

Creating an Evaluation Framework

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One of the most important first steps in conceptualizing a program and thus an evaluation is an evaluation framework chart. This chart depicts the goals, objectives and benchmarks of a program clearly and shows the natural flow of one category to the next. This is a great way for you as program staff to visually display your goals and how you plan to accomplish them as well as a way to display your evaluation plan.

Goals

First you need to come up with overarching goals for your program. What are the overall objectives of the program/initiative? What are the main points that you want to accomplish? In general you should have between two and ten goals.

Objectives

Next you will need to develop objectives. Objectives are statements that reflect specific goals that can be used to gauge progress. This is also where you show specific plans for impact. Objectives help orient you toward a measure of performance outcomes and typically focus on only one aspect of a goal.

Good objectives should:

- Include relevant measures. Objectives should be designed with thought toward the information that could be collected to inform them.
- Address appropriate groups. Objectives should consider any subpopulations that need to be examined separately (e.g., school level, racial/ethnic group)
- Be few. You do not need a lot of objectives to convey a lot of information.
- Be actionable. Objectives should guide improvement by helping to identify programs that are working and those that are not, should help program administrators make decisions to improve results, and should help policy makers judge progress toward goals.
- Be timely. Objectives should be as useful next year as they are today.
- Be reliable. Objectives should be easily measured by a variety of people and across time.

- Be comparable. Measures developed from the present objectives should be able to be compared to measures developed from similar objectives in the past

Sample Evaluation Framework: First Level.

Goal	Objective
To further develop teacher knowledge in American History.	Two-week summer workshop for teachers
	Teachers will receive grade-appropriate curriculum books
	Lectures in American History will be scheduled throughout the school year for teachers

Benchmarks

A benchmark is a specific target. Benchmarks provide a sense of what the program is striving to attain, either in an incremental basis or as a final target. Two important factors need to be considered when setting benchmarks: the resources available to the program and a starting point, or baseline. If, for example, you are evaluating a relatively small initiative that is funding the purchase of new equipment, you would not expect the student to computer ratio to increase to the same extent as it might in a program that provides more extensive funding. Baselines are also important. They help establish the amount of change one can realistically expect. Let's assume that the purpose of the program you are evaluating is to improve student reading. To set an appropriate benchmark, you would need to determine student performance before the program began. This is considered a "baseline", a point from which to measure change and to determine appropriate benchmarks

Sample Evaluation Framework: Second Level.

Objective	Benchmark
Two-week summer workshop for teachers	25 teachers will attend a summer workshop each year. All teachers will receive a passing grade on the post-workshop assessment. Teachers will be satisfied with what was learned in the workshop. Teachers will implement what they learned in the workshop in their classrooms.
Teachers will receive grade-appropriate curriculum books	All teachers will receive the curriculum materials. Teachers will find the materials satisfactory. Teachers will incorporate the materials into their classrooms.
Lectures in American History will be scheduled throughout the school year for teachers	All teachers will attend 5 out of 7 of the lectures scheduled throughout the school year for teachers. Teachers will find the lectures informative and useful. Teachers will implement what they learn in the lectures into their classrooms.



Measures

A measure is an item reflecting the information or evidence needed to answer a research question, inform an objective, or determine how close one is to achieving a benchmark. Measures attempt to answer the question of what evidence you would need to have to assess your objectives.

Sample Evaluation Framework: Third Level

Benchmark	Measure
25 teachers will attend a summer workshop each year. All teachers will receive a passing grade on the post-workshop assessment. Teachers will be satisfied with what was learned in the workshop. Teachers will implement what they learned in the workshop in their classrooms.	Observation Teacher surveys Classroom observations Workshop assessment
All teachers will receive the curriculum materials. Teachers will find the materials satisfactory. Teachers will incorporate the materials into their classrooms.	Observation Teacher surveys Classroom observations
All teachers will attend 5 out of 7 offered lectures. Teachers will find the lectures informative and useful. Teachers will implement what they learn in the lectures into their classrooms.	Lecture attendance sheets Teacher survey Classroom observations

At the end you should have a table with 4 columns as seen on the next page.

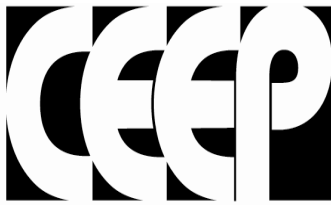


Sample Evaluation Framework: Fourth Level (final)

Goal	Objective	Benchmark	Measure
To further develop teacher knowledge in American History.	Two-week summer workshop for teachers	<p>25 teachers will attend a summer workshop each year.</p> <p>All teachers will receive a passing grade on the post-workshop assessment.</p> <p>Teachers will be satisfied with what was learned in the workshop.</p> <p>Teachers will implement what they learned in the workshop in their classrooms.</p>	<p>Observation</p> <p>Teacher surveys</p> <p>Classroom observations</p> <p>Workshop assessment</p>
	Teachers will receive grade-appropriate curriculum books	<p>All teachers will receive the curriculum materials.</p> <p>Teachers will find the materials satisfactory.</p> <p>Teachers will incorporate the materials into their classrooms.</p>	<p>Observation</p> <p>Teacher surveys</p> <p>Classroom observations</p>
	Lectures in American History will be scheduled throughout the school year for teachers	<p>All teachers will attend 5 out of 7 offered lectures.</p> <p>Teachers will find the lectures informative and useful.</p> <p>Teachers will implement what they learn in the lectures into their classrooms.</p>	<p>Lecture attendance sheets</p> <p>Teacher survey</p> <p>Classroom observations</p>



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