

Running Head: Technology Evaluation of Douglass' HTM SLC

Hospitality, Tourism, and Marketing Small Learning Community Technology Evaluation

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Introduction

According to the Douglass High School- Hospitality, Tourism and Marketing's (HTM) mission statement, the Small Learning Community (SLC) of HTM:

Strives to prepare students for successful entry and competitive participation in the hospitality industries at local, state, and global levels. We do this via rigorous and relevant course offerings reflective of current demands in the universities and workforce.

This mission statement is built on the framework of the Organizational Elements Model (OEM) by Kaufmann, Guerra & Platt, 2006. These authors explain that the Organizational Elements Model simply defines and links what any organization uses, does, produce and delivers with external client and societal value added. For each "element," there is an associated level of planning (p. 37). The HTM program includes a developed plan to help students achieve curriculum and technology goals to prepare them for the HTM industry through these elements. These elements of planning start at the Mega-level which Kaufmann, Guerra & Platt (pp. 37-39) explain as the groundwork of how we prepare and what we do to prepare our students. Elements of the Mega-level will add value to all stakeholders: including HTM learners, teachers, administrators, parents, community members and politicians.

The means by which the HTM students are preparing for the local and global industries include a plan for rigorous and relevant instruction that include the use of the latest technology

which can engage students with virtual and Personal Learning Environments (PLEs) . These applications can introduce scenarios for real life work experiences that meet university and industry demands in the field of hospitality and marketing. The HTM Career Lab will utilize the latest Hotel/Restaurant industry software that can help students exercise critical thinking, oral and written communication, quality service management, and other problem-solving skills. This technology can help train these essential skills which are required for success in the global world HTM industry.

School demographics and Client Information

The evaluation clients are Stephanie Bailey, assistant principal and lead administrator and Tonya Fulton, HTM Program Coordinator for the HTM SLC at Douglass High School, in Atlanta, Georgia. I, Barry D. Thibault, am the evaluator of this MEDT 8480 evaluation program study. I am the Douglass High School Theater Teacher. This evaluation is a requirement for completing an Ed.S. in the Media/Instructional Technology Program at the University of West Georgia.

The stakeholders of this evaluation include Douglass High School HTM teachers and Douglas High School HTM former students, Georgia State University, Douglass faculty, and administrative staff and local community. Douglass High School is an inner-city suburban school in Atlanta, Georgia:

The Douglass Student Demographic Table (2011)

	Douglass High School
School Level	High school

<i>Additional Student Information</i>	This School	(GA) School Average
% Eligible for Free Lunch	71%	45%
% Eligible for Reduced Lunch	8%	8%
% Migrant Students Enrolled	n/a	n/a

This evaluation plan will be used to address the HTM program and how it is effectively working and supporting the needs for the Douglass students and community as well as my clients and other stakeholders.

Research by Rogers and Smith (2006), support how evaluation is either about *proving* something is working or needed, or *improving* practice or a project (Rogers & Smith, 2006). This HTM evaluation should provide my clients with an effective detailed report that can be used to improve and /or support the future of the HTM Small Learning Community. We look to evaluation as an aid to strengthen our practice, organization and programmes Chelimsky E. (1997). Finally, with this evaluation, I hope to learn some educational best practices by observations and interviews with our present and former students, teachers, organization and community.

Purpose

As an evaluator this semester, I have the opportunity to assess the program being implemented into the HTM Small Learning School at Frederick Douglass High School. Through a grant, the HTM community is in the process of creating several phases of Virtual and Personal learning Environments (VLE & PLE) including mock hotel and marketing business for learning purposes utilizing the latest Hotel/Restaurant/Marketing Industry software and productivity tools/technology to create an HTM career lab for these students.

The main purpose of this HTM Career Lab is to utilize and practice industry training software and hardware and build-out equipment to create a mock hotel for the classroom/laboratory. The mock hotel will feature a reception area with concierge, a hotel room, Point-of Sale terminals and practice laboratories but will not accept “real” guests. Students will practice customer service skills and use financial data associated with clients and the general “hotel.” In addition, the project will operate software that allows for students to develop their own, individualized virtual hotel that would encompass the appropriate number of employees, support staff, adequate number of rooms, and marketing strategies. In this, students will apply marketing principles, imagination, creativity, and other skills for their design. This project will not only create rigor in the classroom but ensure that students in our SLC will be able to apply the industry skills which are aligned to our state’s standards, to “real-life” professional careers in the hospitality industry.

This evaluation contains data that may inform the SLC leader, Stephanie Bailey, whether the program is meeting its goals, “whether the curriculum is not only the right curriculum at the right time, but students learn from the methods and materials that are introduced by the program”

(Kaufman, Guerra, & Platt, 2006, p. 24). Ms. Bailey may use this evaluation data to determine how the program is beneficial to the students.

Literature Review

This collection of technology articles and evaluation methods was initially provided in the MEDT 8484 Research Methods Class from the University of West Georgia. The educational findings from the initial class and this final MEDT 8480 Evaluation Course will allow me the opportunity to explore some of the ideas behind emerging technologies including: Mobiles, Virtual Career Lab, and the Personal Learning Environment to consider why these might be useful or indeed central to learning in the future.

According to the National Educational Technology Standards, (2007), to be successful in today's information-rich society, students must be able to use technology effectively. The International Society for Technology in Education (ISTE, 2004) advocates how technology enables the students to become:

- Capable information technology users
- Information seekers, analyzers, and evaluators
- Problem solvers and decision makers
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers and producers

- Informed, responsible, and contributing citizens

These qualities mentioned, make for a well rounded and educated adult that have entirely taken advantage of the new 21st Century purpose of education: Using technology to promote learning.

The Georgia Technology Plan was created to be used by all school districts in the state to address the importance of the integration of technology. This Georgia K-12 2007 – 2012 Technology Plan will be used to prepare and guide all students and teachers with the required technology implementation. This state resource should be used as a reference when promoting local school goals related to technology usage:

- Increase broad-based community support for Georgia's *vision* to infuse 21st Century technology skills into the Georgia curriculum.
- Increase *educators' proficiency* to use technology effectively in classrooms and administrative offices.
- Increase effective *instructional uses* of technology in order to incorporate 21st Century technology and thinking skills into the Georgia curriculum.
- Increase effective *administrative uses* of technology to monitor student achievement and to manage business operations in school systems.
- Increase the capacity of school systems to provide the high-quality *system support* necessary to realize effective technology use, especially in the areas of administrative support for effective instructional technology use; professional

development; technical support for hardware, software, network infrastructure, technology planning, and program evaluation.

- Achieve and/or maintain *equitable access to high-quality technology programs* for all students.
- Increase *access* for students, educators, parents, school board representatives, and other community members to technology resources that can enhance student learning.

The former Superintendent of the Georgia Department of Education (GaDOE), Kathy Cox, expressed her attitude towards the state goals for this new 21st Century Technology Initiative: "In Georgia, we are not only teaching our students about technology, we are using technology to teach our students. Technology is one of the keys to making sure our students are ready to compete in the 21st century." In addition, she believes that, "Georgia is using technology to give every student access to an excellent education no matter whom they are or where they live. From the halls of the Capitol to the hallways of our schools, our state knows how important technology is to student achievement. We will continue to look for ways to expand use and access to technology" (GaDOE Press Release, April 2007).

Kathy Cox's thoughts on technology describe the important instructional goals and elements faced in our state and school districts. Every child and school district in the last 20 years has been introduced to some form of technology into the curriculum and has felt the impact of this technology. The effects on student achievement and motivation as the students become familiar with the technology and its use is always worthy of further study. It is my intent to be able to use this selected evaluation to further study and explore some of the value behind

technology and the Personal Learning Environment to consider why PLEs can be beneficial to the HTM program.

The idea of a Personal Learning Environment recognizes that learning is ongoing and seeks to provide tools to support that learning. It also recognizes the role of the individual in organizing his or her own learning. This will continue further with the rigor and relevance as stated in the HTM mission and goals. According to the 2011 Horizon Report, Personal Learning Environments (PLEs) are described as systems for enabling self-directed and group-based learning, designed with great capacity for flexibility and customization (2011).

The idea of a Personal Learning Environment recognizes that learning is ongoing and seeks to provide tools to support that learning. It also recognizes the role of the individual in organizing his or her own learning. This article review has given me a chance to compare and develop an understanding of the research and evaluation methods that have already been developed on some of the technology integration resources by other researchers.

As the literature suggests, teachers need to understand this "digital divide" and begin to integrate the technology into their lessons and learn how to develop lesson plans with it. The Evaluation Plan developed by the HTM Stakeholders and myself consists of the evaluation of how this HTM Career Laboratory Program utilizing the latest emerging technologies can be beneficial in preparing our students in the hotel/business industry as stated in the Georgia K-12 2007 – 2012 Technology Report.

Program Evaluating Questions

As I plan to evaluate the Hospitality, Tourism and Marketing's (HTM) Career Program, I will use the mission statement to guide my data and research questions. *HTM strives to prepare students for successful entry and competitive participation in the hospitality industries at local, state, and global levels via rigorous and relevant course offerings reflective of current demands in the universities and workforce.* The Evaluating Questions that will help guide and assess the programs effect on preparing students for post-secondary options as declared in the HTM mission statement will be:

Primary:

1. *Is the technology/software and HTM Career Lab technology plan effective in supporting the successful achievement of the HTM SLC and HTM Small Learning Community goals?*
2. *Does the use of the Personal Learning Environment Software and Technology successfully prepare students for entry and competitive participation in the hospitality industries at local, state, and global levels?*

Secondary:

1. *Does the use of the Personal Learning Environment Software and Technology integrate rigorous and relevant course offerings reflective of current demands in the universities and HTM workforce?*
2. *How will the Personal Learning Environment Software and Technology expand the dimensions of the HTM SLC?*

3. *Does the Personal Learning Environment Software and Technology add some demonstrable pedagogical value to the Instructional Teaching and Learning?*
4. *Does the Personal Learning Environment Software and Technology encourage authentic pedagogy for the HTM community?*

Methods

Based on the research of Johnson and Christensen (2008), “We view the use of multiple perspectives, theories and research methods as strength in educational research. In fact, we view the quantitative and qualitative as complimentary to each other; it is wise to collect multiple sets of data using different research methods and approaches in such a way that the resulting mixture or combination has complementary strengths and non overlapping weaknesses” (P. 51). The comparative method relies on the constant interplay among the researcher, the data, and the developing theory. The researcher must be effective at thinking about the kinds of data needed to be collected and what aspects are the most important for the research (p. 413).

Participants

The HTM teachers and staff will be the main data source collected for this evaluation. [The first survey](#) is a technology questionnaire about basic teacher technology use in the classroom. [The second survey](#) is a detailed survey about how the teachers use the technology to enhance and prepare HTM students for a global society and HTM industry. The two HTM surveys (see Appendix A and B) will include a request for an additional study to accomplish a teacher interview and classroom observation for further studies of the HTM technology and integration. The qualitative open ended questionnaire and interview about the classroom uses of

technology will be requested of my participants with their permission. The surveys and interview will be followed up with a classroom observations checklist supplied by ISTE (see Appendix C). All surveys and collected data will be available on Google Documents used to tally anonymous results. HTM teachers and former HTM students with permission will be emailed the link to the survey.

Design and Procedures

The *Phased Action Plan for Evaluation* (EAP) is Kaufman, Guerra and Platt's (2006) approach to program evaluation. They describe the EAP as an inquiry process consisting of four main phases: alignment and direction, observation, results, and action and adjustment. I will use this EAP as a guide for my evaluation. The initial survey will be conducted with a small group sampling of HTM teachers. Each question on the survey was carefully analyzed to determine patterns of response by the teachers. This survey provided valuable data about the opinions of class colleagues and plans to be used to analyze data from the HTM teaching staff at Douglass High School. The results and responses can be analyzed by surveying teachers with additional interviews of open-ended questions.

Data Collection

Data collection plans include surveys for the HTM teachers about noticeable improved interest in their curriculum along with their Qualitative Questioning interviews for their input and thoughts. Statistical Data from the teacher and student surveys, observations and interviews about the technology implementation into their curriculum will also be utilized for this evaluation.

Instruments Correlated to Evaluation Questions

Instruments Table 1

Evaluation Question Type Primary/Secondary	Evaluation Questions:	Survey Instruments	Observation Instruments	Interview Instruments
Primary	Is the technology/software and HTM Career Lab technology plan effective in supporting the successful achievement of the HTM SLC and HTM Small Learning Community goals?	X		X
Primary	Does the use of the Personal Learning Environment Software and Technology successfully prepare students for entry and competitive participation in the hospitality industries at local, state, and global levels?	X	X	X
Secondary	Does the use of the Personal Learning Environment Software and Technology integrate rigorous and relevant course offerings reflective of current demands in the universities and HTM workforce?	X	X	

Secondary	How will the Personal Learning Environment Software and Technology expand the dimensions of the HTM SLC?			X
Secondary	Does the Personal Learning Environment Software and Technology add some demonstrable pedagogical value to the Instructional Teaching and Learning?	X		X
Secondary	Does the Personal Learning Environment Software and Technology encourage authentic pedagogy for the HTM community?	X		X

Data Analysis

As I continue to research my topic I am learning of Data Analysis tools that are easy to use involving the latest technology. I would like to incorporate the data results with a technology presentation integrated with web 2.0 tools for my clients. I think this would have a major impact and effect for all stakeholders as they can use these presentations at other times for other groups. Surveys and interviews will be developed and analyzed utilizing the Google Document Survey tool. The evaluation of the HTM program will be a Mixed- Method approach

with both qualitative and quantitative assessments. The interim analysis (cyclical process of collecting data) during my evaluation study will involve obtaining the data from student/ teacher interviews, observations, focus groups, HTM documents and transcripts and summarizing the findings.

Data analyzing will consist of segmenting and coding the data while looking for patterns and relationships. Data summary include using enumeration (word counting and coded categories) of the survey questions in addition to presentational diagrams that can be included. I will be "Quantitizing the Data" which will give me more data that is numerically represented for the diagrams to help with the describing of my findings to my clients. Also, I will be utilizing the software available through Google Docs as this websites does give the feedback from data in a spreadsheet format. The utilization of these tools can enhance the accuracy and reliability of data. These spreadsheets and diagrams should help my stakeholders interpret the data analyzed while creating an interesting and informative evaluation report.

Conclusion

It is the objective of the evaluator that this research will be used to assist the HTM teachers in integrating technology for instruction as well as guide decisions related to the program development of future HTM instruction and technology integrations. Perhaps this study will increase the knowledge of how technologies can be an asset to the HTM Career Plan if given the opportunity for integration by all teachers. Educators that continue to create instruction without technology in the future will fail to support important student needs that are important to the business, and Hotel/Tourism/Marketing industry our students are trying to become part of.

The results of this program evaluation will be collected and compiled into a written report that will be of assistance to the HTM program at Douglass High School. The final evaluation report will be submitted to the stakeholders, Tonya Fulton and Stephanie Bailey with input based on the collected data for future plans. It will also be submitted as a component of the MEDT 8480 course at the University of West Georgia. A copy of the final evaluation report will also be used as a part of the Exit Examination Procedure of the Specialist in Education Program at the University of West Georgia. The results of this study will be presented to a panel of professors and critiqued for methodology and purpose.

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Appendix A. CLICK ON SECTION TO ENLARGE FULL PDF FILE

Teacher Basic Technology Survey 1

HTM teachers (Core and Pathways) have been utilizing technology resources that allow the integration of web 2.0 tools into their classroom instruction. This technology integration prepares the HTM student for global and industrial training that support the HTM mission statement as we, "strive to prepare students for successful entry and competitive participation in the hospitality industries at local, state, and global levels via rigorous and relevant course offerings reflective of current demands in the universities and workforce."

Your participation in this technology survey will help me evaluate the HTM program. Your

Teacher Name *

Last name, First name

1. Approximately how long have you been teaching? *

- 1-3 years
- 4-5 years
- 6-10 years
- 10-20 years
- More than 20 years

2. How would you rate your overall skill in using educational technology? *

- Below basic
- Basic
- Proficient
- Advanced

3. Please identify which of the following educational technologies (software) YOU CURRENTLY USE in teaching. Mark all that apply. *

- Email
- Educational Websites
- Microsoft Word
- Excel

Appendix B. CLICK ON SECTION TO ENLARGE FULL PDF FILE

HTM Teacher Technology Survey 2

HTM teachers (Core and Pathways) have been utilizing technology resources that allow the integration of web 2.0 tools into their classroom instruction. This technology integration prepares the HTM student for global and industrial training that support the HTM mission statement as we, "strive to prepare students for successful entry and competitive participation in the hospitality industries at local, state, and global levels via rigorous and relevant course offerings reflective of current demands in the universities and workforce."



Teacher Name *

Last name, First name

What subject do you teach in the HTM community? *

1. Facilitate and Inspire HTM Student Learning and Creativity *

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments for the HTM community

	Strongly agree	Agree	Disagree	Strongly disagree
Promote, support, and model creative and innovative thinking found in the HTM career industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage students in HTM career and industry exploring real-world issues and solving authentic problems using digital tools and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The **ISTE Classroom Observation Tool (ICOT®)** is a free online tool that provides a set of questions to guide classroom observations of a number of key components of technology integration. ICOT was developed by staff and consultants in the Education Leadership Department at the International Society for Technology in Education (ISTE) with support from Hewlett-Packard Company. For free access to the ICOT software and online tools, visit <http://www.iste.org/icot>.

1. Setting

Date: _____ School: _____
 Project/Program: _____ Site Code: _____
 Observer: _____ Teacher: _____
 Grade: _____ Subject: _____
 #Students: _____ Observation Start time: _____ End time: _____

(You can track technology use by three-minute intervals throughout the observation using the three-minute chart at the end of this form.)

2. Room description and student characteristics:

3. Student groupings (check all observed during the period):

Individual student work Small groups
 Student pairs Whole class
 Other (please comment):

MEDT 8480

Evaluator: Barry Thibault

Stakeholders: HTM SLC, Douglass High School

Former Student Questionnaire/Interview

- 1. Have you, as a former HTM SLC student been able to market yourself professionally with the life-skills obtained through the HTM program?**
- 2. Describe the important skill sets you have acquired through the HTM Career Program at Douglass High School!**
- 3. How has being involved with the HTM program given value to you, your family and community?**
- 4. Describe how the HTM program was able to instill integrity, and confidence in using the acquired Hotel/Tourism/Marketing skills?**
- 5. Do you have any recommendations for the HTM program and new students currently going through the program?**

Appendix E.

Data Collection Organization Matrix

<u>Questions</u>	<u>Related Results</u>	<u>Level</u>	<u>Required Data/Measurable Indicators</u>	<u>Data Source</u>	<u>Data Collection Tools/Procedures</u> <u>Date Collected By</u>	<u>Primary Responsibility</u>
Is the technology/software and HTM Career Lab technology plan effective in supporting the successful achievement of the HTM SLC and HTM Small Learning Community goals?	HTM Teacher Interview and Survey about technology plan and goals	Micro	Qualitative/ Quantitative Teacher Opinion	Google Docs Survey Observation Interview	Student/Teacher interview 10/19/11 10/29/11 11/05/11	Evaluator Thibault
Does the use of the Personal Learning Environment Software and Technology successfully prepare students for entry and competitive	HTM Teacher Interview and Survey about technology plan and goals	Mega Micro Macro	Qualitative Interview, Observation assessments Quantitative	Google Docs Survey Observation Interview	10/19/11 10/29/11 11/05/11	Evaluator Thibault

<p>participation in the hospitality industries at local, state, and global levels?</p>						
<p>Does the use of the Personal Learning Environment Software and Technology integrate rigorous and relevant course offerings reflective of current demands in the universities and HTM workforce?</p>	<p>HTM former student and GSU Student Interview and Survey about technology plan and goals</p>	<p>micro, macro</p>	<p>Quantitative GSU /HTM interview Frequency of usage</p>	<p>Google Docs Survey Observation Interview</p>	<p>surveys, observation data 10/19/11 10/29/11 11/05/11</p>	<p>Evaluator Thibault</p>
<p>How will the Personal Learning Environment Software and Technology expand the dimensions of the HTM SLC?</p>	<p>HTM Survey, Interview and Observation Data Results about technology plan and goals</p>	<p>Micro Macro</p>	<p>Qualitative Teacher Opinion Survey Interview</p>	<p>Google Docs Survey Observation Interview</p>	<p>surveys, observation data 10/19/11 10/29/11 11/05/11</p>	<p>Evaluator Thibault</p>

<p>Does the Personal Learning Environment Software and Technology add some demonstrable pedagogical value to the Instructional Teaching and Learning?</p>	<p>HTM Teacher Interview , observation, results and survey about technology plan and goals</p>	<p>Macro, Mega</p>	<p>Qualitative Teacher Opinion Observation Interview</p>	<p>Google Docs Survey Observation Interview</p>	<p>Data 10/19/11 10/29/11 11/05/11</p>	<p>Evaluator Thibault</p>
<p>Does the Personal Learning Environment Software and Technology encourage authentic pedagogy for the HTM community?</p>	<p>HTM Teacher Interview , observation, results and survey about technology plan and goals</p>	<p>Macro, Mega</p>	<p>Qualitative Teacher Opinion</p>	<p>Google Docs Survey Observation Interview</p>	<p>Data 10/19/11 10/29/11 11/05/11</p>	<p>Evaluator Thibault</p>

(Adapted from Kaufman, Guerra, & Platt, 2006)

Appendix F. Parent/Student consent form



University of West Georgia
Evaluator: Barry D. Thibault
MEDT 8480 Project Evaluation

**HTM Career Lab/Program Evaluation
Parental/Student Consent Form**

Student's Name: _____

Date of Birth: _____

Address: _____

Parental/Student Contact phone number: _____ Mobile: _____

Alternative Emergency Contact Name: _____

Relationship: _____

Address: _____

Contact phone number: _____ Mobile: _____

Please check one for student involvement:

• Parent consent is needed if the student is under the age of 18 or still in the Atlanta Public Schools System.

Or

• I am 18 and/or over and I am no longer a part of the Atlanta Public Schools System.

By signing below, I consent to having Mr. Thibault, evaluator, collect data and interview questions about my performance and feedback of the HTM Small Learning Community Career Program being evaluated at Frederick Douglass High School.

I agree and consent to the data collected being used for the MEDT 8480 Program Evaluation Course at the University of West Georgia.

Signed: _____
(Parent/Student)

Date: _____