

Youth Ethics Initiative, Inc.

Ethics Curriculum Project Evaluation Plan

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Project date: March 15, 2007 – September 30, 2007 + additional evaluation dates during the 07-08 school year.

The evaluation will use a mixed method approach to formative and summative activities to address the following questions:

1. *To what extent do the modules meet the design criteria for infusing ethical reasoning in into the curriculum?*
2. *What is the effect of professional development and/or module use on teachers' ethical reasoning and confidence in teacher ethical reasoning to students?*
3. *What is the effect of the use of the modules by teachers on students' ethical reasoning?*

Module Development

Formative evaluation: *To what extent do the modules meet the design criteria for infusing ethical reasoning in into the curriculum?*

Methodology

1. Evaluators develop rubric for modules.
2. Project Director and Advisory Board review for content validity. Evaluators revise rubric.
3. Evaluators apply revised rubric to sample module. Project Director and Advisory Board apply. Evaluators compare responses. Revise rubric.
4. Evaluators apply rubric independently to all modules, then compare. Evaluators provide feedback and discuss with the development team and authors (as needed) any discrepancies and provide feedback for editing.

Deliverable: A rubric will be developed for the module components with critical indicators to rate the quality of the materials for each component. Reviewers will rate each component and give rationales for the ratings with suggestions for improvements.

For example: The standards section might contain a list of standards (level 1), or an explanation of how the standards are addressed by the module activities (level 2), or a rationale for the choice of standards in addition to an explanation of how they are addressed by the module (level 3).

Summative evaluation: *What is the effect of the use of the modules by teachers on students' ethical reasoning?*

Student outcomes will be evaluated for each module using both quantitative and qualitative methods. A validated character education survey will be used to assess changes in student understanding of principles such as kindness and responsibility in control and intervention groups. Writing prompts related to the central question for each module will also be used to assess changes in students' ethical reasoning. Responses to prompts will be evaluated using a rubric before and after intervention and pre/post for control groups.

Deliverable(s): Three groups of students will be used for this evaluation: a) Students of teachers who go through the one week intensive professional development and use the modules, b) Students of teachers who use the modules without the training and c) Students of teachers who do not use the modules but are willing to use the writing prompts (control). Steps include: (i) Identify a character education evaluation tool with acceptable reliability and validity, (ii) The evaluators and the project director will each identify a central question for each module and compare to the central question stated by the author, (iii) A writing prompt will be developed from the central question to be used as a pre/post assessment, (iv) A rubric will be standardized for use with all modules (v) students will be asked to identify a central question for each module.

Methodology:

1. Modules and prompts will be reviewed by the teacher advisory board
2. All teachers utilizing the modules will administer the writing prompts before and after the intervention (module)
3. Teachers not utilizing the modules (control group) will administer the writing prompts.
4. Teachers will grade the prompts using the rubric and comment on the level of change.
5. Students will write to the prompt and will be asked to state what they think the central question is for the module. This will be compared with the author, project director and evaluators' responses.

Analysis: Inter-rater reliability will be established between raters on the module rubric. Student performance will be compared from pre/post using t-tests for matched pairs in intervention groups. Performance between the three groups (PD+module, module only, control) will be compared using t-tests for independent samples.

Professional Development

What is the effect of use of the professional development and/or module use on teachers' ethical reasoning and confidence in teacher ethical reasoning to students?

Teacher data will be integral to the evaluation process through self-report on their confidence level and attitude towards the ethical reasoning and the teaching of ethical reasoning.

Deliverable: Comparison of teacher outcomes from 3 groups: 1) teachers with professional development and module use; 2) teachers with module use only; 3) control group - teachers without module use nor professional development.

Methodology:

1. Teachers will answer the writing prompt themselves before and after the modules during summer professional development or online before and after use of each module.
2. Teachers will complete a questionnaire about confidence and attitude; 1) professional development group - before and after professional development, 3 months and 6 months later, 2) module use only group – before and after use of each module, 3) control – beginning and end of year.

Analysis: Changes in teacher knowledge will be examined using discourse analysis of videotaped discussions of ethical situations (pending funding) and pre/post analysis of the quality of their individual thinking. Teacher questionnaire responses pre/post and pre/followup will be compared using t-tests for matched pairs.

Formative evaluation: Attendees will examine a case utilizing the ethical reasoning protocol every day of the week-long training (a 42 minute exercise). The use of the protocol will be video-taped for discourse analysis at a later time.

Summative evaluation: Attendees will participate in the exercises and show changes in their ability to utilize the protocol over time.

Methodology:

1. Teachers will complete the continuous quality improvement survey addressing: a) What worked, b) What were the successes, c) What were the unintended outcomes, d) What were the barriers, and e) What could/should have been done differently.
2. Evaluators use rubric for ethical reasoning to observe teachers

Deliverable: The evaluators will design a rubric to evaluate use of the ethical reasoning protocol as it relates to the modules. This rubric will be piloted in the Professional Development sessions and the applied to each of the 25 modules. It is highly desirable that follow-up evaluation occur twice in the academic year after Summer Heat.