not rely on additional funds, but rather reallocates existing funds. It is important to note that turnaround plans written in application for competitive SRG funding must meet stated grant requirements and meet a scoring threshold on the SRG Scoring Rubric. In the event that the district does apply for federal SRG funding, the content of the funding requests in the SRG proposal must supplement rather than supplant district funding. SRG funds should be considered an investment in school capacity because participants need to consider the long-term sustainability of proposed efforts. Federal SRG funding can only be used for up to three years - then the district is responsible for maintaining the improvements in that school without the additional funding source. In your description, be sure to address how the perspectives of historically marginalized groups are represented. Additional Resources Additional Resources Relative to Stakeholder Engagement While not required, these resources may be helpful as you engage in this step of the turnaround planning process: Sample

Stakeholder Engagement Worksheet Requirements for Underperforming Schools State law requires that schools designated as underperforming assemble a group of stakeholders that meet specific criteria and under specific timelines. Underperforming schools only should use this resource in addition to the guidance above to ensure compliance with state law. Inviting participation in the visioning process will build ownership and advocacy for the resulting plan among both educators and the community. An inclusive approach will also contribute to a positive school culture, helping to build a shared understanding of the work required to serve all students as well as the relationships and trust among stakeholders that will support that work. Visioning is especially important in a turnaround context, as it can be easy to focus only on the short term challenge of stabilizing a school. Engaging a wide range of stakeholders in a visioning process can help a school articulate an asset-based picture of the future they want for their school and their students, which can then inform a compelling road map for improvement. Visioning can also help a school begin to articulate the answer to the question: How will this improvement effort be different from what we have done before? What is the Vision? The Visioning Process School leaders will want to consider: How can we design an inclusive planning process that creates a shared vision for all students while strengthening community understanding and support? The school should identify a visioning protocol and a process for using this protocol to conduct visioning sessions with educators for example, during school faculty or departmental meetings and with families, students, and community members for example, during family meetings, student advisories, or high school student government meetings. A number of visioning protocols and processes exist, and schools may choose to create their own process as well. One commonly used protocol is the Back to the Future Protocol , originally developed by Scott Murphy, which includes guidelines for facilitators in how to work with groups to conduct the visioning process. It is helpful if school leadership and planning teams are the first to participate in the visioning process, before bringing it to others. Their participation in visioning is, of course, essential to the planning process. Using Visioning Results Results from the visioning process are useful in two ways: In your description, include: Your long-term 3â€"5 years vision of success for your school and your students and your hopes and dreams for them. Rather than leaping straight to developing solutions and strategies, slowing down to take time for a deep analysis of assets and challenges can result in stronger turnaround implementation. Without it, schools may invest significant time, energy, and resources into implementing strategies that do not actually address the real challenge s. Over the course of your analyses, it is recommended that you include opportunities to involve individuals with a range of perspectives in order to bring different interpretations to the data analysis. Districts and schools really need to dig to uncover an underlying factor or condition that is creating a problem, and that, if addressed, would eliminate or dramatically alleviate the problem. This type of root cause analysis helps a school narrow the field of potential causes until everyone can agree on strategies that will yield the biggest bang for the buck if they act on it together. Then the school can identify evidence-based strategies that will clearly address those challenges, and also identify which data points would be most helpful to monitor their progress in addressing that challenge. Assessment of Assets and Challenges The goal for this section of the turnaround planning process is to thoroughly analyze school and district level quantitative and qualitative data to identify key assets and challenges of the school aligned to the Guiding Questions Aligned to the Turnaround Practices. Next, the school should probe for causation and identify potential root causes for the selected key assets and challenges. This process, when done well, can be a heavy lift for the school. Therefore we offer the following detailed guidance to support your team in this effort.

Chapter 2 : Designing an Evaluation

A research design is simply a plan for conducting research. It is a blueprint for how you will conduct your program evaluation. Selecting the appropriate design and working through and completing a well thought out logic plan provides a strong foundation for achieving a successful and informative program evaluation.

Available resources Your evaluation should be designed to answer the identified evaluation research questions. Used to determine if a program or intervention is more effective than the current process. Involves randomly assigning participants to a treatment or control group. This type of design is often considered to be the gold standard against which other research designs are judged, as it offers a powerful technique for evaluating cause and effect. Fully experimental designs are unusual in evaluation research for rural community health programs, but may be feasible. Does not have a random assignment component, but may involve comparing a treatment group to a similar group that is not participating in the program. Quasi-experimental methods are used to estimate the effect of a treatment, policy, or intervention when controlled experiments are not feasible. Does not involve a comparison group. Non-experimental designs may include pre- and post-intervention studies with no control or comparison group, case study approaches, and post-intervention-only approaches, among others. The key feature of a non-experimental design is the lack of a control group. While non-experimental evaluation studies are likely to produce actionable findings regarding program outcomes, best practices, and performance improvement, they cannot control for extraneous factors that could influence outcomes, such as community contextual factors or selection bias. Other frameworks that have been used to evaluate rural initiatives or programs include: Process evaluation is a systematic, focused plan for collecting data to determine whether the program model is implemented as originally intended and, if not, how operations differ from those initially planned. Outcome evaluation examines how well a project achieved the outcomes it set at the beginning. It is generally a summative evaluation of the program which can be used to make recommendations for future program improvements. Impact evaluation reviews the effect that a program had on participants and stakeholders of the project. It measures the outcomes, but also the changes that resulted from those outcomes. Performance monitoring is ongoing evaluation of the program to have data at the baseline and at key milestones in the work plan. This provides continuous, real-time feedback on program progress so that changes to the program can be made to better align with the program objectives and goals. Cost-benefit evaluations study the cost-effectiveness of the program by reviewing the relationship between the project costs and the outcomes or benefits from the program. Data collected is used to determine whether the program outcomes were worth the investment in program development and operation. Resources to Learn More Framework for Program Evaluation in Public Health Website Guided steps and standards for program evaluation and information on how findings from research will lead to program plans that are clearer and more logical; stronger partnership; integrated information systems will support more systematic measurement; and lessons learned from previous programs. Centers for Disease Control and Prevention Website Describes why evaluations are important, frameworks for program evaluation, and standards for developing a strong program evaluation. It clearly walks through each of these steps and provides examples throughout. How to Become Savvy Evaluation Consumers Document This evaluation guide provides a framework, detailed information, and tips for employing evaluation to inform and track progress of strategies. Kellogg Foundation Selecting an Appropriate Evaluation Design Website This webpage provides background information on designing project evaluations, with descriptions of various design-types and factors to consider when choosing an evaluation design. Was the information on this page useful?

Chapter 3 : How to Develop the Turnaround Plan

Turnaround Plan: Cover Page Turnaround Plan Template staff to kick off the year to talk about what the turnaround means of reflection and purposeful design.

Writing an Evaluation Plan An evaluation plan is an integral part of a grant proposal that provides information to improve a project during development and implementation. For small projects, the Office of the Vice President for Research can help you develop a simple evaluation plan. If you are writing a proposal for larger center grant, using a professional external evaluator is recommended. Do all grant proposals require an evaluation plan? Not all grant proposals require an evaluation plan. If one is required, it will generally be listed in the program announcement. Most often, larger, more involved grant proposals will require an evaluation plan, while a smaller, single-investigator proposals will not. If you are unsure whether your proposal requires an evaluation plan, please contact us. What elements should be included in an evaluation plan? There are two types of evaluation plans. The components of your evaluation plan may depend on the type you use. We can help you prepare and review both types of evaluation plans outlined below. A formative evaluation does the following: Assesses initial and ongoing project activities Begins during project development and continues through implementation Provides new and sometimes unanticipated insights into improving the outcomes of the project Involves review by the principal investigator, the steering or governance committee, and either an internal or external evaluator depending on grant requirements A summative evaluation does the following: Assesses the quality and success of a project in reaching stated goals Presents the information collected for project activities and outcomes Takes place after the completion of the project Involves review by the principal investigator, the steering or governance committee, either an internal or external evaluator, and the program director of the funding agency All evaluation plans should identify both participants those directly involved in the project and stakeholders those otherwise invested by credibility, control or other capital , and should include the relevant items developed in the evaluation process. What does the evaluation process entail? The evaluation process can be broken down into a series of steps, from preparation to implementation and interpretation. Develop a conceptual model of the project and identify key evaluation points. Create evaluation questions and define measurable outcomes. Develop an appropriate evaluation design. In developing an evaluation design, you should first determine who will be studied and when, and then select a methodological approach and data collection instruments.

An evaluation plan serves as a bridge between evaluation and program planning by highlighting program goals, clarifying measurable program objectives, and linking program activities with intended outcomes.

Ex Post Facto Designs Pre-experimental designs are the simplest type of design because they do not include an adequate control group. A pre- and post-intervention design involves collecting information only on program participants. This information is collected at least twice: However, findings using this design may be enough to indicate your program is making a difference depending on how rigorous the proof needs to be, proximity in time between the implementation of the program and the progress on outcomes, and the systematic elimination of other alternative explanations. Not an authentic experimental design Design does not control for many extraneous factors Subject to many threats to validity Typically conducted for exploratory purposes Usually convenient and financially feasible The three types of pre-experimental designs are: Pre-experimental Designs Image taken from: A good experimental design can show a casual relationship between participation in your program and key student outcomes. The key to this design is that all eligible program participants are randomly assigned to the treatment or control group. When random assignment is used, it is assumed that the participants in both the control and treatment groups have similar attributes and characteristics. The purpose of a true experimental design is to control bias. In a true experiment, differences in the dependent variables can be directly attributable to the changes in independent variable and not other variables. Characteristics of Experimental Design Research controls manipulation of the intervention or treatment Participants are random assigned to groups Intervention or treatment occurs prior to observation of the dependent variable Strengths Causal relationships between variables can be found Limitations Limited external validity generalizability due to the controlled experimental environment Ethical concerns The image below provides a model of several experimental designs. Experimental Designs Image taken from: A quasi-experimental design is very similar to an experimental design except it lacks random assignment. Depending on treatment and comparison group equivalency, evidence generated from these designs can be quite strong. To conduct a quasi-experimental design, you will need to identify a suitable comparison group i. Characteristics of a Comparison Group Members of a comparison group may receive other types of services or no services at all. A comparison group should be similar to the treatment group on key factors that can affect your outcomes. You may have to collect data to try and control for potential differences as part of your statistical analyses. Strengths Enables experimentation when random assignment is not possible Avoids ethical issues caused by random assignment Limitations Does not control for extraneous variables that may influence findings The image below shows several examples of quasi-experimental designs. Quasi-Experimental Designs Image taken from: The ability to produce a quality evaluation with such as design is directly related to the quality and quantity of data readily available. The phenomenon of interest has already occurred at the time of observation or measurement. There is typically no control or comparison group. Main weakness of design: Essentially, your analysis will be limited to the data that is available. You can investigate research questions that are inappropriate for experimental designs. These designes are typically more logistically and financially feasible. You can pay more attention to context instead of seeking to control variables and the environment. These designs are particularly effective when Krathwohl, , p.

Chapter 5 : Writing an Evaluation Plan | Research at Brown | Brown University

An Executive Summary of a turnaround plan should stand on its own in describing the turnaround work at the school - someone should be able to read the Executive Summary and understand the essence of the turnaround plan without having to read the whole plan.

Learn the four main steps to developing an evaluation plan, from clarifying objectives and goals to setting up a timeline for evaluation activities. Why should you have an evaluation plan? When should you develop an evaluation plan? What are the different types of stakeholders and what are their interests in your evaluation? How do you develop an evaluation plan? What sort of products should you expect to get out of the evaluation? What sort of standards should you follow? After many late nights of hard work, more planning meetings than you care to remember, and many pots of coffee, your initiative has finally gotten off the ground. You have every reason to be proud of yourself and you should probably take a bit of a breather to avoid burnout. If your initiative is working perfectly in every way, you deserve the satisfaction of knowing that. If adjustments need to be made to guarantee your success, you want to know about them so you can jump right in there and keep your hard work from going to waste. For these reasons, evaluation is extremely important. This might seem like the best way to go about it at first glance-- evaluation is a huge topic and it can be pretty intimidating. Unfortunately, if you resort to the "cookbook" approach to evaluation, you might find you end up collecting a lot of data that you analyze and then end up just filing it away, never to be seen or used again. Instead, take a little time to think about what exactly you really want to know about the initiative. Your evaluation system should address simple questions that are important to your community, your staff, and last but never least! Try to think about financial and practical considerations when asking yourself what sort of questions you want answered. The best way to insure that you have the most productive evaluation possible is to come up with an evaluation plan. Here are a few reasons why you should develop an evaluation plan: As soon as possible! The best time to do this is before you implement the initiative. After that, you can do it anytime, but the earlier you develop it and begin to implement it, the better off your initiative will be, and the greater the outcomes will be at the end. Remember, evaluation is more than just finding out if you did your job. It is important to use evaluation data to improve the initiative along the way. For community health groups, there are basically three groups of people who might be identified as stakeholders those who are interested, involved, and invested in the project or initiative in some way: What are the types of stakeholders? It also includes the people directly affected by it--your targets and agents of change. Check out all your current funders to see what kind of information they want you to be gathering. This includes researchers and evaluators that your coalition or initiative may choose to bring in as consultants or full partners. Such researchers might be specialists in public health promotion, epidemiologists, behavioral scientists, specialists in evaluation, or some other academic field. Of course, not all community groups will work with university-based researchers on their projects, but if you choose to do so, they should have their own concerns, ideas, and questions for the evaluation. Same thing with your researchers and evaluators: Each type of stakeholder will have a different perspective on your organization as well as what they want to learn from the evaluation. Every group is unique, and you may find that there are other sorts of stakeholders to consider with your own organization. Take some time to brainstorm about who your stakeholders are before you being making your evaluation plan. What do they want to know about the evaluation? While some information from the evaluation will be of use to all three groups of stakeholders, some will be needed by only one or two of the groups. Grantmakers and funders, for example, will usually want to know how many people were reached and served by the initiative, as well as whether the initiative had the community -level impact it intended to have. Community groups may want to use evaluation results to guide them in decisions about their programs, and where they are putting their efforts. University-based researchers will most likely be interested in proving whether any improvements in community health were definitely caused by your programs or initiatives; they may also want to study the overall structure of your group or initiative to identify the conditions under which success may be reached. What decisions do they need to make, and how would they use the data to inform those decisions? You and

your stakeholders will probably be making decisions that affect your program or initiative based on the results of your evaluation, so you need to consider what those decisions will be. Consider what sort of decisions you and your stakeholders will be making. Community groups will probably want to use the evaluation results to help them find ways to modify and improve your program or initiative. Grantmakers and funders will most likely be making decisions about how much funding to give you in the future, or even whether to continue funding your program at all or any related programs. They may also think about whether to impose any requirements on you to get that program e. University-based researchers will need to decide how they can best assist with plan development and data reporting. That may sound like a lot, but remember that evaluation is an essential tool for improving your initiative. When considering how to balance costs and benefits, ask yourself the following questions: What do you need to know? What is required by the community? What is required by funding? There are four main steps to developing an evaluation plan: Clarifying program objectives and goals Developing evaluation questions Setting up a timeline for evaluation activities Clarifying program objectives and goals The first step is to clarify the objectives and goals of your initiative. What are the main things you want to accomplish, and how have you set out to accomplish them? Clarifying these will help you identify which major program components should be evaluated. One way to do this is to make a table of program components and elements. Developing evaluation questions For our purposes, there are four main categories of evaluation questions. How well was the program or initiative planned out, and how well was that plan put into practice? Is there diversity among participants? Why do participants enter and leave your programs? Are there a variety of services and alternative activities generated? Do those most in need of help receive services? Are community members satisfied that the program meets local needs? Possible methods to answer those questions: Assessing attainment of objectives: How well has the program or initiative met its stated objectives? How many people participate? How many hours are participants involved? How much and what kind of a difference has the program or initiative made for its targets of change? How has behavior changed as a result of participation in the program? Are participants satisfied with the experience? Were there any negative results from participation in the program? Impact on the community: How much and what kind of a difference has the program or initiative made on the community as a whole? What resulted from the program? Were there any negative results from the program? Do the benefits of the program outweigh the costs? Behavioral surveys, interviews with key informants, community-level indicators. Here is a brief overview of some common evaluation methods and what they work best for. Monitoring and feedback system This method of evaluation has three main elements: This is best done through member surveys. Member survey of goals: Member survey of process: Member survey of outcomes: Goal attainment report If you want to know whether your proposed community changes were truly accomplished-- and we assume you do--your best bet may be to do a goal attainment report. Have your staff keep track of the date each time a community change mentioned in your action plan takes place. Later on, someone compiles this information e. For example, if your coalition is working on an initiative to reduce car accidents in your area, one risk behavior to do a survey on will be drunk driving. Interviews with key participants Key participants - leaders in your community, people on your staff, etc. Interviewing them to get their viewpoints on critical points in the history of your initiative can help you learn more about the quality of your initiative, identify factors that affected the success or failure of certain events, provide you with a history of your initiative, and give you insight which you can use in planning and renewal efforts. Community-level indicators of impact These are tested-and-true markers that help you assess the ultimate outcome of your initiative. For substance abuse coalitions, for example, the U. Studying community-level indicators helps you provide solid evidence of the effectiveness of your initiative and determine how successful key components have been. Setting up a timeline for evaluation activities When does evaluation need to begin? Or at least at the beginning of the initiative! Outline questions for each stage of development of the initiative We suggest completing a table listing: Key evaluation questions the five categories listed above, with more specific questions within each category Type of evaluation measures to be used to answer them i. Type of data collection i.

Chapter 6 : Choose an Evaluation Design Â« Pell Institute

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If you write your objectives clearly at the beginning of your project, they will help guide you when defining project outcomes. Methods The next stage of your evaluation design is to decide: To determine the best method s for your project, start by talking to colleagues and reviewing the research literature. Find out who has been interested in the same outcomes and what methods they have found most useful. Use the Getting Help website links to find studies that are available to you via the Internet. No method is perfectâ€"they all have advantages and disadvantages. The rule of thumb is to choose the method or methods that are the easiest and the least expensive ways to provide you with answers you have about your audience. Tips Sheet for Developing an Instrument Note: In evaluation lingo, a survey form or set of interview questions is called an instrument or measure. Individual questions are called items. To Sample or Not Unless your target population is very small 30 students who participated in a program , or you have a healthy budget and plenty of time, you will be studying a sample of your population instead of the entire population. To enable you to use a sample to represent the population, you must be systematic in your choice of the sample. Sample size Make your sample size as large as you can afford in terms of time and money. The larger the sample the more you can expect it to reflect accurately what you would obtain by testing everyone. Sampling Whatever the sample size, you must take care to ensure that it adequately represents the range of actual opinions or abilities in the larger population. A sample is said to represent the population if members of the sample are selected randomly from the population. That is, every person in the population has an equal chance of being selected to complete your instrument. To select randomly you can: If the sample is too large or unwieldy to use the random sampling methods above, you can use a systematic random sampling method. To select randomly this way: When the population consists of a number of subgroups or strata that may differ in the characteristics that interest you such as grade level, or number of years teaching, or place of residence , use stratified sampling: Whatever you do, be consistent. Consistent errors are easier to find and mitigate than inconsistent ones. They probably do not have instruments that fit your needs exactly, but they will give you ideas on how to word items questions and format your instruments.

Chapter 7 : Design an Evaluation - Education Project Evaluation | Office of National Marine Sanctuaries

An evaluation plan is an integral part of a grant proposal that provides information to improve a project during development and implementation. For small projects, the Office of the Vice President for Research can help you develop a simple evaluation plan.