

SCHOOL TASK GROUP'S WORKBOOK

BACKGROUND, CLARIFICATIONS, ASSUMPTIONS AND REQUESTS

- 1) Your overall task is **not** to design an evaluation for **any particular school project**. Rather, it is to **develop a generic practical evaluation package** for MACRO funded (and other) “**whole school culture change/community building**” projects, that can be tailored to adjust to the differences in each school’s project and in each school community.
- 2) An “evaluation package” should contain a statement of what a school should know about its “whole school culture change/community building” project in order to understand the project, improve it and capture any benefits that result from the project. It should state what baseline(s) to capture (for programs that have not yet begun), state what to measure (or describe) and include useful, practical instruments/tools for the to use
- 2) Please assume that once the package is developed, **MACRO can provide modest support** to help schools conduct the evaluation (provide forms, possibly develop and provide software, possibly limited consultation), but that the **evaluation system will have to be maintained by the schools with little or no additional funds**.
- 3) The **general goals of our school projects** are similar to many other school projects and include:
 - Decreasing school violence, bullying and class disruptions;
 - Increasing students’, teachers’ and school administrators’ conflict resolution and communication skills;
 - Developing a school culture that supports caring connections, and a community that respects and values differences among students, as opposed to cliques and attitudes that isolate and exclude students;
 - Developing a school culture that supports caring connections, and a community that respects and values differences among students, teachers and school administrators, as opposed to hierarchical relationships; and
 - Reaching out to support the development of good conflict resolution skills in students’ families and in the wider school community.
- 4) The **goal of evaluating Maryland’s whole school ADR projects** is to help the schools:
 - Understand their projects;
 - Improve their projects; and
 - Capture the benefits of their projects.
- 5) **MACRO** has the additional **goal** of being able to talk to the Maryland State Department of Education, local School Boards, School Superintendents and Principals, and the Maryland Legislature about the benefits of these projects in Maryland’s schools, to **increase administrative and monetary support** for strengthening current school projects, creating new school projects and institutionalizing such projects in the schools.

PART I: THURSDAY AM

(TASK ONE) WATCH THE FREDERICK HIGH SCHOOL VIDEO AND DISCUSS IT AND THE MT. RANIER ELEMENTARY PEACE SCHOOL, AND THE PROJECT PLANNED FOR OWEN BROWN MIDDLE SCHOOL -- AS EXAMPLES OF THE “WHOLE SCHOOL CULTURE CHANGE/COMMUNITY BUILDING” PROJECTS MACRO SUPPORTS.

(TASK TWO) LEAF THROUGH THE SCHOOL ADR EVALUATION MATERIALS IN YOUR NOTEBOOKS.

(TASK THREE) BASED UPON YOUR EXPERIENCE AND EXPERTISE, WHAT WOULD YOU ADVISE A SCHOOL THAT IT SHOULD KNOW ABOUT ITS GENERIC “WHOLE SCHOOL CULTURE CHANGE/COMMUNITY BUILDING” PROJECT TO HELP IT UNDERSTAND, IMPROVE AND CAPTURE THE BENEFITS OF THE PROJECT? WHAT BASELINE(S) SHOULD THE SCHOOL CAPTURE AND WHAT SHOULD THE SCHOOL MEASURE?

PART II: THURSDAY PM

(TASK FOUR) KEEPING IN MIND THE NEED FOR PRACTICALITY,
HOW WOULD YOU ADVISE THE SCHOOL TO MEASURE THE THINGS
IT SHOULD KNOW ABOUT IT'S PROJECT?

PART III: FRIDAY AM

(TASK FIVE) IN AS DETAILED A MANNER AS POSSIBLE, PUT TOGETHER THE “WHOLE SCHOOL CULTURE CHANGE/COMMUNITY BUILDING” PROJECT EVALUATION PACKAGE, INCLUDING THE KEY ITEMS TO BE MEASURED, A LISTING OF THE BEST TOOLS TO MEASURE THE KEY ITEMS, AND, IF POSSIBLE, A BARE BONES VERSION OF EACH TOOL.

(FRIDAY AM CONTINUED)

(TASK SIX) IF THERE IS TIME, THINK ABOUT THE RESOURCES AVAILABLE FOR THESE PROJECTS AND THE CHALLENGES THEY FACE, AND OFFER YOUR BEST ADVICE/RECOMMENDATIONS FOR A SCHOOL AND/OR FOR MACRO.