

# Illuminate Ed eLearning Evaluation Plan

## Introduction

The illuminate Ed eLearning evaluation plan is designed to assess, inform, and reinforce the illuminate Ed training program in meeting the assessment, collaboration, and growth needs of Plainville Unified School District (PUSD). PUSD is a small and affluent school district consisting of three elementary, one middle, and one high school. The overarching training goal for this plan is to address static test score growth, learning to identify areas of learner deficiency for instructional decision making, and decrease discrepancies in assessment content and rigor between teachers of the same subject area. Evaluation will be conducted on the intended audience of the training, the faculty of PUSD, who have no experience with the assessment software platform illuminate ed but do have familiarity with using educational software and devices. Options for PUSD's consideration have been developed for every level of evaluation and the conclusion of this plan will provide recommendations and rationales for which options should be implemented.

## Evaluation of Organizational Impact (Levels 4 & 5)

The ultimate goal of any training initiative is to positively impact the organization's mission and goals. Therefore, it's important to begin by addressing the following two questions:

1. How will this training initiative support our business goals and mission?
2. How will we measure our progress toward those goals?

There are two parts to this section—the first describes how the training initiative supports our organization and how its success, at the organization level, will be measured; the second outlines how a financial return on this training investment would be calculated.

## Part I—Evaluation of Return on Expectations (ROE)

While the overarching training goal of our project is to train teachers on how to use illuminate Ed for assessments and data analysis, this training will have further positive implications by contributing to our mission of personal growth and academic excellence in a multitude of ways that will be measured by our evaluation objectives. These objectives are growth in standardized and AP exam scores, the rate of assessment creation and implementation by teachers using illuminate Ed, and the frequency of assessment data being used to drive collaborative decision making. The impact of the training will be measured at four levels. First, the reactions and impressions learners have on the training itself will be measured at the conclusion of the eLearning modules. Second, measures of the learning that has been obtained will be measured during and at the conclusion of the eLearning modules. Third, learner engagement in the behaviors taught by the learning

## Part 2—Evaluation of Return on Investment (ROI)

$$\text{ROI} = \frac{\text{Training Benefits} - \text{Training Costs}}{\text{Training Costs}} \times 100 = \underline{\hspace{1cm}} \%$$

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1. Trend Line Analysis. Trend line analysis will be used to identify the impact of training on the rates of assessment creation, implementation, and collaboration to that before the training. Because illuminate ED was not used prior to the training, survey and gradebook data will be used to establish the pretraining trend line. Forecasts of rates from this base line will be made and compared to actual data from illuminated usage.

2. Control Group. Utilization of a control group will identify the impact of the training on teacher and student performance within the classroom and on standardized/AP test scores by providing a meaningful data comparison between both the treatment and control groups. The formation of a control has the additional benefit of producing experienced teacher experts for support when providing the training to the control group at a future date.

#### **Timing for data collection:**

Data collection will occur at different times depending on the element being collected

| <b>Time</b>                                  | <b>Data Collected</b>  | <b>Method</b>   |
|--|--|---|
| 6 months prior to training – day of training | Frequency of assessments and collaboration.<br>Standardized and AP test scores | Survey, gradebook data, & state reports                   |
| Day of training                              | Levels 1 & 2 assessment data (knowledge, skills, & attitude)                   | eLearning assessment items & survey                       |
| Day after training – 6 months after training | Level 3 assessment data (performance & behavior)                               | Observation & Illuminate Ed data reports                  |
| 6 months after training - ongoing            | Level 4 assessment data (ROI & assessment use and result data)                 | Illuminate Ed data, state report data, & ROI calculations |

## **Evaluation of Behavioral Impact (Level 3)**

No matter how good a learning experience is, the learning must be transferred to the job or it ultimately will not be considered successful. This section:

1. Proposes a method of measurement to determine the application of the training in the workplace
2. Recommends methods of reinforcing desired behavior
3. Identifies potential obstacles to application of the training
4. Recommends solutions for overcoming potential obstacles

To measure if learners have transferred the learning from our training to the job we will

conduct level 3 assessments throughout a six month period after the training is given. The evaluation objectives for these assessments are to measure the number of classroom assessments, common assessments, and data reports run on illuminate Ed. These objectives will measure the target critical behaviors of creating classroom and common assessments and analyzing the data from each for reteaching and informing decision making. Challenges to this implementation include hesitancy from faculty to use a new software, limited time and resources available to faculty, concerns when collaborating with peers, and unavailability of administration. To proactively provide solutions to these problems, teachers will be provided already made assessments to become familiar with using illuminate ed, additional time and coverage will be made available for teachers to create assessments, time and monetary incentives will encourage collaboration, and weekly reports on usage will be sent to teachers and administration to provide transparent accountability. The required drivers to facilitate these behaviors will be the weekly usage report, providing time outside of contractual hours for assessment creation, access to the technology department for quick troubleshooting when using illuminate ed, sharing out success and challenges during faculty meetings, and increasing administrative observations for providing feedback and monitoring.

## Evaluation of Learning (Level 2)

This section addresses the heart of the learning experience—the evaluation of the degree to which the learners acquired the intended knowledge, skills, attitude, confidence, or commitment—and how the degree of learning will be evaluated.

The purpose for our evaluation at level 2 is to ensure learners obtain knowledge, skills, and a positive attitude on the use of illuminate Ed testing software in the classroom. Each of these components, knowledge, skill, and attitude, will be evaluated throughout the eLearning modules in order to identify areas of learner deficiency for immediate reteaching. Additionally, at the conclusion of the eLearning, an assessment will be conducted to certify if learners have mastered the components needed to put the training into action or if they are in need of retraining before doing so. These assessments will use the objective-based construction method in order to ensure high face and content validity for our learners and our evaluation objectives. The evaluation objectives at this level are to determine whether teachers can describe the features and case uses for illuminate Ed software, to determine if teachers can create an assessment on illuminate Ed, and to determine if teachers can run a data analysis report on illuminate Ed.

### Level 2 Learning Objectives

- Using illuminate ED assessment software teachers will be able to create and publish a 10-item multiple choice assessment.
  - Level 2 Components: Knowledge & Skills

- When presented the results of an assessment item teachers will be able to infer the likely cause of student's performance and propose a response to improve student learning or assessment design as appropriate.
  - Level 2 Component: Knowledge
- When provided a list, teachers will be able to identify at least 5 assessment item types available with illuminate ED.
  - Level 2 Components: Knowledge
- Given access to illuminate ED, teachers will be able to demonstrate functional use of illuminate ED by proposing an illuminate ED tool for solving common instructional problems with 80% accuracy.
  - Level 2 Components: Knowledge & Skills
- Provided access to illuminate ED, teachers will be able to create an item bank assessment and share it with another teacher
  - Level 2 Components: Knowledge & Skills

## Evaluation of Reaction to Training Experience (Level 1)

The level 1 assessment will measure teachers reactions to the training and document the learners attitudes towards using illuminate Ed digital assessments. Reaction to training is measured in order to determine perceived difficulty and need for further practice on training content in addition to identifying areas of improvement on the training itself. Attitude, while being a level 2 assessment, is measured during the reaction to training in order to evaluate teachers on this metric after completion of the training. With the data from these assessments we will be able to determine the need or lack thereof for more practice on training content, modify the training for use in future years, and to address and resolve attitude as a potential factor in level 3 assessment performance. The level 1 assessment will be given at the conclusion of the eLearning training because the learning at this point is freshest in learners minds and as such is most likely to yield honest and accurate responses.

## CONCLUSION

It is my recommendation that all of the evaluation components of the illuminate ed eLearning evaluation plan are implemented because the central objectives of the training, digital assessment and data analysis, are essential components of the audiences effectiveness in achieving their role as teachers, which directly will play an active role in PUSD achieving its overarching goals for the foreseeable future. A rationale for adopting each component of the evaluation plan is provided below:

**Level 1. eLearning refinement & attitude.** The level 1 evaluation plan will provide feedback on the eLearning modules design which will be used to refine and improve

the effectiveness of eLearning for use in future years. Teacher attitudes towards using illuminate ED are a significant factor in determining usage rates after the training and for targeting what actions should be taken for improvements to attitude.

**Level 2. Knowledge & skills.** During and at the conclusion of the eLearning training capturing the knowledge and skills obtained by teachers from the training is vital for determining the level of success of the training, if teachers are prepared to use illuminate Ed in their classrooms, and for identifying areas for retraining when needed.

**Level 3. Performance & behavior.** To maintain the success of the training, for six months after it occurs the use of illuminate Ed assessments will need to be reinforced by observation, technology support, and data reports. Incentives, encouragement, and providing time for assessment creation and collaboration will further facilitate higher rates of achievement of the training goals.

**Level 4. Results.** Data analysis and calculations at the end of six months will determine the return on investment for the training. These returns can be used year-to-year to determine any adjustments, recalculations, or changes to training that should occur for maintaining or increasing the return on investment.