

Evaluation Planner

The *Evaluation Planner** can help facilitate development of the evaluation process. Using the six questions below, record your TQI goals and associated activities, indicators, sources of data, measurement methods, and reporting mechanisms. You can use this framework to establish specific focus area goals for teacher quality, community capacity building, or community access.

- Who:** The TQI team
Time to complete: 2–3 hours
Resources needed:
- Place to work and spread out
 - Flipchart and markers, or paper and pens

* With thanks to the Alliance for Education for their evaluation plan.

- What outcomes are you trying to achieve?
- What activities have you planned?
- What are your indicators of success?
- From which sources will you collect data?
- What data will you collect and how will you collect it?
- How will you use the results?

Note: The best evaluation plans have clearly stated objectives and simple, yet effective, designs. Be cognizant of the ethical demands of working with human subjects (see [guidelines](#) from the National Institutes of Health). Finally, consider the management aspects of evaluation. Make sure the role of the evaluator vis-à-vis the TQI team is clear and appropriate. See pp. 17–18 in Chapter One of the Action Guide for more discussion on evaluation.

GOALS/ OBJECTIVES	POTENTIAL ACTIVITIES	SUCCESS INDICATORS	DATA SOURCES	DATA COLLECTION METHODS (what/how)	REPORTING MECHANISMS
Teacher quality improves.	<ul style="list-style-type: none"> ■ Survey of middle and high school principals on number of teachers who leave the district and why ■ Teacher job satisfaction survey ■ Teacher survey on confidence to do the job required 	<ul style="list-style-type: none"> ■ Greater retention of quality teachers ■ Implementation of induction program for new teachers ■ Job satisfaction rises ■ Teachers report increased confidence in skills, knowledge, and capacity to do their jobs 	<ul style="list-style-type: none"> ■ Surveys of exiting teachers ■ Exit interviews of teachers leaving the district ■ Job satisfaction surveys 	<ul style="list-style-type: none"> ■ Data collected from district office on teacher turnover and teacher exit interviews ■ Job satisfaction surveys ■ Teacher interviews and surveys 	<ul style="list-style-type: none"> ■ Report to the community ■ Website dedicated to teacher quality issues
Process is data driven.	<ul style="list-style-type: none"> ■ Meetings with a broad base of stakeholders; use of data to generate discussion 	<ul style="list-style-type: none"> ■ Decisions are based upon available data ■ Identification of TQI topic area results from public data gathering activities 	<ul style="list-style-type: none"> ■ Organization documents ■ Records of public meetings ■ Participants at public meetings ■ Professional literature review ■ Brief survey of meeting participants ■ Direct observation 	<ul style="list-style-type: none"> ■ Record review ■ Literature review ■ Focus groups ■ Observer comments 	<ul style="list-style-type: none"> ■ Report on findings and on data collection efforts to the community ■ Final TQI report

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