

Strategies for Evaluating the Goals and Outcomes of the Program

Feedback about the desired and measurable outcomes of the program should be collected throughout the year. Richness of data and a greater understanding of program outcomes can be achieved using quantitative and qualitative data gathering techniques. Funders, policy-makers, and program leaders desire to know the magnitude of the impact of the induction programming designed to provide psychosocial support, technical and pedagogical assistance, and development of teaching performance. In addition, other induction team members may have interest in inquiring more into the nature, needs, and experiences of entry-level teachers, mentors, program leaders, and other topics of programmatic interest to researchers and program developers. Together with these data, information is needed throughout the year for improving program delivery processes, program components, personnel, instructional activities.

Large amounts of time and expertise are needed for creating, administering, evaluating, and drawing conclusions from evaluative and research efforts. As such, involvement of an individual with interest and strong evaluation and research skills is recommended throughout the program planning period. It is highly recommended that resources be budgeted for securing the expertise of an experienced evaluator.