

Evaluation Plan

ASKME Project 2005-2006 UT Continuing & Extended Education/TEA

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Plan Purpose

The purpose of the 2005-2006 ASKME project evaluation is to assess the success ASKME courses, identify any changes needed to better address TAKS objectives, and to establish an ongoing data analysis and evaluation plan to inform future project development. The plan can be used to assess the Spring 2005 implementation of the Algebra I course and to provide summative evaluation for the 2005-2006 implementation cycle.

Plan Description

The 2005-2005 ASKME evaluation plan is designed to answer three **central questions**:

1. Does the ASKME curriculum successfully prepare students for the TAKS?
2. What changes need to be made to the curriculum in order to successfully address all TAKS objectives?
3. Do the ASKME courses impact motivation?

The plan includes the following **components**:

- A list of data elements to gather.
- Suggested data gathering instruments
- Recommendations for how to gather and analyze data.

The plan is designed to use multiple measures, multiple data sources, and both quantitative and qualitative data to answer each of the central questions. This approach will improve the validity of evaluation results and ensure that the evaluation is not overly reliant on a single data source.

Data Elements

The table below provides a complete list of all data elements for the evaluation. The list also identifies the source of the data and which of the central questions the data element relates to. In the event that time or budgetary constraints prevent full implementation of the plan, this table can be used to reduce the scale of the plan. Data elements that are linked to more than one central question are more critical and those shaded are essential (non-negotiable) to answering the central questions.

Data elements not directly related to one of the central questions are classified as “Other.” Most of these elicit information required by the grant or DEC. All the elements in this category are adapted from questions included on instruments used by DEC in Spring 2005.

Data Element	Source	Used to answer question			
		#1	#2	#3	Other
Implementation strategy	OBSV-1	X	X		
Delivery method	OBSV-3	X	X		
Computer access	OBSV-4	X	X		
Instructional setting	OBSV-box	X	X		
District ID	TEA	X	X	X	
Teacher ID	TEA	X	X	X	
Student ID	TEA	X	X	X	
TAKS scores (pre/post)	TEA	X	X		
ASKME unit test scores	DEC	X	X		
ASKME final exam scores	DEC	X	X		
Course subject	DEC	X	X	X	
MSLQ scores (pre/post)	MSLQ			X	
College success	MSLQ				X
Community mentor	MSLQ				X
Gender	TEA-PEIMS				X
Course component	OBSV-5		X		
Class time used	OBSV-6; TS-1		X		
Teacher problems	OBSV-7		X		
Student problems	OBSV-8; FG-5		X		
ASKME use	TS-2		X		
TAKS preparation	TS-3	X			
Improve student motivation	TS-4; FG-2		X	X	
ASKME general satisfaction	TS-5				X
ASKME improvements	TS-6		X		
Teacher likes	TS-7		X		
On-site support satisfaction	TS-8				X
On-site support improvement	TS-9				X
Student likes	FG-1		X		
Student learning	FG-3		X	X	
Cartoon characters	FG-4				X
Another ASKME course	FG-6			X	

Sources Key (numbers indicate item number on instrument):

- DEC – Distance Education Center
- FG – Student Focus Group
- MSLQ - Motivated Strategies for Learning Questionnaire
- OBSV – Classroom Observation Form
- TEA – Texas Education Agency
- TS – Teacher Survey

Data Gathering Instruments

In addition to Texas Assessment of Knowledge and Skills (TAKS) data and ASKME test and exam data, the evaluation plan includes three new data gathering instruments—a classroom observation form, teacher survey, and student focus group protocol—and the addition of two items to the end of the Motivated Strategies for Learning Questionnaire (MSLQ). The teacher survey and classroom observation form are revisions of instruments used by DEC in Spring 2005 while the student focus group protocol is designed to provide additional insight on student motivation. The student survey used in Spring 2005 has been eliminated with most of its measures moved to the student focus group. A brief description and copy of each instrument is below.

- **Classroom Observation Form** – The purpose of this form is to gather information about how ASKME is being used in the classroom without having to rely on teacher or student recollection. ASKME on-site support staff will complete this form during their regular class visits. Observers should clearly understand how to define the various instructional settings (box) implementation strategies (#2), delivery methods (#3), and student computer access (#4), and know how to identify each visually (i.e., what should it *look* like in the classroom). Pilot the form as part of the training. The form should be completed a minimum of two times during the academic year (October and January) for each ASKME classroom. The October observation can also be used as a formative assessment by onsite support staff to make sure teachers are using ASKME materials appropriately. They could then retrain as necessary. Additional observations are fine but should not be conducted during TAKS testing periods.
- **Teacher Survey** – The purpose of this survey is to obtain information on teacher satisfaction with the ASKME program and materials and their perceptions of student learning and motivation. Onsite support staff would be responsible for distributing surveys to all ASKME teachers in May 2006. Surveys should include a postage-paid envelope for their return directly to DEC by the teachers to protect confidentiality. DEC should offer an incentive (e.g., \$10 book store gift certificate) to teachers for returning their completed survey. Teacher surveys will have to be tracked so they can be linked to student and ASKME data and to provide the incentive upon completion.
- **Student Focus Group** – The purpose of the student focus group is to gather information on student satisfaction with the ASKME program and materials and to provide insight on student learning and motivation. Focus group facilitators could either be trained ASKME onsite staff or a bilingual independent contractor with experience in conducting focus groups. At least one focus group should be conducted in each where there is full implementation of the program. Conduct focus groups in late April after TAKS testing is complete. Each session should be tape recorded and transcribed.
- **MSLQ** – The purpose of this instrument is to measure student motivation using a pre/post test design. The initial (pre) administration of the instrument should occur in early September before the ASKME program begins in the classroom. The post-test should occur in late May. Every effort needs to be made to administer these instruments at or very near the same time on in all ASKME classrooms (although each student should complete the set (pre/post) only one time). DEC staff should closely manage the administration of this instrument, as its timely administration is critical to its usefulness. We also propose adding two items to the end of this instrument to measure student perception of college success and the helpfulness of their community mentor.

Evaluation Timeline for 2005-2006

Date	Task
August	Train onsite support staff in data collection techniques. Hire data analysis/research staff. Print MSLQ instrument
September	Administer MSLQ pre-test. Finalize classroom observation form. Pilot classroom observation form Create database.
October	Conduct first classroom observations. Enter district, teacher, and student data into database. Check data quality.
November	Enter MSLQ and observation data into database. Check data quality.
January	Conduct second classroom observations. Download fall term ASKME data into database. Check data quality.
February	Finalize teacher survey. Finalize student focus group protocol. Enter classroom observation data. Check data quality.
March	Train focus group facilitators. Coordinate focus group logistics with each campus. Select students to participate in focus group.
April	Conduct student focus groups (after TAKS testing is complete). Transcribe focus group data.
May	Transcribe focus group data. Distribute and track teacher survey. Distribute teacher incentives. Administer MSLQ post-test. Enter MSLQ data.
June	Enter teacher survey data and MSLQ data. Download spring ASKME data into database. Download TAKS data into database. Check data quality. Analyze focus group and other qualitative data.
July	Analyze quantitative data. Report findings and make recommendations.

ASKME Classroom Observation Form

Directions: Complete immediately after class based on what you directly observed.

District: _____	Campus: _____	
Teacher Name: _____	Subject: _____	
Student enrollment: _____	Students present: _____	
Date: ___/___/___	Begin time _____ am/pm	End time _____ am/pm
Location of instruction: Classroom _____	Lab _____	Other: _____

1. Was ASKME Algebra I used during the class observed?
 - Yes
 - No (end observation)

2. What implementation strategy is being used for ASKME in this classroom?
 - Credit recovery
 - Regular instruction
 - Supplement to regular instruction
 - TAKS preparation
 - DEAP
 - Other (specify) _____

3. How is ASKME being delivered to students?
 - Whole class instruction
 - Small group instruction (2 or more students)
 - Individual instruction (guided)
 - Individual instruction (self-paced)

4. Describe student computer access in the classroom/lab:
 - One student per computer
 - Two students per computer
 - Three or more students around one computer
 - Students not using computers/teacher presents ASKME content with computer and projector
 - Students not using computers/teacher presents ASKME content using non-digital presentation or materials (transparencies, handouts, etc)

5. What ASKME curricular components are being used? (check all that apply)
 - Activities
 - Graded assignments
 - Unit tests
 - Final exam

5a. Briefly describe *how* each ASKME curricular component was used:

6. Approximately what percentage of class time was spent using ASKME materials?
 - None
 - 1-24%
 - 25-49%
 - 50-74%
 - 75-100%

7. Describe any problems or difficulties the teacher had using ASKME materials.

8. Describe any problems or difficulties students had using ASKME materials.

ASKME Teacher Survey

Directions: Please answer the following questions about the ASKME program. Your responses will remain confidential and be used to inform future program changes and training.

1. Approximately what percentage of class time do you typically spend using ASKME materials?
 - None (end survey)
 - 1-24%
 - 25-49%
 - 50-74%
 - 75-100%
2. Describe how you have used ASKME materials.
3. The ASKME program has helped my students prepare for the TAKS test.
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
4. The ASKME program has improved my students' motivation to learn.
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
5. How satisfied are you with the ASKME program?
 - Very dissatisfied
 - Dissatisfied
 - Neutral
 - Satisfied
 - Very satisfied
6. How could the ASKME program be improved?
7. What do you like most about the ASKME program?
8. How satisfied are you with the onsite support you received for the ASKME program?
 - Very dissatisfied
 - Dissatisfied
 - Neutral
 - Satisfied
 - Very satisfied
9. How could onsite support for the ASKME program be improved?

ASKME Student Focus Group

Suggested questions/probes:

1. What do you like about using ASKME?
 - a. What do you like the most?
 - b. Why do you like it?
 - c. How is it different from other courses you've had in the past?

2. Does using ASKME make you more interested in [insert subject]? Why or why not?

3. Does ASKME help you learn? Please explain.
 - a. How does it help you learn [insert subject]?
 - b. What part of ASKME is most helpful?

4. What do you think of the cartoon characters?
 - a. Do the cartoon characters help you learn? Explain how.
 - b. Do the cartoon characters make the lesson more interesting? Explain how.
 - c. Do the cartoon characters remind you of people you know? Who?

5. What do you dislike about using ASKME?
 - a. What do you dislike the most?
 - b. Why do you dislike it?
 - c. Is there anything confusing about using ASKME?

6. Would you like to take another ASKME course? Why?

Questions to be added to MSLQ questionnaire.

Pre-test MSLQ

32. I think I can be successful in college.

1	2	3	4	5	6	7
not at all true of me						very true of me

Post-test MSLQ

32. I think I can be successful in college.

1	2	3	4	5	6	7
not at all true of me						very true of me

*If you have a local community mentor, please answer the next question. Otherwise, you can stop here.

33. I have a helpful community mentor (examples: an athletic coach, a mentor in music or the arts, an academic tutor, etc.).

1	2	3	4	5	6	7
not at all true of me						very true of me