

Evaluation Strategy

This curriculum design will be evaluated through the use of formative and summative evaluation. Formative evaluation works to ensure that both the individual components and total design are effective (Chiarelott, 2006). The summative evaluation shows whether the new design is better than the previous design, and if it is the best design available (Chiarelott, 2006).

Considering that this is a completely new endeavor for second grade teachers across Ohio, we will be focusing on formative evaluation for at least the next 2-3 years. This type of evaluation begins at the project's inception (Chiarelott, 2006). In this type of evaluation, we will be looking to see if the outcomes are developmentally appropriate, if the learning experiences are correctly sequenced, and if the components function successfully together (Chiarelott, 2006).

Once we feel the curriculum is stronger, and the "kinks" have been worked out, we will then begin to incorporate summative evaluation. We will need to research other designs and models that address the same curriculum. We will then need to consider whether or not our current design is best working to meet the learning needs and desired learning outcomes for our students.

A variety of tools will be used to successfully evaluate the curriculum and its design. We will look at our test scores, value-added data, observations, interviews, needs assessments, teacher surveys, and curriculum evaluation surveys (Chiarelott, 2006). We will assess students at the beginning and end of each year to show accurate growth and achievement data. We will survey, interview, observe, and conduct assessments yearly with the teaching staff.

References

Chiarelott, L. (2006). *Curriculum in Context*. Belmont, CA: Wadsworth.