Program Evaluation Plan for the Academic Coaching Program of Study School

Paper submitted in partial fulfillments of the requirements for EDRS 820:

Evaluation Methods for Educational Programs and Curricula

Silvia Moore & Erin Ramirez

George Mason University

Program Evaluation Plan for the Academic Coaching Program of Study School

Justification for the Evaluation

**Introduction**

**Request from Program Officer**

The evaluation is undertaken at the request of the Director of the Learning Center of ‘Study’ School, SB. The Director would like an assessment of how the academic coaching is perceived by students and parents. In addition, SB would like information about how the Academic Coaching Program raises academic achievement and what mechanisms/processes are most effective.

**Background Information**

‘Study School’s’ Learning Center Department implemented the Academic Coaching program in Fall 2013 to focus on developing the self-regulation and self-determination of students with learning difficulties. This shift occurred because the Learning Center Staff felt that students who were using the learning center were not receiving the appropriate services, as determined by students’ pscychoeducational evaluations, because students were arriving at their scheduled sessions with Learning Specialist (LS) in ‘crisis mode’; i.e. overdue assignments and/or lacking preparation for same-day test.  Hence, the LSs were often forced to abandon academic skill training to focus on helping students prepare for a test or learning concepts behind a problem, or the process of solving it for specific content classes.

**Information about the Program**

  The Academic Coaching Program (ACP) involves only the upper school of ‘Study’ School. The staff consists of 6 Academic coaches who are responsible for students with documented learning difficulties in grades 9 to 12 (116 students).  The Academic Coaches (ACs) received formal training to learn how to lead students to acquire a goal-directed persistence for school (Dawson, P. & Guare, R., 2012).  Each coach is responsible for 18-27 students, a mix of Freshman and Sophomores or Juniors and Seniors.  Students participating in the ACP meet with their coach 1 to 3 times (30 minutes) in a six-day cycle.  The AC remains with a student for two years, i.e., Coach1 coaches freshman and sophomore students, the following year the sophomores move on to Coach2 who coaches Juniors and Seniors.

           At the onset of the coaching year, each student is guided to identify long-term and short-term goals and the action steps necessary to reach the goals.  The goals and action steps form the basis of the coaching sessions.  In the daily coaching sessions the AC helps student evaluate outcomes, revise goals/strategies as needed, anticipate work flow increases, and to adopt an effective plan for successfully completing tasks, while considering every facet of the student’s life (extra-curricular activities, jobs, family, etc.).

           While the ACP, was created to address the self-regulation and self-determination of students with learning difficulties, the Learning Center staff acknowledged, and planned for, the importance of helping students who fall behind in homework and/or projects (‘crisis mode’) by adding a Study Session (SS) component to the ACP.  One content area teacher and one AC staff the SSs to help students who are in ‘crisis mode.’  Together they monitor and offer assistance with reviewing for tests, completing homework, developing strategies for learning specific content information.  Students are placed into study sessions by the AC or a Student Study Team (an interdisciplinary team that evaluates all ‘Study’ school students who earn a C- or below at mid-quarter and or quarter reporting periods.

**Program Clients, Stakeholders, and Audience for the Report**

***School.*  ‘**Study School’ was founded in 1956 with a non-profit status, and is accredited with the Virginia Association of Independent Schools (VAIS).  The upper school west campus consists of 610 students in grades 9 through 12.  The school is designated an “Apple Site Visit School,” meaning it is a model school for 1:1 computer initiatives. The school commitment is to develop individuals who seek excellence in a caring community.  The academic program in the upper school is a dynamic exposure to a broad range of disciplines with the freedom to pursue particular areas of interest and talent and course offering supply the rigor and scope necessary for college readiness.

           ‘Study School’ is committed to being responsive to the individual needs of students.  The average class size is 14 students and a daily schedule includes a period at the end of the day for extra help from the faculty who are available in their respective classrooms or offices for student support.  In addition, there is an established Learning Center Support Team responsible for students with documented learning difficulties, who make up to 28% of the school student population.

***Coaches.*** The Learning Center is an important part of ‘Study School,’ evidenced by the staffing of five (5) Learning Center Specialist, each with a master’ degree in Special Education. Until this year, the specialists worked within grade levels implementing a blend of academic supports that included helping students to learn how to to organize, plan, study, self-advocate, as well as offering specific content support.  This year the Learning Specialists are Academic Coaches, responsible for a mix of grade level students.  The responsibilities of the Learning Center staff has shifted to a academic coaching model, whereby the Learning Specialist teacher (Academic Coach) leads students to identify academic areas of improvement and brainstorm action plans and monitoring for academic success.  For the school, it is important that the ‘new’ way of working with students succeeds as 1/3 of the population is affected, and likewise, the success of these students affects the reputation of ‘Study School’ as a college preparatory school with an individualized approach to education and an emphasis on Universal Design.

***Students.*** Services will be individualized to support independent learning.  This is a shift from the group approach of previous years where students received help in a group setting.  This year, students meet with a coach to discuss their approach to learning, create an action plan for completing work, and identify areas of need.  Content assistance takes place in an assigned study session the student is responsible for attending or with the student’s content teacher during the ‘extra help’ block at the end of the day.

***Parents.***Parents expect a rigorous college preparatory school experience with an individualized approach to education and an emphasis on maintaining a high GPA using the principles of  ‘Study School’s’ Universal Design approach: flexible methods of presentation, expression, and options for engagement.   Moreover, parents whose students receive services from the Learning Center expect their students to receive individualized, specific, and immediate assistance for any academic failures: forgetting to turn homework in, test preparation plans, time management issues, effective study plans.

**Preliminary Review of the Literature about the Program Type and/or Program**

Academic coaching emerged from the literature on managing Attention Deficit Disorder/with Hyperactivity (ADD, AD/HD) of Adults. In the book *Driven to Distraction (*Hallowell and Ratey, 1994) the authors refer to working with Adults with ADHD as coaching. According to Hallowell and Ratey, the role of the coach was to encourage and to remind the ‘Coachee’ to focus on the task at hand. The theoretical foundations for coaching are grounded in the behavioral literature (all behavior can be learned) and the social-cognitive literature (behavior is learned with factors present: motivation, cue, responses, rewards).  According to the social-cognitive literature one effective framework for coaching is Zimmerman’s (2002) widely accepted three phase self-regulatory (SR) model. The three phases (Forethought, Performance, Reflection) of the self-regulation model contain key strategies for developing executive function skills that include self-motivation, self-control, self-observation, self-judgment, and self-reaction.

           According to Andrew Martin (2009), this multi-dimensional approach yields positive results for students underperforming due to lack of engagement with factors related to executive functions as the causal agents. In his investigation, grounded in the behaviorist tradition, Martin measured the effect of an intervention on the motivation and engagement of 53 male high school students from a large independent boys school in Sidney, Australia. The investigation targeted students identified by teachers as under performers. Martin used the survey for Motivation and Engagement Scales for High School Students (MES-HS) to identify cognitive and behavioral dimensions from which to measure student motivation and engagement.  The intervention was composed of 11 modules providing students with training for revising beliefs about self-efficacy, task value, goal orientation, planning, monitoring, persistence, anxiety, control, avoidance, self-handicapping behaviors, and disengagement.  A comparison of the intervention group and non-intervention group’s pre- and post-test scores revealed significant differences in motivation and engagement between the two groups. The largest effect was in the feeling of control (agency), while value of task, monitoring, affect, and avoidance showed a medium effect. This study supports the assumption that Academic Coaching is an interventions program that targets maladaptive behaviors of students through a practice of encouraging student awareness of maladaptive behaviors and the use of strategies for improving their academic performance.

Coaching in the context of education has historically taken two forms (1) coaching to tests like the SAT, ACT or aptitude tests in order to gain entrance to higher education or selective schools; or (2) coaching to improve deficits in academic skills.  Several studies have found that coaching to tests like the SAT or ACT are not as effective as the companies who toute these services would like us to believe (Lloyd, B, 2008). Contrariwise, coaching students toward improvement of skills has been found to improve performance across domains. In a study conducted by Kenny and Faunce (2004) of 1,723 elementary and secondary students in a metropolitan school in Sydney, Australia, they compared the academic performance of students who were enrolled in a coaching program to students who were not enrolled in a coaching program. While controlling for I.Q., Kenny and Faunce found a significant difference between the coached and non-coached student.  The coached student performed worse on end of year test than did their non-coached peers. Interestingly, however, were the findings within the coached student group. Kenny and Faunce found that a subgroup of coached students who reported enjoying their coaching performed better on some tests than their peers who reported not enjoying coaching. The authors posit that enjoyment may be an index of motivation interest, or volition that helped these students to perform better.

In another study by Prevatt, Lampropoulos, Bowles, and Garrett (2009), 13 college student of a large public university in the Southeast enrolled in an 8-week coaching program focused on improving motivation, self-regulation, time-management, and specific study skills. This study examined the framework of a coaching program focused on student created goals. Each coaching session was based on a four step approach for attaining the goal:  (R) reviewing the long-term goal, (E) evaluating the completion of short term goals, (A) anticipating workload for the week, and (P) planning tasks for effective completion. These evaluators reported that when students complied with the monitoring process agreed to by the coach and student, the student was more likely to make gains regardless of who took the initiative to write down the plan. A significant outcome that will surely work in favor of the Academic Coaching Program of ‘Study’ School is the finding by Prevatt et al. that the students who made the most gains did so because they were significantly motivated by a desire to please their parents.

In summary, the literature reviewed indicates that Academic Coaching is a positive intervention for students with mild learning disabilities including Attention Deficit Disorder with and without Hyperactivity. What this present evaluation proposes is to examine the processes of ‘Study’ School’s program in order to document the effectiveness of the program to student achievement and the perceived satisfaction by all stakeholders.

**Information about the Evaluation**

**Findings from Previous Evaluations and Revision of Reflective Analysis**

The ACP program has been in place for two months. There are no formal or informal evaluations of the AC program which is the primary basis for the current evaluation program.

**Need for the Evaluation**

The purpose of this evaluation is to assess the effectiveness of the coaching model approach for the needs of students with mild learning differences, i.e., Attention Deficit Disorder with and without hyperactivity (ADHD/ADD), Executive functioning disorders, Processing disorders, etc.). There are five main goals:

1. To describe the attitudes, beliefs, and sense of efficacy of academic coaches in the Academic Coaching Program.
2. To compare the changes in student academic achievement (GPA) as a result of enrollment the Academic Coaching Program
3. To examine student and parent beliefs regarding the Academic Coaching Program and its overall effectiveness.
4. To discuss how Academic Coaching Program implementation can affect student outcomes.
5. To address an assessment system that can be put in place to evaluate the success of the Academic Coaching Program.

**Issues, Concerns, Challenges, and/or Problems**

One of the main concerns with the current program evaluation is that the AC program has no previous evaluation data, nor any evaluation mechanism. Since the stakeholders have never been internally or externally evaluated there is no way for the evaluators to determine how the stakeholders will react to any findings which are negative towards the program. As such the evaluators will be very systematic when providing the stakeholders with the program findings to ensure that they take away the positives and see the suggestions as a way to improve the program, not as deficiencies. Finally, since the AC program has never been evaluated, the evaluators will maintain constant communication with the stakeholders to ensure they are acutely aware of every step of the evaluation process. This communication will aid the evaluators in maintaining stakeholder support and open-mindedness throughout the data collection, analysis, and dissemination of program evaluation findings.

**Causal Factors Related to Issues, Concerns, Challenges, and/or Problems**

Again, all concerns related to the AC program evaluation center around the issue that the program has never before been evaluated and thus, stakeholder support and buy-in is essential to the evaluations success.

**Data Related to Issues, Concerns, Challenges, and/or Problems**

Since the AC program has never been evaluated, data concerns revolve around getting correct information from all secondary stakeholders to maintain the accuracy of the evaluation. The goal for the evaluators throughout the evaluation process will be to ensure that all coaches, parents, and students are as honest and forthright with their beliefs about the AC program in order to successfully produce a credible evaluation. The concern with accurate information will be remedied by evaluators constant communication with all secondary stakeholders about their anonymity so they feel comfortable sharing their honest opinions about the program.

**Evaluation Approach**

The evaluation was designed to answer ‘Study’ school questions using a mixed method expansionist approach, extends the scope of the study, with a dialectic stance that paradigms, context and theories guide practical decisions (Greene, 2007). The main aim of this study is to employ differing methods to inform the examination of the ACP. The grounded cross-sectional approach will survey both teachers who will use and those who are using the ACP to assess: (1) the efficacy beliefs of the coaches and the ‘would-be’ coaches, and (2) the perceived value of the AC program.  The development approach of mixed methods will be employed to construct instruments to assess how parents and student perceive the ACP. Together the questionnaires for teachers, parents, and students will be used to create structured interviews for the focus group.

The mixed methods triangulation approach will be essential in ensuring corroboration of findings and inferences through the focus group interviews. Conversely, the focus group data may initiate new findings not addressed in the study, but nevertheless, may prove relevant to the ACP of “Study’ school to engage in prospective planning.

**Evaluation Questions**

  Following an email communication with the director of the Learning Center, SB, for ‘Study School,’ the following program evaluation questions are required:

1. What are the benefits for the student?
2. Are parents satisfied with the support their children receive?
3. What are the beliefs and attitudes of the AC?
4. Does the LC staff feel efficacious in the AC model?
5. How is the effectiveness of AC assessed?

**Relationship of Question to Program Issues, Concerns, Challenges, and/or Problems**

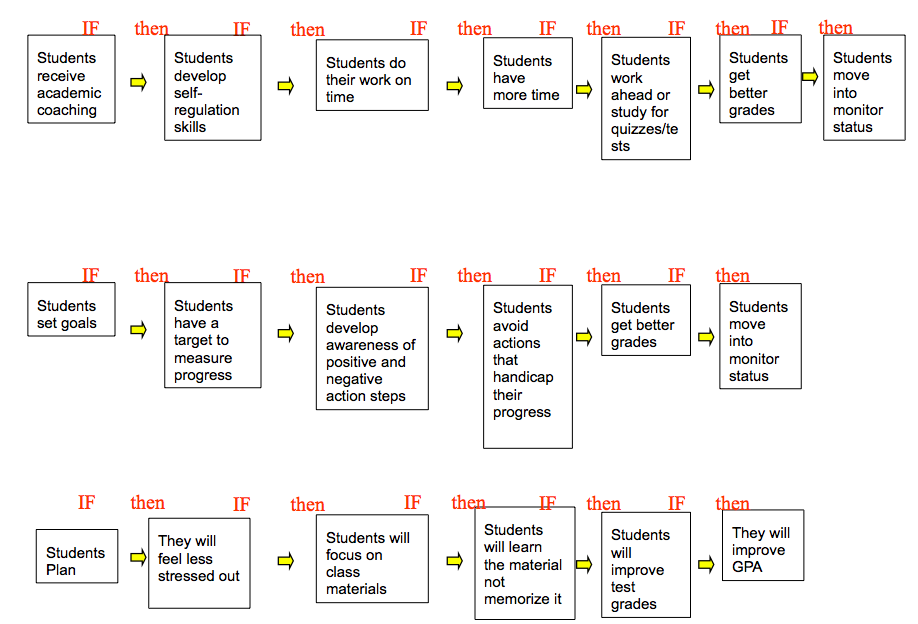
The Academic Coaching program is a new initiative for ‘Study’ School. According to the literature review and a review of schools in the area, no other school within fifty (50) miles of ‘Study’ school has established an academic coaching program of the model used ‘Study’ School. Therefore, information about how the Academic Coaching program raises academic achievement is desired by the program director. In addition, the director would like information about how the program is perceived by the stakeholders. Finally, because the program has no formalized evaluation processes for measuring its efficacy, the director would like this evaluation to identify the processes that add value to the program.

**Justification for each Question based on Review of the Literature and/or Data Related to Issues, Concerns, Challenges and/or Problems**

According to the limited research literature found, academic coaching has been found to be effective. However, the literature on academic coaching is limited to discussions of the coaching relationship and to a less extent the mechanism used to monitor self-regulation toward school work completion.

Consequently, the Questions posed for this evaluation aim to answer the more pragmatic questions the literature review lacked. These questions frame the overarching question of “Does the Academic Coaching program raise Academic Achievement?” And if it does, “How does it do it?” What are the components used and how are these employed by the staff. In addition, the questions in this evaluation aim to uncover instructional frameworks that the stakeholders (students, parents, teachers) perceive efficacious.

**Theory of Change**



Since there has not been a formal or informal evaluation of the ACP the necessity for accountability arises. The goal of this evaluation is to enact change around attitudes, knowledge, awareness, and overall skills. By evaluating the program and providing the relevant stakeholders with the evaluation report and executive summary, changes in attitudes, knowledge, awareness, and skills will emerge and hopefully propel the stakeholders towards program sustainment and improvement.

**Theory of Action**

By providing more information about the ACP we can affect change by increasing knowledge of the processes within and about the program.



**Methods**

This study follows Rank’s (2004) methodological approach of an embedded mixed methods design.  Using this approach both methodologies will blend together and as such a cyclic model will emerge where, the qualitative data will inform the quantitative data and the quantitative data will inform the qualitative data. The purpose of this mixed method design is to integrate a convergence and divergence of data to enhance validity and inferences (triangulation) and for developing a sequential construction of instruments informed with results of previously administered instruments (development).

**Data Collection/Capture Plan**

A preliminary collection of data began with collecting four books from the program coordinator at ‘Study’ School that were read by the Academic Coaches of ‘Study’ School during the training sessions, but prior to implementing the program. Subsequently, a list of research articles was compiled from the indices of the program books. In addition, web searches in Google scholar, psycnet, ERIC, and the Social Sciences Citation index with the terms ‘coach’, ‘academic coach,’ ‘motivation coaching,’ ‘self-efficacy of academic coaches’ and ‘intervention for executive functions’ from the years of 2004-present were conducted. These web searches generated 100 articles. Most of the studies that focus on coaching were conducted in the context of sport. Many more focused on teacher coaching or peer coaching. Ten (10) articles were selected for review that focused on coaching students in the elementary, secondary, and college level. From the ten selected articles, three were included in the literature review as they were deemed to offer the most relevant information for the evaluation program in progress.

The coaching manual, coaching books and literature review informed the development of the initial questionnaires for ‘Study’ school’s four (4) academic coaches (ACs). From the results of AC questionnaires, student questionnaires were developed. Student goals/outcomes which academic coaches reported the program developed were used to formulate questionnaires for students in the ACP.

The results from questionnaires will be used to construct semi-structured interview questions used in the AC focus group interview.

**Data Sources for Background Information**

1. Proposal for Learning Center shift to Academic Coaching (Maximizing Individual Learning Environments (MILE)).
2. Learning Center (Academic Coach Program) 5 year Plan
3. Learning Center (Academic Coach Program) Plan for the Fall
4. Academic Coaches Training Manuals.
5. Academic Books included in training:
6. Empowering Youths with ADHD, Sleeper-Triplett, J.
7. Group Coaching: A comprehensive Blueprint, Cockerham, G
8. Coaching Students with Executive Skills Deficits, Dawson, P, & Guare, R.
9. Change your questions change your life: 10 powerful tools for life and work, Adams, M.
10. Learning Center (Academic Coach Program)
11. School Website
12. ‘Study’ school Learning Center pamphlet.

**Data Collection & Procedures**

Data will be collected in various stages with all data collection occurring from October 1-15, 2013.  Questionnaires for parents and teachers will be sent out electronically via email and all responses will be anonymous to protect anonymity.  Student questionnaires will be sent out electronically following the AC questionnaire responses as these results will be used to construct student questionnaires.  The external evaluator will conduct focus group interviews of the AC and these focus groups will center around a set of semi-structured protocol questions informed by the results of the questionnaires.  All data will then be transported back to GMU where it will remain in a locked cabinet in a locked office.  Evaluators will then enter and analyze all data (qualitative and quantitative) and use the data analysis to answer the evaluation questions.  Once all data has been collected, all stakeholders will be notified to ensure that all parties are aware of what stage of the evaluation process is underway.

**Participants**

**Academic Coaches.** The director of the program will by email invitation.  The Academic Coaches will be recruited in person through direct appeal.

**Students.** Students will be identified by the AC and will be approached by the researcher to request participation

**Parents.** Parents will be identified by the AC and will be approached electronically by the researcher and asked to fill in the electronic questionnaire.

**Timeline**

* Recruit Teachers:                          September 12, 2013

Teacher recruitment was made through direct appeal with the verbal approval of the program director.

* Create Survey Questions:             September 30, 2013
* Recruit Students:                          September 16, 2013

Students for survey were identified by the coaching staff. A survey to assess their level of satisfaction with the current Academic Coaching Model.

* Clean and Analyze data:               October 20, 2013
* Submit Final Evaluation:              November 27, 2013

**Data Sources for Analysis**

1. **Personal data questionnaire.**To be developed for a) coaches, b) students, and c) parents.
2. **Semi-structured Interviews.**A mixed method process of sequential development will inform the construction of interviews. The interview question will be constructed from results of the questionnaires to better understand the efficacy and value perceptions of academic coaches, ‘would-be’ academic coaches and students.
3. **Self-efficacy for self-regulated learning.**Self-efficacy survey SELF, adapted from Zimmerman & Kitsantas, 2007).
4. **Academic Coaches Questionnaire.** To be developed by evaluators.
5. **Parent Questionnaire.** To be developed by evaluators.
6. **Student Questionnaire.** To be developed by evaluators.

**Data Analysis**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Research Question** | **Data Collection** | **Participants** | **Instruments** | **Method of Analysis** | **How information presented** |
| **What is the benefits for the student?** | Questionnaire  Survey | Teachers  Students  Grade 9-12 | Created by Authors  Sequential development  SELF (Zimmerman/ Kitsantas) | ANOVA | Graphs |
| **Are parents satisfied with the support their children receive?** | Questionnaire | Parents | Created by Authors | Qualitative-Open Coding for themes  Quantitative-Descriptives and frequencies | Tables (qualitative) and graphs (quantitative) |
| **How is the effectiveness of AC assessed?** | Interview | Academic Coaches  Grade 9-12 | Semi-structured Interview Protocol | Qualitative-Open Coding for themes | Tables (qualitative) |
| **Does the LC staff feel efficacious in the AC model?** | Questionnaire | Academic Coaches  9-12 | Created by Authors | Qualitative-Open Coding for themes  Quantitative-Descriptives and frequencies | Tables (qualitative) and graphs (quantitative) |
| **How is the effectiveness of AC assessed?** | Q1 GPA 2011  Q1 GPA 2012  Q1 GPA 2013 | Students  Grade 9-12 | ‘Study’ School Existing data | t-test | Graphs |

**Data Use Plan/Findings**

Data analysis will occur after each interview is conducted and audio recorded. Directly after each interview the external evaluator will create researcher memos (Maxwell, 2005) to capture any information/emotion that needed to be included when analyzing the data. Then, each interview’s audio file will be transcribed into a word document and will be listened to several times to ensure that the transcription captured all the words and emotions of each interview and then the evaluators will engage in a three stage coding process: open coding, focused coding, and axial coding.  In the initial open coding phase transcripts will be coded by looking for repeated words or phrases.  During focused coding the initial codes will be reviewed and condensed in a more focused manner.  Finally, during axial coding the focused codes will be collapsed even further and themes will emerge from the transcripts.  Once all transcripts have been coded the researcher will look across cases and determine common themes that arose within all eight transcripts and from these themes determine the answers to the evaluations questions. The data analysis will then use the method of thematic analysis (Glesne, 2011) of research data to discover codes and categories (Glesne, 2011). Using all of the memos, transcriptions and the running notes used during the interview process open coding will begin. A more detailed account of the qualitative data analysis is included below.

Then, the evaluators will go through each interview and looked for initial codes or main ideas that were prevalent throughout the interview. These initial codes will be labeled *codes* and placed in a qualitative data chart. From these codesthe evaluators will collapse codes and come up with more streamlined and succinct codes; these will be labeled *themes*, which will then go in the qualitative data chart. After collapsing the *themes* the evaluators will come up with major themes and from these themes emerged four *categories* that incorporated all the subsequent *codes* and *themes*.

The codes will then be grouped into categories and subcategories to show relationships (Glesne, 2011). Evaluators will go back to the data multiple times during this process and look to answer the research questions, ensuring that each category could in fact answer one or more of the research questions. By consistently going back to the data evaluators will be able to reaffirm and reconfirm that each of the categories adequately encompassed all the codes and themes.

 Additionally, an ANOVA will be run on the SELF data to determine what the benefits for the students are and an independent samples t-test to determine if the AC model is more effective than previous models of academic support.  All data acquired through the personal data questionnaire will be kept anonymous and will be used solely to help aggregate data and draw conclusions based upon the information acquired.

**Communication Procedures**

Throughout the evaluation the evaluators will maintain open and fluid lines of communication with the relevant stakeholders through weekly meetings.  During these meetings the stakeholders will voice any concerns they have with the progress of the program evaluation and all grievances will be addressed.  Also, the evaluators will present the stakeholders with any difficulties in data collection that arose during the week and these issues can be handled by the stakeholders.  All of these meetings are to maintain constant communication with both the evaluators and the stakeholders to ensure that all players involved are happy with how the evaluation process is proceeding.  Finally, there will be no sharing of data at these meetings in order to maintain the anonymity of all the stakeholders involved.

Once all data is collected and analyzed, using procedures outlined above, all data will be included as tables and graphs to make accessibility easier for stakeholders.  All data analysis will be included in a final evaluation product in which the evaluation questions, outcomes, and suggestions are explained.  The evaluators will offer stakeholders systemic short and long term goals and suggestions to continue to improve the current program.

**Evaluation Utilization Plan**

**Dissemination Procedures**

As stated above all data will be included into a final program evaluation report and an executive summary. Both the report and summary will outline the data procedures, analysis, and subsequent findings in varying degrees of detail. The summary will be a more streamlined and concise version of the report and will offer an overview of the evaluation findings and suggestions for future work. In both the report and summary detailed tables and graphs will depict findings pictorially to aid stakeholders in seeing results in a quick streamlined fashion. Finally, both documents will offer short and long term goals, procedures, suggestions, and assessment information for stakeholders to help them make informed decisions about the progress of the program in future years.

Upon completion of the evaluation the evaluators will meet with the primary stakeholder(s) to disseminate the initial findings and explain the rationale and decision making behind the findings. Both the stakeholders and the evaluators will engage in a reciprocal discussion that centers around 1) what the evaluation findings are, 2) what these findings mean for the program, 3) how these findings will be utilized, 4) short and long term goals for the program, and 5) how the various stakeholders can use the evaluation to make more meaningful and informed decisions within the program. After both parties have addressed these issues, the evaluators will create a comprehensive presentation that will be given to the other stakeholders that articulates what was discussed in the initial stakeholders meeting. The meeting will be a place for the evaluators to answer questions and explain information to the various stakeholders and provide further direction as to the future of the program. Once the meeting concludes the evaluators will provide all documents (report, summary, PowerPoint, etc.) to the stakeholders to ensure that all of the relevant stakeholders have the opportunity to gain firsthand knowledge of the evaluation.

Finally, the primary stakeholders will jointly present with the evaluators the plan of action that will occur based upon the program evaluation. This presentation will offer a systematic and comprehensive action plan that will offer all other relevant stakeholders into the process, timeline, goals, and outcomes for the program based upon the program evaluation. The evaluators immediate role will then dissolve and the primary stakeholders will be involved in disseminating, implementing and assessing how effective changes to the program were towards achieving short and long term goals. Although the evaluators will not have any immediate interaction with the secondary stakeholders, they will stay in contact with the primary stakeholders to offer support, guidance, and an outlet for communication during the transitional period of program change. Utilizing this pronged approach the evaluators are able to support the primary stakeholders, but not become too entrenched into the actual changes taking place on a micro level. A final evaluation of the evaluators and the program evaluation will be completed by the primary stakeholders which will delineate their opinions of the effectiveness of both the evaluators and the evaluation plan.

**Logistics**

**Narrative of Logistics**

The evaluators will collaborate throughout the evaluation process to create the action steps for initiating and completing the program evaluation. The evaluation will be conducted in phases. The Forethought Phase includes the evaluation plan, documents and literature research activities necessary to inform the Action Phase. The Action Phase includes data collection: (1) questionnaires will be electronically submitted by the four Academic Coaches of ‘Study’ School. Questionnaire data will be cleaned and analyzed. (2) The questionnaires for 20% of the student population and parents served by the AC program (ensuring an even distribution across grade) will be more specific and focused as they will be constructed with the results from AC questionnaires. Both questionnaires will be submitted electronically. Questionnaire data will be cleaned and analyzed. (3) A focus group will be conducted with AC teachers. Data from focus group will be coded and analyzed. And, (4) a comparison of 1st quarter grades for students served by the learning center will be conducted. The comparison will include the current year with students in the Academic Coaching program and two years back with students served by the current coaching staff but not using the AC program model. The Final Phase includes the data analysis, the conclusion/recommendation, dissemination of information, and the final report/executive summary.

**Table about Logistics**

A table with a comprehensive list of logistics is located below which delineates each aspect of the evaluation: task, deliverable, evaluator responsible, time, and budget.

**Forms**

All questionnaires will be created, administered, collected, and analyzed by both program evaluators. All forms will be kept confidential and all identifying information will be aggregated within the data to protect anonymity. Additionally, all data will be stored in a locked cabinet in a locked office to protect all pieces of raw data.

**List of deliverables**

The evaluation team will produce an evaluation report and an executive summary that will give a detailed narrative account on the findings of the program evaluation. The report will also offer the stakeholders the positive, negative, and suggested outcomes for the program evaluation. Finally, the report will give colored and detailed graphs and tables to help aid in the dissemination of the findings.

**Evaluation Team Qualifications**

The evaluation team consists of two doctoral students, Erin Ramirez and Silvia Moore, both of whom have completed qualitative and quantitative courses at George Mason University (GMU). In addition, both students are currently enrolled in advanced quantitative courses and have engaged in qualitative research projects. Silvia currently works at the school under evaluation and was consulted by the program coordinator to conduct the evaluation. Erin currently works on a funded research grant and as a graduate research assistance under two GMU professors. Erin also worked on a program evaluation over the summer with four GMU professors.

**Qualifications for Evaluation Organization**

The Internal evaluator is working from an insider perspective. Her insider knowledge of the program and the issues surrounding its implementation has informed the initial framework of the evaluation plan and will be crucial in formulating appropriate questionnaires to flush out the important details to answer this program evaluation. Due to her employment at ‘Study’ School, the internal evaluator will not conduct the focus groups programmed. Instead, the internal evaluator will be responsible for communicating with the stakeholders regarding appointment, meetings, and deadlines. The Internal evaluator/researcher has two years of quantitative and qualitative research experience.

The external evaluator will examine the program from an outsiders perspective. With no prior knowledge about the program and no connections to the school or any of the stakeholders, the external evaluator will be in charge of collecting all qualitative data. As such, all AC focal groups will be conducted by the external evaluator to ensure that all participants feel their anonymity is protected. Additionally, the external evaluator will ask for no identifying information from any of the coaches during the focal groups, and without knowing these coaches previously, all of the coaches anonymity will be completely protected. This becomes important because the purpose of the focal groups is not to get each individual coaches opinion and tie it to that coach, but rather get an overall sense of the program through individual coaches beliefs without tying a coach to his/her response. The external evaluator will also be responsible for aiding the internal evaluator in the creation of all questionnaires for parents and students. Finally, the external evaluator will conduct all quantitative data analysis on student GPA and responses to the SELF survey. The external evaluator is in her seventh research methodologies course spanning qualitative, quantitative, advanced methodologies, and mixed methodologies and has three years of research experience.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task** | **Deliverable** | **Responsible Party** | **Due Date** | **Total Hours** | **Cost/Hour** |
| Analysis of the SELF survey | ANOVA and descriptives | Erin | Mid Oct | 2 hours | 18/hr |
| Creation of Student questionnaire | Questionnaire for analysis | Both | Early Oct | 1 hour | 18/hr |
| Creation of Parent questionnaire | Questionnaire for analysis | Both | Early Oct | 1 hour | 18/hr |
| Creation of LC staff questionnaire | Questionnaire for analysis | Both | Early Oct | 1 hour | 18/hr |
| Creation of AC coach questionnaire | Questionnaire for analysis | Both | Early Oct | 1 hour | 18/hr |
| Creation of AC coach interview protocol | Interview protocol for analysis | Both | Early Oct | 1 hour | 18/hr |
| Administering and collecting questionnaires | Data to analyze; graphs | Both | Mid/Late Oct | 3 hours | 18/hr |
| Conducting AC coach interview | Data to analyze; tables | Erin | Mid/Late Oct | 3 hours | 18/hr |
| Analysis of Student GPA | T-tests and descriptives | Erin | Mid/Late Oct | 2 hours | 18/hr |
| Analysis of student questionnaire | Descriptives for graphs | Both | Mid Nov | 2 hours | 18/hr |
| Analysis of parent questionnaire | Descriptives for graphs | Both | Mid Nov | 2 hours | 18/hr |
| Analysis of LC staff questionnaire | Descriptives for graphs | Both | Mid Nov | 2 hours | 18/hr |
| Analysis of AC interviews | Tables | Both | Mid Nov | 12 hours | 18/hr |
| Total | Tables, graphs, and narratives | Both | End of Nov | 33 hours | $594 |

**References**

Adams, M. (2009). Change your questions change your life: 10 powerful tools for life and work. California: Berrett-Koehler Publishers, Inc.

Cockerham, G. (2011). Group Coaching: A comprehensive Blueprint. Indiana: iUniverse.

Dawson, P., and Richard G. (2012).  *Coaching students with executive skills deficits*. New York: Guilford.

Kenny, D. & Faunce, G., (2004). Effects of academic coaching on elementary and secondary school students. *Journal of Educational Research, 98(2), 115-126.*

Lloyd, B., (2008). Martin, A., (2008). Teaching to the Test: Coaching or Corruption. *New Educator, 4(3) 216-223.*

Enhancing student motivation and engagement: The effects of a multidimensional intervention. *Contemporary Educational Psychology, 33, 639-269.*

Martin, A., (2011). Courage in the Classroom: Exploring a new framework predicting academic performance and engagement. *School Psychology Quarterly*, 26, 145-160.

Martin, A., Ferla. J., & Schuyten, G., (2009). Student models of learning and their impact on study strategies. *Studies in Higher Education, 34(2), 185-202.*

Rank, M. R. (2004). Chapter 4: The blending of qualitative and quantitative methods in understanding childbearing among welfare recipients. In S.N. Hesse-Biber & P. Leavy (Eds), *Approaches to Qualitative Research* (81-96). New York, Oxford UP.

Witherspoon, Robert, and Randall P. White. "Executive Coaching: What's In It For You?" *Academic Premier*. EBSCO, n.d. Web. 22 Sept. 2013.

Sleeper-Triplett, J (2010). Empowering Youth with ADHD: Your Guide to Coaching Adolescents and Young Adults for Coaches, Parents, and Professionals. Plantation, FL: Specialty.

Zimmerman, B., & Kitsantas, A., (2007). Reliability and Validity of Self-Efficacy for Learning Form (SELF) Scores of College Students. *Journal of Psychology, 215(3), 157-163.*

Zimmerman, B., (2002). Becoming a self-regulated learner: An overview. *Theory into practice*, 41, 64-70.