Template: Build your own evaluation framework

This template provides the basic structure of an evaluation for you to customise for your own initiative.

To use this template:

- Edit the key evaluation questions so that it reads: "Did [initiative name] achieve [intended initiative objective(s)]?"
- List the measures you want to include under each component of the evaluation framework (use the examples on the pages below as a starter)
- Remove types of measures where they are not used (e.g. if it is not useful to capture "measures for time spent", then remove this category)

Key evaluation question: Did the initiative achieve its intended objective(s)?

Objective: Did the initiative achieve its intended objective(s)?

Design

Question	Potential measures for design
Does the initiative design set it up for success?	- Potential measures for design

Implementation

Question	Potential measures for rollout	Generic program measures

How has the initiative been implemented in practice?	- Did the initiative try to engage the target population?
	- Was rollout carried out in a way to get best uptake/ deliver best quality of initiative?
	- Did the initiative deliver on its intentions to:
	  o Develop x many resources
	  o Host x man visits
	  o Deliver the number and type of experts or providers planned (e.g. PhD science students or experienced teacher professional learning mentors)
	  o Deliver professional learning as part of initiative?
		Did the initiative:
		
		- Get developed and delivered on time
		- Get developed and delivered on budget
		- Comply with appropriate probity/ process
		- Establish appropriate governance structures
		- Complete/ monitoring/ reporting
		
		Communicate and engage with stakeholders (e.g. other year level or subject teachers, parents)

Outputs

Question	Potential measures for things produced	Potential measures for people reached	Potential measures for time spent	Potential measures about who received the initiative
What impacts or consequences did the initiative have for students?	How many of the following did the initiative produce, e.g.: • Teaching/ student resources • Products or resources delivered to schools • Experts for visiting schools • Experts for coaching/ mentoring teachers • Events or expos held or visited • Teacher professional learning sessions Lessons observed/ led by experts or other teachers	How many of the following did the initiative reach, e.g.: • Student attendees • Teacher attendees • Parent attendees Page visits on a website	How much time spent doing initiative activities, e.g.: • Student hours in activity/ using resources/ equipment • Teacher hours spent in professional learning Hours spent mentoring other teachers or observing their lessons	Who received the initiative in practice? **For students, by:** • Student year level • Student ability • Demographics, e.g. SES, gender, ethnicity, geographic location **For teachers, by:** • Year level they teach • Subjects they teach • Years of experience teaching (in general, and for specific subjects) • In- field/ out-of-field experience

Outcomes

Question	Direct measures of engagement and achievement	Proxies to measure engagement and achievement

What impacts or consequences did the initiative have for students?	Direct measures of engagement
	
	• Are students more engaged and attentive in class?
	    o Particularly students in the target population?
	• Are enrolments in STEM subjects increasing?
	    o In short term?
		Potential behaviours to use as proxies
		
		Are students or teachers demonstrating best practice behaviours or actions, e.g.:
		
		• Teachers integrating technology in the classroom?

Question	Direct measures of engagement and achievement	Proxies to measure engagement and achievement
	o In long term? **Direct measures for achievement?** • Are students' results improving? • Are students' skills improving (e.g. through critical thinking skills test)? • Do teachers/ employers have positive feedback on achievement/ performance of students? • Depth of understanding in subjects • Retentions of concepts	• Teachers adapting material/ resources/ skills from professional learning for their classes' abilities • Teachers enabling inquiry- based learning? • Students asking and answering questions that demonstrate a deeper understanding and interest **Potential beliefs to use as proxies** **Are students or teachers demonstrating beliefs that indicate engagement or achievement outcomes e.g.:** • Do teachers feel more confident since PD? • Are students less anxious about certain topics or subjects? • Teachers believe students' proficiency has developed Students have aspirations for taking STEM subjects later in their education or for STEM careers

	Direct measures of engagement
	
	• Are students more engaged and attentive in class?
	  o Particularly students in the target population?
	• Are enrolments in STEM subjects increasing?
	  o In short term?
	  o In long term?
	
	Direct measures for achievement?
	
	• Are students' results improving?
	• Are students' skills improving (e.g. through critical thinking skills test)?	

Question	Direct measures of engagement and achievement	Proxies to measure engagement and achievement
	- Do teachers/ employers have positive feedback on achievement/ performance of students? - Depth of understanding in subjects - Retentions of concepts	