

Formative Evaluation:

Commission Scolaire de Montréal (CSDM) Benevolent Behaviours Initiative

ETEC 650: Fundamentals of Instructional Design

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## 1. Evaluation Objectives

The purpose of evaluating this program is to determine its effectiveness in the workplace. Secondary objectives include: determine if revisions or an additional phase in training are required; determine if a review of the course material is needed to sustain the program's Overall Course Objective. In order to do this, it will be necessary to look at the understanding of the material and the course itself from the learner's perspective, the perceptions of the learner's students regarding their use of benevolent behaviours and at the statistics regarding frequency and types of violent or aggressive acts both before and after the learning intervention. By analyzing the results from the data collected, each of Kirkpatrick's four levels of evaluation will be addressed, providing a comprehensive look at the effectiveness of the program.

## 2. Phases and Timing of Evaluation

As mentioned above, the evaluation process of this program will address each of Kirkpatrick's four levels of evaluation and these levels will be broken up over the evaluation process. Please see below for the phases and timing:

- a. Immediately Following Learning Intervention
  - i. Kirkpatrick's Level 1, Satisfaction
    1. Learner Smile Sheets
  - ii. Kirkpatrick's Level 2, Learning
    1. Learner Case Study
- b. Three Months After Learning Intervention
  - i. Kirkpatrick's Level 2, Learning & Level 3, Behaviour
    1. CSDM Student Questionnaire
    2. Learner Questionnaire
  - ii. Kirkpatrick's Level 4, Results
    1. Compare Statistics on Frequency and Types of Violent or Aggressive Behaviours
- c. Six Months After Learning Intervention
  - i. Kirkpatrick's Level 4, Results

1. Compare Statistics on Frequency and Types of Violent or Aggressive Behaviours
- d. Nine Months After Learning Intervention
- i. Kirkpatrick's Level 2, Learning & Level 3, Behaviour
    1. CSDM Student Questionnaire
    2. Learner Questionnaire
  - ii. Kirkpatrick's Level 4, Results
    1. Compare Statistics on Frequency and Types of Violent or Aggressive Behaviours
- e. Maintenance Plan:
- a. Each year after first implementation of program, determine if any changes in material and/or mode of delivery is needed or if a refresher course to review material is needed based on the data collected during the previous school year.

Rationale for this schedule:

Phases a, b, c, d roughly follow the course of a school year if, as planned, the learning intervention takes place prior to the start of the new school year in 2016.

Immediately following the learning intervention it is important to ascertain whether the learners believe the material is relevant to them in their workday and whether they have absorbed any of the material, hence the need for Smile Sheets and a Case Study. While the Case Study addresses a synthesis level of learning, it is worded in such a way as to force the learners to reflect directly on the main points addressed in the material.

At the three-month point following the learning intervention, which coincides with the end of a semester, it is advisable to implement questionnaires to the learners as well as their students to see what is happening in the relationships between students and teachers. This plus the collection of data regarding frequency and type of aggressive acts will give the evaluator the best possible triangulated data to gain as objective a report as is possible.

The repetition of collecting statistical data at the six-month point following the learning intervention is to check whether any change in aggressive behaviours has occurred and whether another learning intervention is required.

At nine months following the learning intervention, the same data will be collected as in month three for similar reasons. This coincides, roughly, with the end of the school year and will give the evaluator a complete package of data to see if any trends can be found and for evaluation purposes regarding the maintenance plan.

The maintenance plan is intended to address the evolving concerns of CSDM and to implement any changes deemed necessary.

### 3. Sources of Information

#### a. Learners

##### i. Smile Sheet

1. Did you enjoy this course?
2. Was the material relevant to you?
3. Was the material clear and easy to understand?
4. Do you feel comfortable applying the material learned today in your workplace?

##### ii. Case Study

1. You notice a student in one of your classes who is very quiet and disengaged, yet does exceedingly well on the coursework. However, he is often teased and taunted by other students. How might you apply the four behaviours learned today to engage this student and teach those who are teasing him this is inappropriate?

##### iii. Three and Nine Month Questionnaire

1. Do you know the first names of your students?
2. Do you use their names when you speak to them?
3. Do you make eye contact with students?

4. Have you implemented clear rules and expectations in your classroom?

b. CSDM Students

i. Three and Nine Month Questionnaire

1. Do your teachers know your first name?
2. Do your teachers greet you each morning?
3. Do you ever speak to your teachers about topics unrelated to your coursework? If so, what do you talk about?
4. Are there clear rules and expectations of you in your classroom? In your school?

c. Administrators

i. Frequency and Type of Violent and Aggressive Behaviour  
Data Collection and Comparison

1. Compare the pre-implementation data with data collected throughout the school year, at three, six and nine months after implementation of the program.

Rationale for Sources of Information:

Collecting the data as shown in the questions and statistical data above will best triangulate the data and give the evaluator as comprehensive review of the course as is possible.

Learners: Asking the learners to complete the Smile Sheets, Case Study and two rounds of Questionnaires will give the reviewer data to evaluate whether the learners believe this material is useful, the level of their understanding of the material and their self-reporting regarding their use of benevolent behaviours. If learners are not modeling the desired behaviours, this data should provide reviewer an opportunity to understand why from the perspective of the learner.

CSDM Students: It is known in the material provided by CSDM that the role modeling of desired behaviours is one of the most important methods to

teach benevolent behaviours to students. While asking the learners themselves if they are taking part in the desired actions, asking their students how they act when they don't think they are being watched will give the reviewer an opportunity to triangulate the data on the actual role modeling of behaviours on school grounds.

Administrators: The only involvement from administrators for data collection in evaluating this program will be in the form of asking them for statistical data regarding frequency and types of aggressive acts committed before the learning intervention occurs and at the three, six and nine month intervals following. This will give the evaluator an opportunity to see if any change in aggressive acts has occurred over the course of a school year, whether there has been an issue sustaining this change (if it was a beneficial change) or whether a review of the course and its material is necessary.

#### 4. Threshold of Intervention

Interventions into the course material and/or its implementation will be required if any of the following criteria are met:

##### a. Three Months Post Intervention

- i. If no change (compared to before learning intervention) or an increase in aggressive/violent behaviours occurs
- ii. If 25% of Learners are not exhibiting benevolent behaviours as per self reporting results on questionnaires
- iii. If 15% of Students report teachers are not exhibiting benevolent behaviours as per results on questionnaires

If any of the criteria are met, this will automatically trigger a review of the course and material.

##### b. Six Months Post Intervention

- i. If an increase in aggressive/violent behaviours occurs as compared to the data collected at the three-month interval.

##### c. Twelve Months Post Intervention

- ii. If no change (compared to previous school year) or an increase in aggressive/violent behaviours occurs.

- iii. If 25% Learners are not exhibiting benevolent behaviours as per results on nine-month questionnaires.
- iv. If 15% of Students report teachers are not exhibiting benevolent behaviours as per results on nine-month questionnaires.

Rationale for Threshold of Intervention:

At the three-month period following the learning intervention, if the criteria for an automatic review are met, one must be implemented as it may be necessary to have all Learners take the course again to remind them of the importance of benevolent behaviours, or a revision of the material or instructional strategies may be required.. The threshold for CSDM students reporting is lower than that of learners because is the the student's perception of the actions of the learners that is most important regarding the successful role modeling of benevolent behaviours. If the students believe the teachers practice what they preach, they will be given the confidence to behave similarly even when in a difficult situation.

The six-month review of statistical data is to collect data for the yearly review and to see if there has been an undesirable change in the frequency and type of aggressive acts committed. If one has occurred, reviewing the material and/or course may effectively curb this trend.

The twelve-month review is intended to determine whether the learning intervention has been successful over the course of a school year. The data collected throughout the school year will provide the twelve-month reviewer with enough data to determine what action to take as per the maintenance plan.