

Individual Assignment

Phase 3

Course: Programme Evaluation and Course Assessment Methods

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Background of the programme

Albena Lake-Hodge Comprehensive School (ALHCS) is the only secondary school in Anguilla with a full complement of all grade levels. ALHCS consists of five campuses with over 1200 students and increasing annually. With this growth, the school has expanded its services to accommodate the growing and diverse population. As a result, the school has thought it necessary to establish several campuses such as Workshop Initiative in Secondary Education Anguilla (WISE), Pupils' Referral Unit (PRU) and Developing Our Vision for Education 2 (DOVE 2) (Richardson & Hughes, n.d.). Throughout all campuses, the school has set out Effective Schools Framework that encompasses a practical approach comprising of seven goals. Namely:

Establish Behavioural Expectations

Manage Student Behaviours

Build Connectedness to School

Create Opportunities for Active Student Participation

Promote Healthy Lifestyles and Life Skills

Establish Effective Home-School Partnerships

Implement Active Supervision of School Environment

(ALHCS, n.d.)

The evaluation plan will concentrate on PRU. In the first place, the goal of PRU is to reintroduce students into the mainstream campus with demonstrated improvement in positive behaviour through the use of coping mechanisms.

Introduction

The programme started in October 2005, 15 years ago and have boasted some successes. However, the success rate reports below 50% of students who were placed in this programme. Here, the approach is a bit a different; the purpose of this programme is to cater for children who are not able to attend a mainstream school due to behavioural issues. Students are often referred to the PRU if they need more exceptional care and support to overcome negative behavioural challenges. Even though the purpose of the unit is to achieve positive behaviour change, they simply lack the resources to do so effectively.

Children who attend PRU might be permanently excluded from their mainstream school for behaviour reasons, or at risk of permanent exclusion. Not to mention, experiencing emotional or behavioural difficulties, including problems with anger, mental health issues, and school phobia/refusal (The School Run, 2020). On top of this, the current faculty lack the specialised training to handle the referred students. The location is also not conducive to all that may be referred.

PRU still exposes the student to the national curriculum. However, it will not be a one size fits all as done in the mainstream system; students are often equipped with an educational plan provided for their needs. The Coordinator of PRU Anguilla confirms they often tailor classes to suit the students' need. She explained that the classes are small to achieve maximum one on one time and limit the distractions (Hodge, 2020). The curriculum currently includes Mathematics, English, Science, Information Technology (IT), Personal, Social and Health Education (PSHE), Carpentry, Music and Project-Based Learning gardening project. The Coordinator further expounds, they do not only focus on the academic aspects of the student but utilise a holistic approach which includes anger management, socialisation, behaviour and

coping strategies. All are important for the integration of students into society. Given the drawbacks outlined below and the unacceptable level of success, a new programme will be developed to address the shortfalls of PRU; while rebranding to remove the stigma and improve on the success rate of the unit. The programme will endure a robust evaluation that will cement the confidence in the recommendations presented to the stakeholder.

Drawbacks identified

A process evaluation approach was the best way to gather the information needed to deduce the drawbacks identified below. Interviews were the most efficient tool used to gather the data needed to evaluate the programme. All information collected was then categorised into three categories.

The image

Despite the benefits listed above, there is a stigma of attending PRU. Further, the curriculum is limited, which means students may be at disadvantaged on other elective subject areas. Although there are lots of control mechanisms in place, their disruptive behaviour is often on display. Though PSHE and counselling are the main features of this programme, students are currently without these components. Parents and other students see this unit as a prison rather an institution of learning and this false impression impedes the referral process. Which means that students who require a higher level of attention are not being referred, therefore, not receiving the attention because of the stigma of being at the PRU.

Facility

The location of the programme is not conducive to the different challenges the faculty faces daily. The frail materials used in constructing the inner walls allows for easy damage with just a punch by an upset student. On top of that, emergency evacuation will be a challenge with

only two exits on a second-floor building. Noteworthy, the security or lack thereof, doors are easily broken into windows are not shatterproof.

Nonetheless, in recent years the security levels have improved. Unfortunately, there are some further much-needed adjustments to be made to improve the quality of the facility. They lack first aid supplies and fire extinguishers, no fire drills on schedule. Clearly, as a rented facility, it was not built for the education environment, which is a huge factor.

Staffing

PRU is a specialised unit for behaviourally challenged students. However, during the interview, it was discovered that most staff have not been through teachers training, where they would have had some level of classroom management training. Furthermore, none of the faculty members ever received self-defence training, Psycho-Social Support Training, or any behavioural recognition and mitigation type of training. A concerning factor for the current middle manager.

Socio-economic status

PRU is government-funded as part of the only high school on the island. The programme has what is described as an annual budget of approximately \$2,500.00 ECD. The staff often organise fundraisers and seek donations to supplement the budget and acquire supplies to complement the students learning process. Additionally, the staff use the funds to offer rewards and incentives for the students enrolled at PRU.

On the other hand, the programme aims to reintegrate students into the main campus where they can function without disrupting the school or classrooms. It aims to provide the students with coping skills to assist in managing their behaviour in public settings. In fact, the behaviour change goals extend beyond the classroom and school environment into their daily

lives as is evident with students returning to who express gratitude to the staff for the time spent at the unit. Ms Hodge confirms that the students who attend this unit are capable of displaying acceptable social norms, once they are given a reassuring environment.

Proposed Programme

The proposed new programme will have the same ultimate goal, as indicated above. More so, the students will be placed in a programme that will support their needs not only regarding behaviour but also other exceptional circumstances that limit their ability to function adequately at the main campus. With attention to having the students work towards reintegration through a transformation of attitude towards learning, being resilient, respectful and a desire to be a positive contributor to society. Therefore, the new programme will be called Student Transitional Unit of Development (STUD). In order for this new programme to have a meaningful impact on the social-economic impact of the Anguillian community, there should be significant changes. The ideals that will guide the new programme to achieve the desired goal will be to:

- Promote high academic and behavioural standards through consistently enforced policies.
- Cultivate habits of self-awareness, self-discipline, and positive attitude toward learning.
- Instil positive character traits, morals and values in students through academic, social, emotional and health and career guidance and leadership examples.
- Provide an environment that is safe by implementing effective child safeguarding practices.

- Develop a positive, supportive education atmosphere by building strong relationships among parents, staff and community partners.

In order to ensure the desired results are achieved, the programme will have specific objectives, specifically:

1. By the end of one year of enrolment, students will have 50% less of negative behaviour recorded on file.
2. At the end of each term, a comparative analysis will be done for English, Mathematics, Science and Humanities, to measure the percentage grade increase of enrolled students.
3. At the end of each school term, students should complete 90% of their scheduled counselling sessions with reports indicating an improvement in students' psycho-social challenges.
4. Annually, teachers submit at least 40 personal and professional development hours to the Coordinator in topics relating to behaviour, academic, instruction design, technology, Psycho-social support and other relevant improvement topics.

Below is a further breakdown of the differentiating changes that with separate this new programme from the old.

Student criteria

STUD will cater to students who are no longer allowed in the mainstream school for behaviour reasons. The candidates are usually aged between 12-17 years of age, no sex restrictions, coming from various social backgrounds. The academic abilities are not considered in the referral process. Furthermore, the students may be experiencing emotional and behavioural difficulties, such as anger, mental health issues and school phobia. Important to note that

pregnant teenagers may not be faced with typical behavioural challenges; however, they will be given the option to complete all relevant classes in a blended format at STUD. All students will develop target behaviours goals to achieve in a self-prescribed period.

Facility

Significantly, the new facility design should allow for persons with disabilities, with ease of access and clear surroundings for security reasons. The learning environment is an important aspect of classroom management. In like manner, the students and faculty should feel safe and welcomed at all times. The improved environment will improve performance which will aid in the development of better students. The facility should be able to accommodate 50 students and ten faculty members, a safe room, kitchen and dining area. Similarly, there will be cameras in all locations where students gather and all entrances to the building.

Staffing

Staff will need to be qualified to teach in this programme. The specialised training that will be delivered on the job will give the faculty the skillset needed to be able to manage children with behavioural and social anxiety challenges. There will be a behavioural therapist, sergeant of arms as well as a guidance counsellor employed there. These modifications will address staffing gaps identified in the current programme.

Programming

Developing a one size fits all will not apply in this programme. The programme has to be academically flexible, cultural & socially relevant and student-focused. Whereas the core subject matters (Mathematics, English, Science, IT) will be available to students, features such as Project-Based Learning and Problem Based Learning instructional models will be added into the academic outline. Additionally, not all learning will be done in the classroom. To clarify,

students will be encouraged to participate in other programmes such as job link up; this is where at-risk youth are exposed to training that will give them foundational skills in seeking employment while being groomed in employability skills. PSHE and other life skills like Physical Education will also be kept on the time table schedule. Schedule session with behaviour management specialist will be added to the students' time tables.

In sum, the intent of the programme is a great initiative. However, there can be some medium to substantial scale changes that can be made to improve the results of the programme. Granted the new programme gets fully implemented, there will be positive ripple effects throughout. These effects will benefit society with young adults who have gone through a reform process, not only with academic skills but other social coping abilities. Ultimately producing citizens with a more productive ability that will contribute to community social and economic development.

Programme Evaluation Model

Goal-oriented evaluation remains central to most evaluation research strategies, yet procedures for implementing this approach are not well-articulated (Marsh, 1978). McNamara, (n.d.) describes goal-oriented evaluations as “evaluating the extent to which programs are meeting predetermined goals or objectives.” According to Marsh, there are three implementation steps: goal setting, checking for consistency and monitoring and feedback. Whereas, naturalistic model evaluation is concerned with the approach of a qualitative inquiry that observes respondents in their *natural* environment (Rubin, 1982). Further, the naturalistic model similarly, has three phases, the familiarisation phase, the action phase and the synthesis phase.

Accordingly, before selecting a model to evaluate STUD, consideration must be given to the benefits of both models. Using goal-based evaluations, the benefits alluded are: the goals may be tailored to stages of programme development, the programme predetermined goals reduces biases of the evaluator and goal setting may be incorporated into programme functioning (Marsh, 1978). While the naturalistic method is seen as a way to study unethical topics, uses a real world view, aids in research validation and observes natural behaviours (Audipedia, 2016).

Further consideration should factor the nature of the proposed programme STUD. The evaluation process must be able to maximise on what the process be able to decide as a result of the evaluation. Therefore, given the intent of STUD, i.e. the reintegrating students into the mainstream campus and society, a naturalistic evaluation is best. Here, the evaluator gets to observe behaviours of staff, supporters and students, as they interact with the intent of uncovering needs of clients and participants of the study (Rubin, 1982). While the goal-based focus is on ensuring the goals of the programme are consistent, naturalistic focus on the implementation of activities that are aimed at archiving the goals.

During the familiarisation phase, the evaluator will begin initial activities in getting acquainted with the STUD environment, field and concepts while establishing relevant literature. At this stage, the decisions are made to define the audience of the evaluation, discussing ideas of what the evaluator is to pursue, observation approach & schedule and a coding & recording system. During the action phase, interviewing, observations and document reviews are the prime means used to investigate significant concerns and behavioural issues. At the same time, the evaluator documents a detailed description of emerging concerns. Noteworthy, in this instance, the target audience will include the students as well as faculty and other external support staff. During the action phase, the evaluator's perceptions and categorisation of issues are continually tested—finally, the synthesis phase. After the prescribed assessment period, the evaluator develops and present their findings of STUD programme. Rubin, (1982) listed the main goals of the final presentation are to accurately portray the programme, concisely present and interpret the issues and concerns, and to present insights and considerations beyond the data collected.

Some steps are adjusted to ensure the maximum value of the evaluation. One step is the observation of clients; where majority the observation of clients will be recorded incognito, which will include audio and video recordings. Why? The design of the STUD programme is to impact change in behaviour. If the participants are aware of when they are observed, then they will make a conscious effort to adjust their behaviours. This form of evaluation is expected to be very descriptive and detailed with a personal touch to it. Meaning, the expectation is that the evaluator input is seen in the selection of issues and the considerations. Therefore, to ensure we have an accurate and robust evaluation done, the evaluator will have some experience in Planning Monitoring Evaluation and Reporting (PMER), plus consent at all levels. All ethical practices will be observed and clearly explained to clients.

All-in-all, the findings of a naturalistic evaluation are contrasted sharply from that of goal-based and other preordination reports. Having the right model of evaluation is also essential to ensure that the results are valid. As seen above, varying models will give a different result that may not be beneficial to the programme development. Furthermore, having an experienced evaluator is invaluable in this case. STUD is a behaviour modification programme and using the naturalistic model serves as a better choice as it will observe the environment and actions that influence the students' behaviours.

Discussion –validity

The validity of the evaluation relates to accuracy and fairness (Huang & Hu, 2015). Using naturalistic evaluation approach as the primary method is a reliable source in itself, for it allows for uninterrupted, untampered observations. Nonetheless, integrity has to be maintained. Therefore, one assured way of validity is through triangulation of data. Russell (2012) delineates triangulation as a form of pattern analysis; where it formalises the assessment method for making absolute diagnostic. Important to note, triangulation can be used at different levels. Here, the rigour of the approach is emphasised and compensates for any weakness that may exist in the current approach. Applying the triangulation methods cements the assessment approach by demonstrating confidence in the conclusive results. Focus groups, interviews expert consultation will form part of the triangulation process at varying levels of the process.

Secondly, meta-analysis will also aid in the validity of the process. Secondary data usually do not form part of the primary evidence or collected directly from the respondents involved in the assessment and evaluation process. Having a comprehensive study on existing programmes and expert psychologist publications on behaviour studies will support findings

from the evaluation. Given these points, it is fair to say the evaluation will have a sound validity in the results and recommendations.

The purpose of the evaluation

The evaluation will determine the effectiveness of the new programme in meeting the end user's needs. It will carefully assess the activities, staff, characteristic and outcome objectives of the new programme with collected data from monitoring tools that are in place. After that analyse the data to perform the evaluation systematically. The evaluation will aim to strengthen the quality of the programme, improve on the outcomes, teachers' skills and quality of instructions students received along with other support services. The primary mode of the evaluation takes on the form of outcome evaluation. The programme calls for this form of evaluation since it is goal-oriented type.

At the end of the evaluation, the results will inform the programme of areas that are working well, and that needs improvement to deliver quality services to the students effectively. The evaluation will demonstrate to the funders and other stakeholders the effectiveness of the programme. Furthermore, it will improve on staff, practices and techniques used.

The steps of the evaluations

The development of the evaluation will be built into the planning and designing phase. Therefore, at the inception, you will determine what will be evaluated. Then, some key aspects, such as:

1. **identifying stakeholders**, a stakeholder analysis is vital in order to have a dynamic relationship so that the evaluation can be holistic then engaging the stakeholders. This step is essential as it helps to inform the next level as well as stakeholder buy-in. STUD's stakeholders

include, the students, Ministry of Education, The ALHCS senior management team, donors, parents, volunteers and staff at the unit. As a matter of fact, these persons or organisations will either be affected by the programme, involved in the programme or will use the results of the evaluation (CDC, 2018).

2. Determine what resources, instruments, methods and measurements are available to carry out the evaluation. All this content can be seen in the logframe below. Moreover, a wider look at what is at the programme has it disposal and what is expecting to achieve is useful at this stage in the process.

3. Thereafter, we **begin the development of an evaluation plan**. Shift the focus on what you are seeking to achieve from the evaluation process. That is, determine the

Utility: Who needs the information from this evaluation and how will they use it?

Feasibility: How much money, time, skill, and effort can be devoted to this evaluation?

Propriety: Who needs to be involved in the evaluation to be ethical?

Accuracy: What design will lead to accurate information?

(CDC, 2018). Once the plans are vetted

4. **Collection of data** begins. The data will be mainly qualitative; therefore, several tools will be used in the collection process. The data will be collected over one year with a half-way milestone evaluation team conducting a monitoring visit. Evidence collection helps to determine the credibility of the evaluation. Therefore, the sources, quality, indicators all encapsulates the perception of a credible evidence collection.

5. **Analyse data and present a report.** Here, information collected at the milestone can be used to make adjustments before the full year is completed. It is important that the team link the findings to the evidence collected, through standards, analysis/synthesis, interpretation,

judgment and recommendations. Full analysis of the programme will be carried out at the one-year milestone. Once the evaluation is completed, the team should give feedback and disseminate the report to necessary stakeholders. The hope is to assist the programme to develop a five-year plan taking into consideration the key learnings.

Logframe

| GOAL: To reintroduce students into the mainstream campus with demonstrated improvement in positive behaviour through the use of coping mechanism. | | Milestone Midpoint: March 31 | |
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| Outcomes: | Indicator | Means of verification | Risk and Assumptions |
| 1. By the end of one year of enrolment, students will have 50% less of negative behaviour recorded on file. | Students will record % less harmful behaviour | -Students behaviour tracking record. -Student's academic record. | - Behaviour records are accurately kept. |
| 2. At the end of each term, a comparative analysis will be done for English, Mathematics, Science and Humanities, to measure the percentage grade increase of enrolled students. | Students show or maintain 80%-100% average grade | -Students grade books from previous and current terms -Teachers reports from previous terms and current term -Virtual classroom activities records | - Students attend core classes regularly - students complete assessments |
| 3. At the end of each school term, students should complete % of their scheduled counselling sessions with reports indicating an improvement in students' psycho-social challenges. | Students attend 90% of scheduled counselling sessions | - student file term reports -staff briefing updates | -sick and approved absence not considered - students allowed to attend |
| 4. Annually, teachers submit at least 40 personal and professional development hours to the Coordinator in topics relating to behaviour, academic, instruction design, technology, Psycho-social support and other relevant improvement topics. | at least 40hrs total of personal and professional development training | -Copy of certificates -The completed form with signatures of facilitators | -Faculty are allowed time to attend workshops. |
| Outputs: | | | |

| 1.1 Enrolled students complete behaviour target goals | # of behaviour target produced by each student | -Document with behaviour target written | -Students understand where they want to be in a short period -Students do not want to change behaviour or see a need to change |
|---|---|---|---|
| 2.1 students record 80% attendance for each academic subject they are registered to | % of class attendance each term for each class | -Students grade books -Teachers reports -Virtual classroom activities | -Students remain healthy to attend or participate fully regularly. |
| 2.2 Students complete each term's assessment materials, both practical and written content for each class they are registered to. | # of submission and completion of assignments attempted | -Graded papers | - Students capable of carrying out assignments without limitations. |
| 3.1 Students have scheduled at least one appointment with the counsellor | # of sessions each student is assigned to see a counsellor | -Counsellor's schedule -Student term schedule | -Students are allowed to see an in-house counsellor -Schedules are updated regularly |
| 4.1 Faculty developed a personal and professional portfolio for the school year | # of faculty that has an updated file with personal and professional development document | A document produced with a list of development activities for that school year. -Line supervisory meetings | -A staff member has identified training need -STUD has general training needs -Training is available during the period |
| Activities | Inputs | Means of verification | Risk/assumption |
| 1.1.1 Student meet with a counsellor to develop targets for behaviour change | Behaviour analysis guides, analysis templates, charts, wall | -Attendance record -Appointment schedule | Students willing to participate in the activity |

| | | | |
|--|---|------------------------------------|---|
| 1.1.2 Students identifies their triggers | cards, Human Resources | Completed behaviour analysis sheet | |
| 2.1.1 Students select or assigned subject areas for the academic year | Courses menu, manuals, HR resources | - Students' class schedules | |
| 3.1.1 Counsellor meets with the Coordinator to get baseline data on students to develop a draft schedule | Students' files, draft term calendar, meeting room, | - Meetings records | -STUD has students register for the term -STUD has counsellor assigned |
| 4.1.1 Staff meetings with line manager to discuss continuing education needs | Staff files, draft term calendar, meeting room, available training opportunities, Human Resources | - Meetings records | -STUD has staff employed for the school year -STUD has counsellor assigned |
| | | | |

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