Evaluation Plan

The following are evaluation questions, proposed data sources, and timeline for an evaluation of the OSPI-AESD professional learning services. The evaluation plan follows the logic model for professional learning offered by the Regional Coordinators across the state. This encompasses both the OSPI-AESD Fellows Program and trainings delivered by Regional Coordinators.

The measurement of student academic and non-academic measures will be a pilot study in 2017-18 to maintain flexibility to adjust the plan as needed. Purposeful sampling will be used to maximize formative opportunities and collection of evidence of effectiveness. Evaluation items involving professional trainings delivered by Regional Coordinators will use a purposeful sample of 15 Non-Fellows/Fellows across 4 ESDs and 4 content areas referred to as "Group A." Evaluation items involving OSPI-AESD Fellow Program will use a purposeful sample of 16 Fellows across 4 other ESDs and 4 content areas referred to as "Group B."

I. Project Outputs – Delivery of Professional Learning and Support Services		
Evaluation Question	**Data Sources**	**Timing/Methods of Analysis**
1. What is the frequency of OSPI-AESD Professional Learning across the state and what are the characteristics of the participants?		
a) Excluding Fellows, how many participants attended trainings (disaggregated when available) by: • Education Service District (ESD) • Fellows vs. other participants • Content area (Early Learning, Science, Mathematics, English Language Arts) • Category (pedagogy, content, etc.) • Grade level or district role?	Coordinator Intake Record	• Intake record entered before professional learning session; frequency analysis of trainings • On demand queries in OSPI-AESD database

I. Project Outputs – Delivery of Professional Learning and Support Services

Evaluation Question	Data Sources	Timing/Methods of Analysis
• Type of session (series, stand-alone) b) How many Fellows attended sessions by: • ESD • Content area (Early learning, Science, Mathematics, English Language Arts) • Major Topic (pedagogy, content, etc.) • Grade level • District role	Coordinator Intake Record Fellow Intake Record	• Intake record entered before professional learning session; frequency analysis • On demand queries in OSPI-AESD database
2. How have the Regional Coordinators offered support to district leadership?		
a) What was the focus of the support (state standards, state assessments, etc.) b) How many sessions were held? a) How many district staff attended by ESD, job role, etc.?	Coordinator Intake Record	• Frequency analysis of trainings • On demand queries in OSPI-AESD database
3. What does an examination of OSPI-AESD professional learning and district support activities reveal in terms of services delivered?		
a) What have we learned about needs for services across the state? b) Where are there gaps in services?	Review of information entered in the OSPI-AESD database.	• Frequency analysis • Longitudinal analysis • Annual Interview/Focus Group; Qualitative

I. Project Outputs – Delivery of Professional Learning and Support Services

Evaluation Question	Data Sources	Timing/Methods of Analysis
c) What patterns are observed?	Interviews/Focus Groups with Regional Coordinators (To be Determined)	Narrative Analysis (To be Determined)

II. Short-term Outcomes – Effective Experiences, Enhanced Teacher Knowledge, Effective Support

Evaluation Question	Data Sources	Timing/Methods of Analysis
1. How satisfied are participants with the OSPI-AESD PL and district support sessions?		
a) How do participants rate the logistics and format of the sessions (presentation, organization, content/activities, resources, etc.)?	Participant Satisfaction Survey	• Survey administered after professional learning; Frequency analysis, Qualitative Narrative Analysis for open-ended items completed for April Interim Report
2. In what ways do participants demonstrate a deeper understanding of the knowledge, skills and abilities aligned to the learning objectives of the OSPI-AESD PL series of sessions?		
a) Excluding Fellows, how do PL participants assess their own changes in knowledge, skills and abilities based on the targeted learning objectives of PL series? (Examples of targeted areas include content, pedagogy, equity, standards, assessment, use of curriculum materials, and leadership.) b) How do Fellows assess their own changes in knowledge, skills and	Participants' Changes in Understanding & Application Retrospective Survey	• Non-Fellows complete retrospective survey once after professional learning; Qualitative Narrative Analysis for open-ended items completed in June • On demand queries in OSPI-AESD database • Fellows complete retrospective survey once in May; Qualitative

II. Short-term Outcomes – Effective Experiences, Enhanced Teacher Knowledge, Effective Support		
Evaluation Question	**Data Sources**	**Timing/Methods of Analysis**
understanding based on the targeted learning objectives of the Fellows' sessions? (examples of targeted areas include leadership, content, pedagogy, equity, assessment, use of curriculum materials and network development) c) How do Fellows assess their leadership development?	Participants' Changes in Understanding & Application Retrospective Survey Interviews/Focus Groups with 16 Fellows from 4 content areas and 4 ESDs (Group B)	Narrative Analysis for open-ended items • Interview/Focus Group with purposeful sample Group B completed April-May; Qualitative Narrative Analysis
3. What is the role of OSPI-AESD professional learning in supporting district instructional leadership?		
a) How do district leaders rate the value of OSPI-AESD support for instructional professional learning? b) How have district leaders used the information from ASED professional learning Coordinators?	District Instructional Leadership Self Reflection Tool	• Survey administered after professional learning as determined by Regional Coordinator delivering professional learning; Non-Parametric Techniques (NPT)
4. What are Fellows' perceptions of the efficacy of the Fellows' Leadership Program?		
a) How well do aspects of the program (such as cohesiveness, sequential development, etc.) support Fellows' learning needs? b) What program elements are viewed as essential for building capacity over time?	Interview/Focus Group with sample of 16 Fellows/Non-Fellows across 4 content areas and 4 ESDs (Group B)	• Interview/Focus Group completed with Group B in April; Qualitative Narrative Analysis

II. Short-term Outcomes – Effective Experiences, Enhanced Teacher Knowledge, Effective Support

Evaluation Question	Data Sources	Timing/Methods of Analysis
c) In what ways have the leadership trainings improved Fellows' leadership of self, others and the extended community? 1. Working with adult learners (self-direction, life experiences, etc.) 2. Communication (consensus building, negotiation, etc.) 3. Collaboration 4. Systems thinking (advocacy, etc.)		

III. Longer Term Outcomes – Application to Practice and Leadership, Support for Instructional Improvement, Network Development

Evaluation Question	Data Sources	Timing/Methods of Analysis
1. What evidence is there that participants have applied their professional learning?		
a) Excluding Fellows, how do participants describe their application of new knowledge learned in the sessions (single or a coherent series)?	Participants' Changes in Understanding & Application Retrospective Survey	• Non-Fellows complete retrospective survey once after professional learning; Qualitative Narrative Analysis for open-ended items completed in June
b) What benefits do participants perceive of the professional learning to their	Interviews/Focus Groups with 16 Fellows from 4 content areas and 4 ESDs (Group A/Group B)	• Interview/Focus Group completed with Group A/B between February-May; Qualitative Narrative Analysis

III. Longer Term Outcomes – Application to Practice and Leadership, Support for Instructional Improvement, Network Development		
Evaluation Question	**Data Sources**	**Timing/Methods of Analysis**
day-to-day work in varying roles: 1. Teacher (planning lessons, developing content, aligning curriculum, etc.); 2. Coach (working with adult learners, etc.) 3. Instructional Administrator (updated knowledge, implementation guidance for standards, etc.) c) What classroom evidence is there that participants applied their new learning?	Student work or teacher videos of classroom application from Group A sample	• Videos and artifacts collected on a rolling basis; review and analysis completed by May
a) How do Fellows describe their application of new knowledge based on Fellows sessions? b) What evidence is there that Fellows applied their new learning?	Participants' Changes in Understanding & Application Retrospective Survey Interview/Focus Group with purposeful sample Group A Student work or teacher videos of classroom application in Group A	• Fellows complete retrospective survey once by June; Qualitative Narrative Analysis • Interview/Focus Group completed between Feb-May; Qualitative Narrative Analysis • Videos and artifacts collected on a rolling basis; review and analysis completed by May

III. Longer Term Outcomes – Application to Practice and Leadership, Support for Instructional Improvement, Network Development		
Evaluation Question	**Data Sources**	**Timing/Methods of Analysis**
2. What evidence is there that schools or districts support Fellows' expanded capacity in leadership?		
a) How do Fellows describe the support they have received from their school/district administration?	Participant's Changes in Understanding & Application Retrospective Survey	• Fellows complete retrospective survey once in May; Qualitative Narrative Analysis
1. In what ways are teachers offered shared leadership opportunities to make decisions about professional learning? 2. In what ways do teachers provide input to administrators about the supports they need?	Interview/Focus Group with purposeful sample Group B of 16 Fellows (across 4 content areas and 4 ESDs)	• Interview/Focus Group completed with Group B in April; Qualitative Narrative Analysis
b) How do school or district administrators describe their experience collaborating with Fellows? 1. How flexible is the school and district in utilizing teacher leaders according to their talents and school needs? 2. How do school and district activities encourage changes in teachers' practice? 3. How responsive are administrators to	Interview/Focus Group with 9 school principals or district administrators (1 from each ESD region)	• Interview/Focus Group February 27th at WASA Conference in Seattle; Qualitative Narrative Analysis

III. Longer Term Outcomes – Application to Practice and Leadership, Support for Instructional Improvement, Network Development		
Evaluation Question	**Data Sources**	**Timing/Methods of Analysis**
suggested supports and professional learning needs? 4. In what ways are teacher instructional changes aligned with school improvement efforts?		
3. What evidence is there that OSPI-AESD professional learning and the Fellows' Program have contributed to the development and sustainability of professional learning networks among schools, districts and partners?		
a) How have Fellows' leadership activities contributed to building professional learning networks? b) In what ways do stakeholders and Fellows collaborate in the network with a shared responsibility for student learning? c) How do district administrators describe any increases in professional learning networks and membership of networks as a result of Fellows' involvement?	Participants' Changes in Understanding & Application Retrospective Survey Fellows' Self Reflection Tool Interview/Focus Group with 9 school principals or district administrators (1 from each ESD region)	• All Fellows complete retrospective survey once in May; Qualitative Narrative Analysis • All Fellows complete 5 scales in pre-survey in December for baseline and May for post-survey; Non-parametric techniques for analysis • Annual Interview/Focus Group February 27th at WASA Conference in Seattle; Qualitative Narrative Analysis

IV. Influence – Student Learning and Non-Academic Behaviors		
Evaluation Question	**Data Sources**	**Timing/Methods of Analysis**
1. What influence do participants' professional learning and the Fellows' Program have on student academic performance? *This will be a pilot in 2017-18 in order to allow flexibility across content areas and adaptability to different contexts and communities. In addition, validity and reliability of ways to measure improved student learning will be explored.*		
a) What relationships or associations are emerging between participants' engagement in professional learning and student academic performance?	Student Growth Proficiency Measure (SGPM) Content assessments (Depth of Knowledge, etc.) Student Concept Maps Fellows' Action Plan document analysis & Focus Groups with purposeful sample Group A	Measures to explore include: • Annual SGPM; rate of progression compared annually • Student work at Time 1 and Time 2; compared on factors of interest (disaggregated by proficiency, migrant, teacher characteristics such as National Board Certified Teacher, longevity, etc.)
b) How do participants and Fellows describe the influence of their professional learning on their students?	Interview/Focus Group with 16 Fellows/Non-Fellow participants from purposeful sample Group A Fellow/Participant Changes in Understanding & Application Retrospective Survey	• Interview/Focus Group completed with Group A between Feb-May; Qualitative Narrative Analysis • Non-Fellows complete retrospective survey once after professional learning; Qualitative Narrative Analysis for open-ended items completed in June
c) What evidence is there that student learning is being influenced?	Examples of student work from Group A sample	• Student data at Time 1 (pre) and Time 2 (post) • Video TBD with narrative and rubric if available

IV. Influence – Student Learning and Non-Academic Behaviors		
Evaluation Question	**Data Sources**	**Timing/Methods of Analysis**
d) What evidence is there that student behavior is being influenced?	Classroom observation or videos of application Measures of Adolescent Connectedness (MAC) Student discipline, attendance	• Student data at Time 1 (baseline) and end of year; ANOVA • Frequency analysis