Using Evaluation for Improvement: Assessing and Building Capacity

New York State’s Pilot Use of The Quality Framework

Session 4, March 3, 2015 from 9:00-10:00 am
Using GoToMeeting's Features

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Using GoToMeeting's Features Continued...

Click the Hand icon to signal you have a question.

Use the "Questions" box to ask & answer questions.
Where are we in the work?

December
- Establishing Continuous Improvement Priorities

January
- Collecting Trustworthy Evidence

February
- Using Evaluation for Improvement

March
- Strengthening Capacity and the Educator Force
Session Objectives

1. Examine multiple ways to measure the impact of professional development

2. Hear how colleagues have applied these strategies as they disseminate best practices and enhance APPR systems
90% of STLE-D participants identified assessing and strengthening capacity as work that was "in progress"
To convert evaluation information into more effective teaching, teachers, principals, and system leaders need to embrace a culture of ongoing, two-way feedback and a commitment to continuous improvement.

- The Aspen Institute
How do you know if your investment in professional development is paying off?

5 Critical Levels of Evaluation
“The systemic investigation of merit and worth.”

1. Participants’ Reaction
2. Participants’ Learning
3. Organization Support and Change
4. Participants’ Use of New Knowledge and Skills
5. Student Learning Outcomes

“Does It Make a Difference? Evaluating Professional Development”
Thomas R. Guskey, ASCD 2002
Professional development should be purposeful and aligned with an individual’s needs.

Use the list below to help you reflect upon the type of professional development that has been outlined as part of your STLE-D grant.

- Workshops
- Seminars
- Study groups
- Action research
- Collaborative planning
- Curriculum development
- Structured observations
- Peer coaching
- Mentoring

Reflection: What individual needs, identified through APPR, were these professional development activities designed to address?
Professional Development offerings should be informed by information gathered through APPR.

Huntington Union Free School District uses a systemic approach to identifying student and staff needs and providing targeted professional development.

Evidence of instructional practice and student learning gathered through continuous cycles of formal APPR observations and formative Focus Walks allow Huntington UFSD to provide professional development and instructional coaching sessions tailored to best improve student outcomes.
Level 1: Participants' Reactions

You are measuring:
• Initial satisfaction with the experience

Information is typically gathered through:
• Questionnaires administered at the end of the session

This information can be used to:
• Improve program design and delivery

Caution: This level of analysis does not measure the quality or worth of an activity with regard to the impact on teaching and learning. These types of metrics are not sufficient on their own, however, when used in conjunction with other levels of professional development evaluation and information gained through APPR, information like this can help you improve the design and delivery of future programs or activities.
Level 2: Participants' Learning

You are measuring:
- New knowledge and skills of participants

Information is typically gathered through:
- Paper-and-pencil instruments
- Simulations
- Demonstrations
- Participant reflections (oral and/or written)
- Participant portfolios

This information can be used to:
- Improve program content, format, and organization

Caution: Although you are able to determine a participant’s acquisition of new knowledge and skills, it is important to remember that the ultimate goal is the application of these knowledge and skills. You must still look for evidence of impact in teaching and learning through examination of student work products and observation of practice.
Level 3: Organization Support & Change

You are measuring:
• The organization's advocacy, support, accommodation, facilitation, and recognition

Information is typically gathered through:
• District and school records
• Minutes from follow-up meetings
• Questionnaires
• Structured interviews with participants and district or school administrators

This information can be used to:
• Document and improve organization support
• To inform future change efforts

Caution: Professional development activities should promote changes that are aligned with the mission of the school and district. Changes at the individual level should be encouraged and supported at all levels. Be sure sufficient resources have been made available, including time for recognizing and sharing success.
Look for evidence, not proof.

- “Nearly all professional development takes place in real-world settings. The relationship between professional development and improvements in student learning in these real-world settings is far too complex and includes too many intervening variables to permit simple causal inferences.” (Guskey, 1997; Guskey & Sparks, 1996).

- In the absence of “proof”, you can collect concrete evidence about whether a professional development program has contributed to specific gains in student learning and educator practice. Think about the evidence gained through implementation of your APPR system, such as student work products, formative assessments, and observations of educator practice.
Level 4: Participants’ Use of New Knowledge and Skills

You are measuring:
• Degree and quality of implementation

Information is typically gathered through:
• Questionnaires
• Structured interviews with participants and their supervisors
• Participant reflections (oral and/or written)
• Participant portfolios
• Direct observations
• Video or audio tapes

This information can be used to:
• Document and improve the implementation of program content

Reflection: How are you measuring the impact of professional development on instructional and leadership practice? In what ways have you incorporated the NYS Teaching Standards and the ISLLC standards into this evaluation?
Level 5: Student Learning Outcomes

You are measuring:
- Student learning outcomes: Cognitive (Performance & Achievement), Affective (Attitudes & Dispositions), Psychomotor (Skills & Behaviors)

Information is typically gathered through:
- Daily student work products
- Formative classroom assessments
- Summative classroom assessments
- School records
- Questionnaires
- Structured interviews with students, parents, teachers, or administrators
- Participant portfolios

This information can be used to:
- Focus and improve all aspects of program design, implementation, and follow-up
- To demonstrate the overall impact of professional development

Reflection: How are you measuring the impact of professional development on student performance?

In what ways are you collecting formative and summative evidence?
Poll: What are the most common levels of professional development evaluation used in your district?

A. Level 1: Participants’ Reaction

B. Level 2: Participants’ Learning

C. Level 3: Organization Support and Change

D. Level 4: Participants' Use of New Knowledge and Skills

E. Level 5: Student Learning Outcomes
**STLE Goal** - Quality Curriculum aligned to college and career ready standards is written and taught at each grade level, for each subject using appropriate materials for all students, and will have a positive measurable impact on students’ writing and math performance.

- **Teacher Leaders**
  - Over 1,000 hours of curriculum writing completed by K-5 teachers to align math and ELA curriculum across 4 buildings (STLE-3)
  - 24 Instructional Teachers Leaders (ITLs) were created with all responsibilities focused around RTTT initiatives (APPR, CCLS, DDI) (STLE-3)
  - 2 Literacy Coaching positions and 1 Math Coaching position created for providing embedded PD (STLE-3 and STLE-D)

- **Professional Development**
  - Release days for all grade level teachers throughout the year to review writing workshop units and progressions in math (STLE-D)
    - Expert training on the writing workshop process for K-6, includes scheduled follow-up
    - Using grade level complex texts to support writing instruction K-12
    - Implementation of Math Progressions in K-5, using manipulatives to ensure the concrete, pictorial, and abstract are incorporated into daily lessons
    - Analysis of common assessment data K-12- conversations focus on what the data is telling us about teaching and learning
What is the initial impact?

**Identified Needs**
Analyzed writing rubric, math assessment, and other common assessment data and identified areas needing improvement

**Level 1 and 2: Participant Reaction and Learning**
100% of K-5 teachers have participated in over 40 hours of PD with writing and math instruction as the focus, with majority or participants having favorable impressions

**Level 3: Organization Support and Change**
Aligned the K-5 Standards Based Report Card
Created at least one common assessment in every content area K-12

**Level 4 and 5: Participants’ Use of New Knowledge and Skills and Student Learning Outcomes**
Baseline data has been collected for K-5 students using trimester one report cards; impact will be analyzed at the end of the year based on trimester three results
ITLs in grades 6-12 have met with departments to facilitate evidence-based conversations and identified areas for further instructional support based on student performance
Established a Sequence of Learning to Meet Diverse Needs:

- Conducted baseline survey focused on professional development needs and APPR experiences
- Explored preferred methods of interaction and modes of learning
- Planning targeted monthly learning opportunities – some face-to-face, some utilizing a variety of technology and are utilizing a portion of each session for writing and documentation of impact
Areas of Focus:
- Leadership and Sustainable School Improvement
- Systems Thinking/Systems Dynamics
- Distributed Leadership and Capacity Building
- Evaluation within a Performance Support/Improvement System
- Quality Feedback

Monitoring Impact Through:
- Identification of “signature practice”
- Development of implementation plan— including “must sees” in student and staff performance as applicable
- Commitment to documenting and disseminating impact and learnings
Leadership Summit
February 2015

Featuring:

STLE initiatives and collaboration with NYS districts and regional/national expertise and resources are key to the success of students in public schools. We are smarter and stronger together!

- WT2L Summit participant

Feedback:

The majority of WT2L participants:

- indicated their time was used effectively
- were satisfied with the quality of the professional learning
- indicated they will be able to apply what they learned

Reach:

114 participants attended
Representing:

15 Districts
9 Counties
1 BOCES
NYSED

Reach:

Participants who turnkey their learning have the potential to reach...

56,000 students
4700 teachers & leaders

Reach:

#WT2L
41 users tweeted
400 tweets reached 41,214 twitter timelines
For a total of 207,846 impressions!
**STLE Grant-created Career Ladder Positions**

1 Turnaround Initiative Principal
4 Principal Leaders
36 Teacher Leaders

**REACH**

~1000 Teachers
~12,000 Students

**Student Growth Indicators**

Graduation Rates
Gr. 9 & 10 Credit Accrual
Gr. 8 Accelerated Math & Science Participation
One college course by graduation

AP & ACT Participation
Gr. 1 & 3 Reading on grade level
Algebra II / Trig Regents Exam proficiency
Annual Non-completers

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**STLE Teacher Leaders: Impacts in Their Own Words**

My work with the teachers this week was great. One of them came and saw me immediately after grading an assessment and said "They got it...they actually got it!" This teacher was unsure about the ability of some of his students to understand the level of the new material, but after the assessment was happy to report that what we did worked.

I have truly seen how my coaching has paid off ... I have been primarily been developing PD, coaching within PLCs and creating and providing resources. I have been working with a teacher who has really struggled with EL and coaching her through it ... she must have thanked me at least 4 times for helping her understand instructional practices and decision making when teaching a lesson. She said that because of our meetings she finally felt that she could breathe a little.

The take-ways from my PD were wonderful ... teachers were so happy to just have the time to learn about the structure of the modules and to have time to dissect assessments and conduct structured backwards planning. It allowed them to see how they can differentiate ... The gratitude that I received was well worth the hours ... in research and development of the PD. I have shared this with another TL who attended my 4th grade PD and in turn will provide the same training at her elementary building.
Implications

1. While the information gathered at each level provides vital data for improving the quality of professional development programs, levels 4 and 5 are most important as they help determine the impact on teaching and learning.

2. Although success at an early level may be necessary for positive results at the next higher one, it's clearly not sufficient. Breakdowns can occur at any point along the way.

3. Follow-up is the most important aspect of professional learning.

4. You must plan “backward” (Guskey, 2001), starting where you want to end, identifying the student outcomes you desire, and then working back.
First consider the student learning outcomes that you want to achieve (Level 5).

Then using data gathered through APPR determine what instructional practices and policies will most effectively and efficiently produce those outcomes (Level 4).

Next, consider what aspects of organization support need to be in place for those practices and policies to be implemented (Level 3).

Then, decide what knowledge and skills the participating professionals must have to implement the prescribed practices and policies (Level 2).

Finally, consider what set of experiences will enable participants to acquire the needed knowledge and skills (Level 1).
STLE - D Lead Applicant Next Steps

1. If you have not already, submit your interim report, follow-up calls are being held with each LEA

2. Submit your observation note samples

3. Save March 31st, 9:00-5:00, for the final in-person session
Sharing STLE Success: Teacher Leader Tuesday

What: A social media campaign from Tuesday, February 24th to Tuesday, March 31st to celebrate and promote teacher leadership statewide by showing the positive impact of teacher leaders.

How Do I Participate: Share pictures with captions of the daily routine of your teacher leaders on Twitter using the hashtag #STLE each Tuesday through March 31.

Tuesday, February 24th
• 70+ participants
• Over 200 Tweets posted
• Reached 61,000+ Twitter users