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***Program Evaluation Survey***

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| **Introduction** | |
| ***Overview*** | Often, districts encounter challenges as they attempt to assess the effectiveness and impact of their programs. In such instances, districts can acquire both quantitative and qualitative data through a survey of a specific program’s participants. The district can use this survey data to assess the relative success of a program in terms of outcomes compared to its goals as well as the fidelity of implementation. |
| ***What will you get out of this activity?*** | 1. Guidance on what to include within a program evaluation survey 2. Sample questions that you may adjust to include within your own survey |
| ***When should you do this activity?*** | **Step 7: Analyze Top Savings Options**  You may decide to conduct a survey to assess the effectiveness of a particular program you are evaluating as part of deep dive analysis to identify cost savings. |
| ***How long will it take to complete?*** | The guide can be reviewed in less than **30 minutes** .If you decide to conduct a survey it may take **1-3 days** to write the survey**. 2-4 weeks** to gather responses |
| ***Who should be involved?*** | **Action Team members** who have been identified to conduct the analysis of particular cost savings opportunities where your district plans to conduct surveys |
| ***Tips & Tricks*** | A key aspect to the success of a program evaluation survey is soliciting high quality responses from a number of respondents. For this reason, you may wish to consider offering some sort of incentive to targeted respondents to ensure they complete the survey thoughtfully. |

Program Evaluation Survey - Guide

**How is a Program Survey helpful?**

Ideally, districts would have the data available and the capacity to do regression analysis on the academic return on investment for each program they administer. However, that is far from the reality. Often it is difficult to separate the impact of one program from that of another program, and data is not available to actually assess the impact.

Administering surveys to teachers, principals, instructional coaches, and others who implement programs on a daily basis can be a helpful alternative. Surveys provide both qualitative and quantitative data that can help districts determine the relative effectiveness of a specific district program, by using the professional judgment and experience of those closest to the work. For example, teachers who have experienced both 1:1 instructional coaching and conference-style professional development days can provide feedback to understand which is more impactful on their level of effectiveness as a teacher.

**When should districts utilize a program survey?**

* The program was administered district-wide (and therefore there is no control group)
* No data have been collected to assess impact
* There are questions about the implementation fidelity across schools
* Professional judgment can be helpful in assessing impact (programs geared towards principals and teachers)

**What do Program Surveys Include?**

Districts should be thoughtful in writing their own program surveys that are specific to the program in question and the district needs. The example sample survey includes guidelines and sample questions to get started. We recommend that surveys designed to evaluate specific district programs include questions related to five distinct areas:

1. Demographics – Background information
2. Program Experience – Level of involvement
3. Program Implementation – Fidelity of Implementation and level of engagement
4. Program Evaluation – Perceived value
5. Program Recommendations – Reflection

The specific questions and response options within each section may vary depending on the program you wish to examine. The general question types, however, should remain similar. This guide provides guidance for creating questions within each category and example questions that you may choose to use and/or modify. Districts are encouraged to expand upon this template as necessary.

**What information do I need to know before writing and administering a survey?**

1. **Who are the targeted respondents?** Targeted respondents may be teachers, instructional aides, principals, etc.
2. **What are the targeted program’s key implementation components?** These are the elements of a program that are the guidelines for how the program should run if done correctly.
3. **What are the targeted program’s goals?** These represent the intended results of the program.

*You may find the blank table below useful in identifying and tracking the targeted respondents, key implementation components, and goals.*

|  |  |
| --- | --- |
| **Targeted Respondents:** | |
| **Implementation Components** | **Goals** |
| a. | a. |
| b. | b. |
| c. | c. |
| d. | d. |
| e. | e. |
| f. | f. |
| g. | g. |

# SAMPLE PROGRAM SURVEY

1. Demographics

It is important to understand the various factors that might influence differences in survey responses. Therefore, we suggest dedicating the beginning portion of the survey to understanding the role and background of the survey respondent. Insight from demographics information may reveal interesting differences among schools, grades, subjects, tenure, etc.

For how many years have you been a teacher?

At what school do you teach?

What grade level is your school?

What grade(s) do you teach?

What best describes your position? *(Possible options below)*

* Grade-level teacher
* Special education teacher
* Specials / Related arts teacher
* Interventionist
* Specialist (please specify)
* Other (please specify)

What subject(s) did you teach last year?

2. Program Experience

Next, the survey should establish the respondent’s level of involvement with the program being evaluated. Some sample questions are listed below. More questions may be necessary depending on the program targeted for evaluation.

Did/do you participate in *[insert program name here]* during the previous/current school year? (Yes/No)

How did you come to participate in *[insert program name here]*? (Open ended or multiple choice)

Roughly how much/what percentage of your time did/do you spend engaged in *[insert program name here]*? *(choices based on the specifics of the program)*

3. Program Implementation

Before soliciting feedback regarding a specific program, districts should identify a program’s key implementation components. These are the elements of a program that are the guidelines for how the program should run. The following questions should then assess a) the fidelity with which those components were implemented, and b) how necessary participants felt those components were to the intended impact.

*The sample questions below specifically ask about instructional coaching for professional development. The general question types, however, should apply to most district initiatives. You may choose to substitute the italicized portion of the question for terminology pertaining to the program you wish to evaluate. The questions currently offer answer options based on key components that will make instructional coaching successful.*

How often did you *meet with your coach and/or have contact with the coach in your classroom*?

* Daily
* 3-4 times per week
* Twice per week
* Once per week
* Every other week
* Less than every other week

Please respond with a “yes” or “no” to the following statements relating to the implementation of *instructional coaching* **(answer options are the program’s implementation components)**

* The coach completes a formative assessment at the outset of the cycle to identify my strengths and areas for improvement
* The coach and I met in the first week to craft and document a detailed coaching plan
* I received sufficient and regular support from my coach
* At the end of the year, the coach and I met to reflect on the experience
* At the end of the year, the coach and I worked together to develop a plan for continued learning

On a scale of 1 to 7, how important are the following components to achieve the desired impact of *instructional coaching*? Please rate the following on a scale of 1-7 where 1=”Not at all important” and 7=”Extremely important/essential” **(answer options are the program’s implementation components)**

* The coach completes a formative assessment at the outset of the cycle to identify my strengths and areas for improvement
* The coach and I met in the first week to craft and document a detailed coaching plan
* Sufficient and regular support from my coach
* At the end of the year, the coach and I met to reflect on the experience
* At the end of the year, the coach and I worked together to develop a plan for continued learning

Was the feedback that you received during *the instructional coaching process* reinforced by the support/professional development that you received through other channels? Please rate on a scale of 1-7 where 1=”Feedback was not reinforced” and 7=”Feedback was reinforced very well”

How prepared do you feel today to participate in *the instructional coaching model*? Please rate on a scale of 1-7 where 1-“Not prepared at all” and 7=”Completely prepared”

4. Program Evaluation

In this section, respondents are asked to evaluate their experience with the targeted program against the intended impact goals.

*The sample questions below specifically ask about instructional coaching for professional development. The general question types, however, should apply to most district initiatives. You may choose to substitute the italicized portion of the question for terminology pertaining to the program you wish to evaluate. The questions currently offer answer options based on impact goals of instructional coaching.*

Please rate the following statements on a scale of 1-7 on the following measures where 1=”Strongly Disagree” and 7=”Strongly Agree”. The *instructional coaching* that I participated in: **(answer options are the program’s goals)**

* Supported me in developing better classroom management skills
* Increased and improved my use of student data when planning instruction
* Helped me to better differentiate instruction
* Helped me to deepen my expertise of the content I was delivering
* Provided me with new instructional strategies to use in the classroom

Was *instructional coaching* more effective than other forms of professional development you have received?

(If yes) What made the *instructional coaching* more effective than other professional development experiences you have had? Please rank in order of more important to least important. **(Answer options are the program’s implementation components)**

* The coach completes a formative assessment at the outset of the cycle to identify my strengths and areas for improvement
* The coach and I met in the first week to craft and document a detailed coaching plan
* Sufficient and regular support from my coach
* At the end of the year, the coach and I met to reflect on the experience
* At the end of the year, the coach and I worked together to develop a plan for continued learning

**(Pick and choose from the following four questions based on their applicability to the intended impact of the targeted program)**

Please rate the quality (on average) of the feedback that you received during *instructional coaching* on a scale of 1-7, where 1=”Low quality” and 7=”High quality”

Please rate the impact of *instructional coaching* on your professional growth last year on a scale of 1-7, where 1=”Low impact” and 7=”Significant impact”

Please rate the impact of *instructional coaching* on student learning at your school/in your classroom on a scale of 1-7, where 1=”Low impact” and 7=”Significant impact”

Please rate the impact of *instructional coaching* on teacher effectiveness at your school on a scale of 1-7, where 1=”Low impact” and 7=”Significant impact”

Please rate the impact of each of the following aspects of *instructional coaching* on your teaching practice on a scale of 1-7 where 1=”No impact” and 7=”Significant impact”**(answer options are the program’s implementation components)**

* The coach completes a formative assessment at the outset of the cycle to identify my strengths and areas for improvement
* The coach and I met in the first week to craft and document a detailed coaching plan
* Sufficient and regular support from my coach
* At the end of the year, the coach and I met to reflect on the experience
* At the end of the year, the coach and I worked together to develop a plan for continued learning

How enthusiastic are you to participate in *instructional coaching* again in the future? Please rate on a scale of 1-7 where 1=”Not at all enthusiastic” and 7=”Extremely enthusiastic”

5. Program Recommendations

We recommend soliciting suggestions from respondents at the end of the survey. Districts can employ open ended questions to gain more in depth information about the program and respondent attitudes. This portion will help districts identify potential improvements the current program and will help build support for the Smarter School Spending process and decisions.

Would you participate in *[insert program name here]* again?

Would you recommend *[insert program name here]* to others? (1 = would not recommend at all; 7 = strongly recommended)

What are your favorite aspects of *[insert program name here]*?

What are your least favorite aspects of *[insert program name here]*?

What is most effective/impactful about *[insert program name here]*?

What is least effective/impactful about *[insert program name here]*?

What can be improved about *[insert program name here]*?

Would you prefer an alternative program that accomplishes similar goals? What would this program be?