

# Evaluation of Determining Instructional Purposes

A Proposal Submitted to the  
Far West Laboratory for Educational Research and Development  
by  
Mackenzie & Reeve Data Designs, Inc.

## **Introduction**

The Far West Laboratory for Educational and Research Development (FWL) is an instructional development firm which has issued a request for proposal (RFP) for an evaluation of its Determining Instructional Purposes (DIP) training program. This document is a proposal from Mackenzie & Reeve Data Designs, Inc. (MRDDI) of Meridian, ID, submitted in response to the FWL's RFP.

## **Determining Instructional Purposes**

Far West Laboratory's training package contains three units: Setting Goals, Analyzing Problems, and Deriving Objectives. The DIP training package consists of a handbook for the coordinator and three training units. Each of the units is broken down into four to six smaller modules that provide training on limited numbers of instructional objectives. Each module typically contains reading materials and activities, both individual and small group, that pertain to the skills being taught. The modules are intended to develop skills in a practitioner-based environment, in which participants engage in individual or small group activities.

There are several instructional materials accompanying the DIP training package. The cost of the coordinator's handbook is \$4.50 per copy. A single unit's materials cost \$8.95 while all three are available for a combined cost of \$24.95.

A school district can concentrate their planning efforts by selecting one or more units for their training purposes. The units can be administered to individuals or in small groups. The training can be conducted in a short high-intensity workshop or spread out over a longer period. The average time for each unit's completion is approximately 13 hours. This makes it most likely that a minimum of two days of training is needed if opting for the short-term approach. An on-site coordinator is highly recommended regardless of the training implementation.

The target population consists of the program developers, coordinators, and trainees participating in the instructional workshop. Each of the three instructional units will be evaluated separately over concurrent sessions. A combination of interviews, surveys, and evaluator observation will be conducted among the trainee participants in the program.

The proposed evaluation is intended to enable school administrators to make informed decisions about the potential benefits of adopting the DIP training program in their schools, identify strengths and weaknesses of the program as-is, provide recommendations for improvements, and ultimately analyze the marketing potential of the program.

## **Evaluation Process**

Students will engage in a pre-assessment before participating in the training, to determine their preexisting skills and knowledge as a baseline for later post-assessments. During the instructional process, students will be observed, with a focus on emerging skills and knowledge. Following the instructional process, formative feedback will be encouraged by conducting interviews with participants regarding the program objectives, and the value and relevance of the training. A summative written survey will be conducted after the training, prompting participants' final thoughts about the training, incorporated with a post-assessment to determine skills and knowledge learned. A similar process will take place for each unit, with separate surveys designed to accommodate each unit's unique traits. Ideally, some students will have completed more than one unit, and a cross-evaluation survey should be conducted to see if students are able to synthesize information between the multiple training sessions.

Two periods of follow-up interviews will be conducted, approximately three months and six months after each evaluated unit. Participants will be polled about the specific training objectives of the unit(s) they completed, and assessed via interviews and evaluator-constructed rubrics if the training had an impact on their professional behavior, and if new skills developed. Additional gathered survey answers will be compared to the individual post-assessments that immediately following the training.

An untrained control group will also be studied, and compared against the trained group three months and six months after each evaluated unit, to assess the business impact of the training. The measurement tools will be primarily qualitative, with interviews conducted to assess differences between the trained and untrained groups. The stakeholders will be interviewed as well, to determine their general attitudes toward the training program. Some quantifiable aspects of the program (such as work output and time spent engaged in tasks) will be identified and used to measure increased productivity. Cost analyses will be conducted, comparing time spent training with estimated loss-of-production values during the instructional process. A detailed report of the findings will be submitted to Far West Lab following the business impact assessment.

## **Project Personnel**

Mr. Justin Reeve, co-owner and co-founder of Mackenzie & Reeve Data Designs, Inc. will be the project lead. He holds a Masters in Educational Technology from Boise State University. He will implement the plan for the overall evaluation.

Mr. Jason Mackenzie, co-owner and co-founder of Mackenzie & Reeve Data Designs, Inc. will support Mr. Reeves in any way needed during the evaluation. Mr. Mackenzie also has a Masters in Educational Technology from Boise State University.

The evaluation team will also include one student intern, yet to be determined, from Boise State University's Educational Technology program who will be helping with data collection and evaluation, and perform administrative tasks.

## Task Schedule

Step	Task Description	Deadline
1	Conduct initial meeting with FWL staff, and discuss proposal. Discuss modifications to the schedule.	November 1, 2010
2	Design interview and survey tools for pre-assessment, post-assessment, and formative evaluation, and review the tool and data collection process with Far West Lab.	November 22, 2010
3	Observe trainings and gather formative data twice during each training. Collect formative data through observation.	December 15, 2010
4	Collect summative assessment survey and interview data.	December 21, 2010
5	Design interview and survey tools for follow-up assessment.	February 21, 2010
6	Compose a written report of all collected formative and summative data, for all three units.	March 14, 2010
7	Submit written report to Far West Lab staff, and converse on phone about findings of the first report. Meet in person if necessary.	March 21, 2010
8	Conduct third-month follow-up evaluation for all trainees.	March 28, 2010
9	Compose a written report of third-month follow-up evaluation for all three units. Submit to Far West Lab staff, and converse on phone about findings of the second report.	May 2, 2010
10	Conduct sixth-month follow-up evaluation for all trainees.	May 16, 2010
11	Compose a written synthesis of all evaluations, and professional recommendations for marketing. Submit the report to Far West Lab staff, and meet in person to discuss business opportunities for the instructional units.	June 30, 2010

## Proposed Budget

### Personnel

Mr. Justin Reeve, Lead Program Evaluator	\$500/day x 60 days = \$30,000
Mr. Jason Mackenzie, Program Evaluator	\$400/day x 60 days = \$24,000
Administrative Intern	\$200/day x 45 days = \$9,000
	TOTAL \$63,000

### Travel and per Diem

3 Round-Trip Airfares, Salt Lake City-Long Beach (includes per diem)	\$600 x 3 consultants = \$1800
Estimated mileage	
Round-Trip, Long Beach to Inglewood (x3)	141 miles x \$0.30/mile = \$42.30
Accommodations to Site (x3)	45 miles x \$0.30/mile = \$13.50
	TOTAL \$1855.80

### Supplies and Materials

3 Sets of All DIP Instructional Units	\$24.95 x 3 = \$74.85
3 Sets of Coordinator's Handbook	\$4.50 x 3 = \$13.50
Paper	\$25.00
Photocopies	\$75.00
	TOTAL \$188.35

### Communications

Phone and Internet Access	\$200
	TOTAL \$200.00

**GRAND TOTAL \$65,244.15**

Payment due in full upon completion of project (Step 11).