

Evaluation of Professional Development for the Learning Management System Canvas

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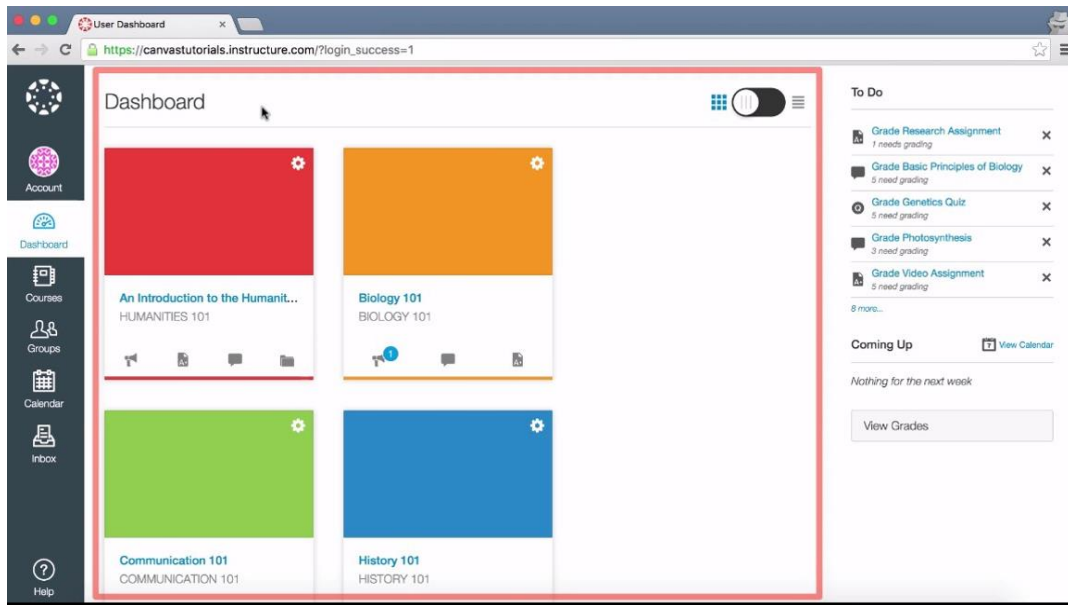
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EXECUTIVE SUMMARY OF THE REPORT

This report outlines the scope, design, methodology, and reporting structure of our evaluation of *Super Cool School District (SCSD)* with regard to their Canvas professional development (PD) program.



Canvas (displayed above) is a learning management system (LMS) recently purchased and distributed by the district. Since the intent of SCSD is to create PD sessions that motivate and equip teachers to successfully integrate Canvas into their instruction, our goal is to evaluate *Great Middle School (GMS)*, a member of SCSD and study the impact of its efforts on its teachers' utilization of PD, integration of Canvas, and perceptions of both.

The model for our study includes both *formative* and *summative* evaluation and utilizes on-site reflections, online surveys, and focus groups staggered throughout the year. Due to our analysis and reporting from these studies, the client should be able to identify and act upon the leading factors in their communications and PD offerings that impact their teacher's integration of Canvas into their instruction. This could result in changes in PD curricula, training staff, materials, or incentives as SCSD seeks to increase teacher use of Canvas.

In addition to an outline of our study design and outcomes, this report provides a management plan, cost analysis, and quality meta-evaluation to detail the process by which this evaluation will create value for the client.

Let it be noted that the following document is subject to review and revision by the client as they see fit. Our ultimate goal is to design and carry out the most valuable research with respect to the client's concerns.

PROGRAM BEING EVALUATED

The object of this evaluation is the *Canvas Professional Development* supplied by Great Middle School as part of Super Cool School District's first implementation of its new learning management system.

Context and Purpose of Program

In the fall of 2016, the Super Cool School District (SCSD) purchased and distributed a new learning management system (LMS) to six of its secondary schools in an effort to help teachers facilitate several useful elements in their courses. The authorization to purchase the LMS was approved by the SCSD's Office of Shared Accountability upon recommendations made by the supervisor of library media specialists. Canvas, the LMS in question, is designed to equip teachers with tools that enable blended instruction, asynchronous communication, real-time grading, and a digital repository of content for students to access. Since administrators see Canvas as a comprehensive web-based application that can be adapted to fill most instructional needs, the overall intent of the SCSD's purchase was to support their teachers' transition to a uniform digital workspace that would improve performance on district-wide goals such as an increase in blended learning and a more rigorous learning assessment system. The initial rollout of Canvas included the five high schools in the SCSD and one middle school, Great Middle School (GMS). For our evaluative purposes, we will focus on GMS. GMS was selected for the first wave of implementation due to technological investments in GMS made by the district (which have created a computing device to student ratio of 2:1). The six schools included in this effort are part of the first wave of implementation, with administrative plans to eventually use the program in all of its schools.

The SCSD has decided that instead of requiring their instructors to immediately switch to Canvas, it will offer optional professional development (PD; the "program" of this evaluation) and access to purchased resources that include technical training and integration support. The purpose of the PD is to provide instructors with learning experiences that will enable them to make full use of the Canvas LMS as purchased by the district. Since the PD is non-mandatory, each school in the district (including GMS) is attempting to encourage its instructors to participate in Canvas-related PD by marketing Canvas' features and compensating instructors for their time spent in training in hopes that teachers will begin testing and incorporating Canvas into their instruction. But GMS, like the rest of SCSD, is struggling to consistently motivate instructors to attend and make use of its PD offerings. As a result, the GMS administrators are interested in learning more about the current PD's efficacy.

Clients of the Program

The primary clients of this program are the *middle school teachers* of GMS who have been offered PD opportunities with the LMS Canvas. These teachers have been given the opportunity to pilot Canvas for all middle schools in the SCSD.

Secondary clients of this program are the *students* of GMS who are taught by teachers trained in Canvas, the *high school teachers* of the SCSD who have been offered and utilize Canvas, the *middle and high school administrators* responsible for funding and who have provided professional development, and the *district administrators* that chose Canvas as the LMS to be utilized in the SCSD. The students, teachers, and administrators will benefit from the successful implementation of Canvas across the SCSD – the students because trained teachers will be able to personalize student learning and provide students with additional access to the curriculum, the high school teachers because they are offered the flexibility to participate in PD at their own pace with a maximum of 80 hours, and the administrators because they will be able to collect meaningful data from the LMS, see better use of technologies purchased for the district, and continuous improvement of teachers' practice and repertoire of instructional strategies.

Basic Operations of the Program

Canvas, an LMS developed by the educational tech company Instructure, is used by educators to facilitate multiple aspects of their courses. The Canvas Network Integrated Platform is used to distribute face-to-face, blended, and online courses. Features of Canvas include the capability for teachers to maintain and facilitate communication with students, house a real-time gradebook, and warehouse digital content and learning resources.

The SCSD had previously used Odysseyware, an online distance learning academy, for credit recovery in the district high schools. The district decided it would transition to Canvas as the platform for credit recovery hereafter, partly because Canvas is less expensive and more adaptable for the needs of the district. While Canvas offers a free teacher resource for teachers, which they can use to create and manage classes, the district purchased a subscription of Canvas, which includes administrative control/access, support and training, and integration support. All GMS and high school teachers can now create a Canvas course that is synced to e-School, the district attendance/gradebook.

Although Canvas was purchased in the fall of 2016, teachers were not notified until the spring of 2017, at which time all teachers at GMS were provided with an initial PD offering. In the fall of 2017, GMS provided a second Canvas PD offering for all new hires and teachers who needed a refresher course. GMS secured funds and named two building-wide trainers who had found success with Canvas. These trainers have provided bi-monthly, voluntary PD. Finally, the district has offered two additional Saturday drop-in hours for teachers in need of Canvas support. The SCSD is presently in the process of course development to be used for credit recovery. There are currently no administrative requirements.

Purpose of the Program Evaluation

Since SCSD has invested in PD and Canvas but has not mandated their use, this evaluation concerns GMS' use of Canvas PD and its effectiveness in attracting GMS teachers to incorporate Canvas into their instruction. The purposes of the program evaluation are to:

- Determine the impact of Canvas PD on the decisions of teachers to *trial* Canvas in a limited context
- Determine the impact of Canvas PD on the decisions of teachers to fully *incorporate* Canvas into their instruction
- Abstract themes from those *rejecting* Canvas and determine if Canvas PD affected their decision to reject; additionally, to find suggestions that *would* encourage them to try or incorporate Canvas into their instruction

Therefore, the *primary purpose* of this evaluation is for superintendents and administrators of SCSD to determine how effective GMS' PD is in attracting teachers to use Canvas as an LMS. The *secondary purpose* of this evaluation is to identify teacher perspectives on the current PD being offered. Additionally, it will collect teachers' opinions on Canvas itself as a teaching tool. This information can be used to enhance the efficiency of resources used by the school district.

FOCUS OF THE EVALUATION

The focus of this evaluation study is the impact of GMS' professional development on the decisions of its teachers to trial or incorporate Canvas into their instruction. Due to GMS' decision not to mandate the use of Canvas by its instructors, this evaluation will discover the strengths and weaknesses of GMS' current PD and how effectively it attracts its teachers to decide to use Canvas. By gathering

data on those who use Canvas and those who ignore it, we can create a more complete picture of the changes GMS can make to motivate all of its teachers to opt-in to the program.

Audience for the Evaluation Report

The audience of this evaluation report includes:

- **Superintendents and administrators** of the SCSD who are funding the aforementioned PD; to clarify the value of the PD collectively and determine necessary modifications
- **Teachers** of GMS who may or do use Canvas; to clarify if PD is worthwhile and how it may benefit teachers
- **Board members** of the school district who rely on such evaluative feedback to determine which practices should be used in future terms and which should not
- **Superintendents and administrators** of neighboring school districts who are considering a similar LMS implementation; determine which practices are most effective in driving teachers' use of the system
- **Instructure**, the developer of Canvas; relays information about effective training for potential future users

Components of the Program to be Evaluated

The components of the program that may be evaluated include:

- Professional development – exposure, requirements, and need
- Instructional courses developed in Canvas – credit recovery, innovators, and shared courses
- Instructional resources – materials, tools, technology
- Goals and objectives – aligned to instructional content
- Faculty effectiveness – facilitation, advising, skill level
- Logistics – time frames
- Assessments – survey, usage percentage
- Administrative staff – communication and coordination
- Program resources – funding, IT
- Learning environment – face-to-face, blended, and online
- Program administration and management – oversight, engagement, IT

Contextual Factors Affecting the Evaluation

The primary concern surrounding this evaluation is its design. Since the client's most-highly valued outcomes are the increase in instructor participation in these non-mandatory PD offerings and use of Canvas, this study will rely on the perceptions and reflections of instructors in order to get the most accurate understanding of what attracts them to, or deters them from using, Canvas via the current PD. Stakeholders may seek more sound data—other than strictly opinions—when determining any potential program changes. However, focusing the majority of research on teachers' feedback is necessary since the goal of the client is to respond to teacher desires and increase their incentives to participate in PD offerings. While opinions will not be the sole basis of the decision to completely eliminate the current PD, they will be influential in determining its efficiency in motivating teacher use. Additionally, GMS teacher opinions (i.e., data collected from this evaluation) can be used by other teachers and schools (i.e., the other five schools in the first wave of SCSD's Canvas rollout) to prepare better PD offerings in order to motivate their buy-in to the system.

The school district is at high risk since it has invested substantial funds into helping teachers incorporate Canvas into their instruction and may be exposed to public criticism. If results show that

the PD has been ineffective, then the district will have lost crucial taxpayer money without any satisfying results for its stakeholders. As a result, the district may use the information produced by this study to make critical decisions regarding the continuation or modification of the PD. Regardless of the amount of change needed, the client will likely desire to act on the evaluation results quickly. In addition, similar districts that intend to use similar strategies will be able to learn from this study and make changes in the planning and implementation of their Canvas-related PD programs.

EVALUATION QUESTIONS

The criteria considered for evaluating this program include: quality, utility, efficiency, and impact. The primary evaluation questions selected based on these criteria are:

Criteria	Questions
Quality	<ul style="list-style-type: none"> ● Is the current PD leading teachers to fully <i>incorporate</i> Canvas? ● For those that are rejecting the use of Canvas, what changes to the current PD <i>would</i> encourage teacher use?
Efficiency	<ul style="list-style-type: none"> ● How could SCSD increase the cost-effectiveness of their PD?
Impact	<ul style="list-style-type: none"> ● Is the current PD leading teachers to <i>try</i> Canvas?

Question Summary

Based on each evaluation question, sub-questions were identified as critical to the evaluation. Sub-questions have been determined for target audiences to answer each based on the evaluation question.

Evaluation Question	Sub-questions	Target Audience	Importance of question
Is the current PD leading teachers to <i>try</i> Canvas?	<ul style="list-style-type: none"> ● What are the qualities of the PD? ● What is the level and/or type of communication that affects teachers to attend PD? ● Who is involved in the communication to attract teachers to attend PD? ● What is teacher experience with technology and/or LMS use? ● What is the impact of the PD on teachers' trial of Canvas? ● Who designs and/or implements the PD (e.g., level of their expertise)? 	<ul style="list-style-type: none"> ● School Admins ● Building/Dist. Administration 	<ul style="list-style-type: none"> ● Determine the impact that PD has had in respect to Canvas use
Is the current PD leading teachers to fully <i>incorporate</i> Canvas?	<ul style="list-style-type: none"> ● What are the qualities of the PD? ● What is the level and/or type of communication that affects teachers to attend PD? ● Who is involved in the communication to attract teachers to attend PD? ● What is teacher experience with technology and/or LMS use? ● What is the impact of the PD on teachers' incorporation of Canvas? ● Who designs and/or implements the PD (e.g., level of their expertise)? 	<ul style="list-style-type: none"> ● Building/Dist. Administration 	<ul style="list-style-type: none"> ● Determine cause(s) of use of Canvas by teachers
For those that are rejecting the use of Canvas, what changes to current PD <i>would</i> encourage teacher use?	<ul style="list-style-type: none"> ● What qualities should the PD have? ● How should the PD be communicated? ● In what ways does the communication of PD affect those teachers that attend PD but eventually reject Canvas use? ● Who is involved in the communication affecting those teachers that attend PD but eventually reject Canvas use? ● What is teacher experience with technology and/or LMS use? ● Who designs and/or implements the PD (e.g., level of their expertise)? 	<ul style="list-style-type: none"> ● Teachers ● Building/Dist. Administration ● Instructure 	<ul style="list-style-type: none"> ● Determine why teachers are not incorporating the use of Canvas ● Determine what offers would encourage teacher use of Canvas
Can SCSD increase the cost-effectiveness of their PD related to Canvas?	<ul style="list-style-type: none"> ● What are the work-related characteristics among those that use Canvas (departments, years of teaching, years employed at current school, age group taught, etc.)? ● What are the work-related characteristics among those that utilize or appreciate the PD offerings? ● Can administration produce more cost-effective results by offering PD to particular groups of instructors? ● What would be the cost of replacing the current PD with an alternative? ● What would be the loss of discontinuing the PD? 	<ul style="list-style-type: none"> ● Administrators 	<ul style="list-style-type: none"> ● Discover distributive methods for increasing cost- effectiveness of the current PD

Question/Procedure Matrix

The purpose of the question/procedure matrix is to organize which data collection procedure/method would be used and which stakeholder would be the key contributor for the data. The data collection method/procedure has been justified by determining the impact the data would have on the evaluation and finally by identifying how the program may further evolve and improve by utilizing the results.

Who	Materials / Faculty	Impact	Post Use
Teachers	<ul style="list-style-type: none"> ● Survey for teachers that have attended Canvas professional development - advertisements, notifications, times/dates ● Survey for teachers that have not attended Canvas professional development - advertisements, notifications, times/dates ● Group debriefs after PD - effectiveness of course, confidence in new practices, suggestions for improvement 	<ul style="list-style-type: none"> ● Surveys - to determine what brought teachers to Canvas PD and perceptions of PD ● Group debriefs after PD - effectiveness of PD, suggestions for improvement, attitudes toward future PD ● Quantitative Data Analysis of PD attendance - collect and classify data as to who attended (demographics/content taught) and why they are attending PD 	<ul style="list-style-type: none"> ● Observations - changes to attendance/usage after implemented change
Building Administrators	<ul style="list-style-type: none"> ● Pre/Post Interview - determine how trainers are selected, recommendations for improvement 	<ul style="list-style-type: none"> ● Interview - determine how PD is advertised and provided at the building level 	
District Administrators	<ul style="list-style-type: none"> ● District Administrator Interview - levels of participation (Board of Education, Superintendent, Office of Shared Accountability, Director of Professional Development, Director of Library Media Specialists, Building Level) 	<ul style="list-style-type: none"> ● Interview - vision, reasons for purchase, cost effectiveness, alignment to strategic plan, etc. 	<ul style="list-style-type: none"> ● Budget Analysis - funds available for change, improvement, reallocation
Instructure		<ul style="list-style-type: none"> ● LMS provider Interview - training, levels of support, suggestions, and recommendations 	

Summary Procedure Matrix

The following matrix defines which procedure will be utilized, which evaluation question/sub-question the procedures are addressing, when the data will be collected, and who is responsible for providing the data, including how the sample will be defined.

Procedure	Questions Addressed	Schedule	Respondents	Sample
Debrief Survey	<p>Is the current PD leading teachers to <i>try</i> Canvas? Is the current PD leading teachers to fully <i>incorporate</i> Canvas?</p> <ul style="list-style-type: none"> • What are the qualities of the PD? • What is the level and/or type of communication that affects teachers to attend PD? • Who is involved in the communication to attract teachers to attend PD? • What is teacher experience with technology and/or LMS use? • What is the impact of the PD on teachers' use of Canvas? • Who designs and/or implements the PD (e.g., level of their expertise)? 	<ul style="list-style-type: none"> • Administered to <i>all</i> participating teachers immediately after <i>every</i> PD session or workshop 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • All participating teachers
Focus Interviews	<p>For those that are rejecting the use of Canvas, what changes to current PD <i>would</i> encourage teacher use?</p> <ul style="list-style-type: none"> • What qualities should the PD have? • How should the PD be communicated? • In what ways does the communication of PD affect those teachers that attend PD but eventually reject Canvas use? • Who is involved in the communication to attract teachers to attend PD but reject Canvas use? • What is teacher experience with technology and/or LMS use? • Who designs and/or implements the PD (e.g., level of their expertise)? 	<ul style="list-style-type: none"> • <i>All</i> participating teachers will encounter <i>one</i> focus interview as part of staggered focus groups throughout the course of <i>one</i> academic year • Focus groups conducted during the week, during school hours 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • All participating teachers • Focus groups randomly selected and staggered

Registration Survey	<p>Can SCSD increase the cost-effectiveness of their PD?</p> <ul style="list-style-type: none"> ● What are the work-related characteristics among those that use Canvas (departments, years of teaching, years employed at current school, age group taught, etc.)? ● What are the work-related characteristics among those that utilize or appreciate the PD offerings? ● Can administration produce more cost-effective results by offering PD to particular groups of instructors? ● What would be the cost of replacing the current PD with an alternative? ● What would be the loss of discontinuing the PD? 	<ul style="list-style-type: none"> ● <i>All</i> participating teachers will complete this survey <i>once</i> while they are initially registering for their first PD session. ● Registration survey completed online in about 10 minutes 	<ul style="list-style-type: none"> ● Teachers 	<ul style="list-style-type: none"> ● All participating teachers
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Question Analysis and Interpretation Plan

The evaluation team used the organizer below as a guideline for how data would be analyzed, the criteria for the evaluation, and the procedure for making decisions with the evaluation results. The evaluation team closely adhered to the accuracy evaluation standards understanding the truthfulness of the evaluation representations, propositions and findings are essential to the data analysis of this evaluation.

Evaluation Questions	Collection Procedure	Analysis Procedure	Evaluation Criteria	Procedure for Making Decisions
Is the current PD leading teachers to <i>try</i> Canvas?	<ul style="list-style-type: none"> ● Focus Interviews ● Debrief Survey 	<ul style="list-style-type: none"> ● Content analysis of themes and patterns ● Frequencies ● Associations (correlations) between PD attendance and teachers' characteristics trying Canvas 	<ul style="list-style-type: none"> ● Percentage of teachers trying Canvas that completed PD ● Statistical significance in correlations 	<ul style="list-style-type: none"> ● Researcher codes findings ● Meet with SCSD representative to review findings and plan next steps
Is the current PD leading teachers to fully <i>incorporate</i> Canvas?	<ul style="list-style-type: none"> ● Focus Interviews ● Debrief Survey 	<ul style="list-style-type: none"> ● Content analysis of themes and patterns ● Frequencies ● Associations (correlations) between PD attendance and teachers' characteristics incorporating Canvas 	<ul style="list-style-type: none"> ● Percentage of teachers incorporating Canvas that completed PD ● Statistical significance in correlations 	<ul style="list-style-type: none"> ● Researcher codes findings ● Meet with SCSD representative to interpret findings and plan next steps
For those that are rejecting the use of Canvas, what changes to current PD <i>would</i> encourage teacher use?	<ul style="list-style-type: none"> ● Debrief teachers ● Interview Instructure representatives 	<ul style="list-style-type: none"> ● Content analysis of themes and patterns ● Frequencies ● Code responses of teachers and Instructure representatives 	<ul style="list-style-type: none"> ● Emerging patterns 	<ul style="list-style-type: none"> ● Researcher codes findings ● Meet with SCSD representative to interpret findings and plan next steps
Can SCSD increase the cost-effectiveness of their PD?	<ul style="list-style-type: none"> ● Survey teachers ● Interview administrators 	<ul style="list-style-type: none"> ● Content analysis of themes and patterns ● Code responses of interviews 	<ul style="list-style-type: none"> ● Emerging patterns 	<ul style="list-style-type: none"> ● Researcher codes findings ● Meet with SCSD representative to interpret findings and plan next steps ● Voting and consensus of SCSD

REPORTING SUMMARY PLAN

There are several reports that will be generated to communicate with the evaluation stakeholders and audiences. This table outlines the event for reporting results, the report’s date and frequency, the format of the report, the scope of the report, and the audience for each type of report.

Event	Date / Frequency	Format	Nature / Scope of Content	Audience
Introductory meeting	<ul style="list-style-type: none"> • Before first professional development offering 	<ul style="list-style-type: none"> • Conversational/Informal • Brainstorm/Note-taking 	<ul style="list-style-type: none"> • Scope and Purpose of Study • Stakeholder Perspectives • Evaluation Applications 	<ul style="list-style-type: none"> • District Administration • Stakeholder Reps
Send out report after each district offered professional development	<ul style="list-style-type: none"> • After Superintendent Conference Days - August, October, January, and March 	<ul style="list-style-type: none"> • Informational/Progress Report. • Summary Report 	<ul style="list-style-type: none"> • Attendance of professional development and usage • Quantitative/qualitative survey findings 	<ul style="list-style-type: none"> • District Administration • School level professional developers
Send interim report	<ul style="list-style-type: none"> • December 	<ul style="list-style-type: none"> • Technical report (includes intro to program, evaluation goals, evaluation techniques, summary of data collected, recommendations based on data for upcoming offers) 	<ul style="list-style-type: none"> • Data on all professional development and usage within first half of year including surveys, debriefs, interviews, and use 	<ul style="list-style-type: none"> • District and building Administration • School professional developers
Pre-conference before Board of Education Meeting	<ul style="list-style-type: none"> • Mid-April 	<ul style="list-style-type: none"> • Phone conference/email correspondence 	<ul style="list-style-type: none"> • Debrief of evaluation before Board Meeting 	<ul style="list-style-type: none"> • District Administrators
Meeting to provide Final Report	<ul style="list-style-type: none"> • At the conclusion of the professional development cycle (April 20) 	<ul style="list-style-type: none"> • Meeting (Board of Education meeting if desired by clients) • PowerPoint presentation • Formal Report provided with executive summary attached 	<ul style="list-style-type: none"> • Data on all professional development and usage for the year including surveys, debriefs, interviews, and use • Final recommendations will be made 	<ul style="list-style-type: none"> • Board of Education • District/Building Administration • Teachers

EVALUATION MANAGEMENT PLAN

The Evaluation Project will be managed based on the following plan (see below). It is expected that the project will be conducted over a 12-month period.

SUMMARY OF KEY PROGRAM EVALUATION INFORMATION														
Instrument	Purpose													
1) Registration Survey	Track trends in cost-effectiveness of PD with regard to teacher data													
2) Debrief Survey	Discover alternative solutions and changes to increase Canvas use and PD attendance													
3) Focus Interview	Evaluate PD value and impact on Canvas integration													
Task	Responsible	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Notes
EVENTS OF THE PROGRAM														
Registration Survey	PI - Online		xxxxx	xx				xxxxx	xx					Registration will occur at two "spikes" during the academic cycle: Aug-Sep and Jan-Feb. The website will collect this information automatically, with the Evaluator monitoring the data.
Debrief Surveys	PI - Paper			xx	xx	xx	xx	xx	xx	xx	xx	xx		Debrief surveys will occur immediately following all PD sessions during the academic year.
Focus Interviews	E/PI				x	x	x	xx	xx	xx	xx	xx		Focus interviews will be scheduled so that registered Participating Instructors will participate in exactly one session per academic year. They will be staggered starting in October each year.
Report Writeup	DA						xxx					xxx		The interim and final reports will be created by the Evaluator personnel.

APPROVAL OF EVAL PLAN													
Plan Board Meeting	E/DR	xxx											Plan input
Plan Adjustments	E/DR	xxx											Adjust per feedback
Approval of Plan	E/DR	xxx											Final approval
Form Eval Team	E/DR	xxx											Establish/train team
PRE-EVAL EXECUTION INSTRUMENTS DEVELOP													
1) Registration Survey	E	xxx											
2) Debrief Survey	E	xxx											
3) Focus Interview	E	xxx											
EXECUTION OF PLAN													
Preparations*													
Prepare Instruments for Use	E/CT/DR	xxx											
Schedule 3) Focus Interviews	SPS			xxx				xxx					
Collect Data**													
Monitor 1) Registration Survey	E		xxxxx	xx				xxxxx	xx				
Distribute 2) Debrief Surveys	CT			xx	xx	xx	xx	xx	xx	xx	xx	xx	
Conduct 3) Focus Interviews	E				x	x	x	xx	xx	xx	xx	xx	
Analyse***													
Interim Analysis	E						xxx						

Final Analysis	E											xxx		
Interpret/Report														
Consolidate data	E		x	x	x	x	x	x	x	x	x	x		
Analyze data	E		xx				xx					xx		
Interim Report	E						xxxx							
Final Report	E											xxxx		Reports geared for DR and SP decision-making, as well as materials improvement
Key Terms -	SCSD - Super Cool School District			Responsible - Person resp. for task			E - Evaluator		DA - Data Analyst					
	CT - Canvas Trainers of PD			DR - District Rep			PI - Participating Instructor		SP - School Principals					

While the Evaluators (E) will conduct most of the work surrounding the collection and analysis of instructor data, it is important that the District Rep (DR) oversees and gives approval for each of the steps in the process. Meanwhile, the School Principals (SPs) play a role in helping set up the focus interviews with the Participating Instructors (PIs).

An **x** on this chart is used to roughly indicate how much time will be taken at each step in the study’s process within the month selected. For example, under **Monitor 1) Registration Survey** this chart shows that the Evaluators (E) will spend the vast majority of their time for this task in *August* and *January*. This is because teacher registration for Canvas PD sessions will occur primarily at the start of the academic year (in August) and after winter break (in January).

Please refer to “Notes” in the chart for more specific information on the three types of data collection that are included in our study.

Management Plan Budget

A budget has been approved for this project as indicated below. Personnel assigned to do the tasks are part of their everyday duties, therefore no additional personnel costs will be incurred. All resources required for data analysis and online data collection are in existence. Costs will be incurred for office supplies, meeting sustenance, and overtime costs for teachers.

Non-cost items	Cost items
Personnel (salaried)	Office supplies
Computers for data analysis	Coffee/snacks for meetings
Software for data analysis	Overtime costs for teachers
Overhead charges	

Cost item	Cost
1. Office supplies: printing surveys, reports	\$300
2. Coffee/snacks for meetings	\$400
3. Overtime costs for teachers	1,250
Total cost	\$1,950

Cost Justification for the Evaluation Project

Cost feasibility of the plan:

The plan is very feasible regarding cost items as the grant for this project is \$5,000, but the costs of this project are well below that value. Since meetings are required with teachers and administrators outside of their normal hours, it is courteous and worthwhile to provide light refreshments and snacks. All participating teachers (50) will attend one focus group outside of normal student hours. The cost for teachers to attend such focus groups is \$25/hr (comparable to normal pay), bringing overtime costs to \$1,250.

Cost benefit of the plan

The benefits of the project outweigh the costs as the data collected from this evaluation will be valuable (in terms of use) to SCSD administration. Additionally, once data are collected, it is anticipated that there will be a quick turn-around time to portray primary results. The data cannot be collected less expensively as meetings with teachers and administrators are imperative to collect data, and teachers must be compensated for working overtime. Finally, this evaluation is required to address costs of the current PD program and may enlighten administration that changes are needed for the PD to be more cost-effective.

Cost utility of the plan

The evaluation is worth its cost because it will help SCSD make critical decisions regarding the current PD program that is offered to GMS teachers. The data collected here are imperative as SCSD plans to continue its PD program regarding Canvas, and results will dictate the program's needed improvements.

QUALITY OF THE EVALUATION PLAN - META EVALUATION

This evaluation plan has been reviewed with regard to Quality Standards for Program evaluation and appears to follow these standards and address the key areas of concern of the program being evaluated.

Standards found NOT to be highly applicable to the study

U3 Negotiated purposes Evaluations purposes should be identified and continually negotiated based on the needs of stakeholders.

Explanation: The evaluation's purposes are essentially to determine the impact of the current professional development on teachers' decisions to use Canvas, and provide suggestions to the current PD to increase teachers' use of Canvas. While our evaluation's purposes are clearly identified, they are set and will not be continually negotiated based on stakeholders' needs.

P5 Transparency and disclosure Evaluations should provide complete descriptions of findings, limitations, and conclusions to all stakeholders, unless doing so would violate legal and propriety obligations.

Explanation: The evaluation will provide complete descriptions but not all findings will be provided to all stakeholders. For example, teachers will receive summaries of findings about PD effectiveness, but will not receive a complete final report as district administrators will.

E3 External meta-evaluation Program evaluation sponsors, clients, evaluators, and other stakeholders should encourage the conduct of external meta-evaluations using these and other applicable standards.

Explanation: No stakeholders have encouraged any meta-evaluation of standards. The external meta-evaluation has been completed solely by the team of evaluators only to provide such analysis to stakeholders.

Standards which are highly applicable and in compliance with the study

P3 Human rights and respect Evaluations should be designated and conducted to protect human and legal rights and maintain dignity of participants and other stakeholders.

Explanation: When gathering teachers' demographics, we will keep all information confidential and anonymous to respect their rights. Additionally, specific results will remain within GMS to maintain dignity of GMS administration. However, generally applicable evaluation results can be shared within SCSD since GMS is the pilot school of this PD and the remainder of the district may use these results for appropriate implementation of the LMS.

A8 Communication and reporting Evaluation communications should have adequate scope and guard against misconceptions, biases, distortions, and errors.

Explanation: As can be seen in our reporting summary plan schedule, we are anticipating adequate two-way communication with various stakeholders, including having multiple meetings before final reports are discussed. Since the evaluation team's backgrounds are varied and we frequently communicate internally, we will be actively cognizant against any potential biases, errors, misconceptions, and/or distortions in our written plans.

E1 Evaluation documentation Evaluations should fully document their negotiated purposes and implemented designs, procedures, data, and outcomes.

Explanation: The provided evaluation has been created using an all-inclusive template that the team iteratively modified over the course of the evaluation. Our purposes are clearly defined at the beginning of the evaluation, and our designs and procedures are clearly shown in our summary procedure matrix.

Standards which are applicable but should be better addressed in the plan

U7 Timely and appropriate communicating and reporting Evaluations should attend to the continuing information needs of their multiple audiences.

Explanation: Although the evaluation team considered the information needs of multiple audiences, most of the communication was directed toward the district and school administrative team. Few, if any, opportunities are directed toward the improvement of the ongoing professional development for teachers in real time. Recommendations are made at the conclusion of the evaluation and more formative assessment and feedback may be impactful.

A3 Reliable Information Evaluation procedures should yield sufficiently dependable and consistent information for the intended uses.

Explanation: The data gathered in this evaluation is mostly through survey and interview. The subjectivity of the data will be hard to quantify in an effort to supply reliable information and recommendations. Additionally, the inability to mandate ongoing professional development for *all* staff limits the scope of the study.

P7 Fiscal Responsibility Evaluations should account for *all* expended resources and comply with sound fiscal procedures and processes.

Explanation: While we have cognitively complied with sound fiscal procedures and processes, the evaluation team's limited experience in conducting an evaluation has limited the team's ability to account for all unforeseen expenditures.