2017-18

OSPI-AESD Network Professional Development Program Evaluation & Operations Manual

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AESD ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS

Nine ESDs. One Network.
Supporting Washington's Schools and Communities.

KA Kauffman & Associates INCORPORATED

Kauffman & Associates, Inc.

Kauffman & Associates, Inc. (KAI), is a small, American Indian owned management firm dedicated to serving educators and youth throughout the state of Washington. At KAI, we do work that matters.

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Introduction

In February 2017, the Office of Superintendent of Public Instruction and the Washington Association of Educational Service Districts (OSPI-AESD) acted on the goal of developing an evaluation plan for AESD professional development activities. The evaluation plan looks at the impacts of changes in school staff, early educator practices, and student performance indicators for the nine educational service districts (ESDs) serving Washington state for the 2017-18 school year. The OSPI-AESD Network of Professional Development, under supervision of the Puget Sound ESD, contracted with Kauffman & Associates, Inc., (KAI) to conduct an external evaluation and develop this document, the *OSPI-AESD Network Professional Development Program Evaluation & Operations Manual.* KAI has a combined experience of 60 years of evaluating educational programs at the federal and state levels. The effort to develop this document included the state's key stakeholders, such as key leadership at OSPI and AESD, state Assistant Superintendents, Regional Coordinators, and Fellows across all nine ESDs.

During March 2017, KAI conducted four focus groups with the AESD Regional Coordinators in each of the content areas. The Regional Coordinators described their activities, ideal short- and long-term outcomes, and the types of information that would be useful for ongoing planning and evaluation. These discussions facilitated the development of an OSPI-AESD Theory of Action (TOA) and Logic Model. Two representatives from each content area met with KAI staff to review initial drafts of the TOA and Logic Model. A Fellows Evaluation Advisory Committee, consisting of a representative of each of the content areas, served as the final review panel for the proposed TOA and Logic Model. The committee also discussed strategies that could be used to collect evaluation data.

In April 2017, building on this input from Regional Coordinators and ESD leadership, KAI developed the evaluation plan and data gathering instruments. The evaluation plan and instruments align to meet the needs identified by Regional Coordinators. Concurrently, KAI developed a database design for use by ESDs to collect data. The database will streamline information and progress related to professional development activities for evaluation and planning, as identified in the evaluation plan. In early June 2017, KAI surveyed the Regional Coordinators to identify user needs, wants, and wishes about useful evaluation and data. KAI incorporated this feedback into the database design.

Through this process, the Puget Sound Educational Service District led the coordination and communication with Regional Coordinators and Assistant Superintendents across the ESDs. They have acted on behalf and for the benefit of OSPI, AESD and each ESD to ensure evaluation program planning quality and that this evaluation program plan meets the needs of the AESD.

This program evaluation and operations manual is the direct result of a collaborative effort to reflect the evaluation goals of OSPI-AESD. The document includes a theory of action, logic model, evaluation plan, evaluation instruments, professional development course numbering system, evaluation database design, and calendar of professional development activities for the

2017-18 school year. Implementation of the program evaluation will require continued collaboration across all the state OSPI-AESD stakeholders. This document outlines and describes the evaluation planning and system changes based on essential activities for the ESDs to fulfill their efforts to enhance educational opportunities for students across the state of Washington.

Theory of Action and Logic Model

Two models of AESD Professional Learning illustrate the program's TOA and the relationship between the resources, activities, outputs, and outcomes. The models explain the underlying theory of change in how the program will result in desired outcomes and what the logical flow of resources is to reach the desired outcomes. The models explain underlying assumptions that can be tested through evaluation.

Theory of Action

In evaluation practice, TOAs (or theories of change) model the assumptions underlying a program's design that will lead to desired outcomes. In a simple diagram, the OSPI-AESD Professional Development TOA (see Appendix A) illustrates how a statewide, coordinated professional learning program will result in an increased number of education personnel using pedagogical content best practices. The key assumption underlying the TOA is that value is added to professional learning in the four content areas of Early Learning, Science, Mathematics, and English Language Arts when the content experts at the ESDs form content specific professional learning communities. Each Coordinator for the content areas collaborate as a group with the OSPI to provide support within the content group, identify current research and best practices, and promote educational improvements system wide. Their coordination allows for an annual, statewide focus and professional learning activities that engage educators in a statewide leadership development program developing a cadre of Fellows and contributes to the development of learning networks. In addition, the Content Area Regional Coordinators deliver courses and sessions for educators and administrators. The desired short-term outcomes of the professional learning include changes in teaching or administrative practices, influence on colleagues' educational practice, and building networks for educational improvement. The long-term change in this theory is an increased number of educators use best practices, which then influence student learning.

Logic Model

Like a road map, a logic model shows the route traveled (or steps taken) to reach a certain destination. A detailed model indicates precisely how each activity will lead to desired changes. The OSPI-AESD Logic Model (see Appendix B) builds on the TOA by providing more descriptions of the activities and outcomes. The Logic Model illustrates the relationships in ASED's Professional Learning program by describing the major resources that support key activities

that result in outputs and short- and longer-term outcomes. The major resources for the AESD model are the Content Area Regional Coordinators in each of the ESDs and their partners, such as OSPI and others within the ESDs and AESD. These resources support two major sets of activities. The first is the development of professional learning teams within each content area. These teams are their own learning communities, and they work together to build statewide educational capacity by conducting training for educators and district administrators and by supporting the Fellows in the leadership development program.

Outputs are the tangible results of the Content Area Coordinator teams' work. Outputs include the creation of resources for educators within each of the content areas, courses and sessions offered across AESD, and the numbers of educators and administrators who participate in professional learning activities. Outcomes are the impacts of the professional learning, or the desired changes predicted by the TOA. Outcomes are more immediately realized after professional learning sessions or supportive services to school districts. In the Logic Model, the short-term outcomes are: (1) effective training, (2) the participants' view the professional learning as effectively delivered and useful, and (3) the demonstrated understanding of the content or skills taught in a course or session. The Logic Model includes these outcomes for educators' professional learning and for district support.

Longer-term outcomes are the changes that result from professional learning activities. Once educators report shorter-term outcomes, including mastery of the knowledge and skills learned, they should demonstrate the application of these in classrooms or within their spheres of influence. The longer-term outcomes include observable changes in instructional practice at the classroom level and support for educational improvements at the district level. Another longer-term outcome is an increased number of educational networks dedicated to instructional improvement through active communities of practice and collaboration. Although improved instructional practice influences student academic and non-academic behaviors, such as mastery of content, improved attendance, and engagement in learning, the Logic Model does not claim that professional learning, alone, can cause these outcomes. Many variables influence an individual student's leaning; however, AESD's investment in coordinated delivery of professional learning and support to districts is an important contributor to student engagement and subject mastery.

Evaluation Plan

The Evaluation Plan (see Appendix C) builds on the Logic Model. It describes the evaluation activities that address the outputs and outcomes and the data that is needed to conduct the evaluation. Much of the data is collected through survey instruments or focus groups. This section describes the draft evaluation and data collection instruments.

Evaluation Plan

Evaluation is guided by questions, the answers to which will allow OSPI, AESD and the Regional Coordinators and their constituents to know how well outputs and outcomes are being achieved. This section describes the draft evaluation questions, proposed data sources, and timeline for an evaluation of the OSPI-AESD professional learning services. The evaluation plan follows the TOA and Logic Model for professional learning. Data will be collected through new instruments, as well as through modifications of existing instruments. Each table in the plan corresponds to the outputs, short-term outcomes, the longer-term outcomes, and influences on student behavior, as described in the Logic Model. The tables list the key questions and a series of sub-questions or topics that further examine the information to be analyzed for the key evaluation question.

Evaluation Questions for Outputs

Two major questions evaluate outputs. The first is: What is the frequency of OSPI-ASED professional learning across the state, and what are the characteristics of the participants? The second question is: How have the Regional Coordinators offered support to district leadership? The sources of data to address these questions will be the Coordinator Intake Record and the Fellows Intake Record, which Regional Coordinators will complete prior to any course or session. These records show the numbers and types of courses or sessions offered and the demographic information of the participants.

The final key evaluation question related to outputs is: What does an examination of OSPI-AESD professional learning and district support reveal in terms of services rendered? Evaluators will augment intake information by conducting focus groups with the Regional Coordinators. Analysis of the focus groups and data in the intake records will identify the patterns in enrollment data and gaps in services to geographic areas or to specific populations, which will help assess statewide needs for professional learning opportunities.

Evaluation Questions for Short-term Outcomes

The first evaluation question examining short-term outcomes is: How satisfied are participants with OSPI-AESD professional learning and district support? The data source to address this question will be a participant satisfaction survey. This survey will be administered immediately after each course and session. The second question is: In what ways do participants demonstrate a deeper understanding of the knowledge, skills, and abilities aligned with the learning objectives of the OSPI-AESD course series or sessions? The third question is: What is the role of the OSPI-AESD professional learning in supporting district instructional leadership? All participants in professional learning sessions or courses will be given a Participant Changes in Understanding and Application Retrospective Survey. The survey will be administered after the course or session and again at a time yet to be determined. The survey will allow participants to assess changes in knowledge, skills, or behaviors. Fellows' growth will be measured by an instrument co-developed by KAI, Puget Sound Educational Service District, and

the Evaluation Advisory Committee in September 2017. Survey information will be augmented through focus groups with Fellows. Perceptions of district administrators will be gathered through focus groups to better understand their views on the value and role of OSPI-AESD evaluation for administrators. The final question focuses on the Fellows' perceptions of the efficacy of the leadership program. Data for this question will be collected through focus groups.

Evaluation Questions for Longer-term Outcomes

Three major questions address the longer-term outcomes. The first looks for evidence that participants in courses and sessions have applied their learning. The second examines the support given by school and district administrators to Fellows and other participants to use their knowledge and leadership skills. The final question explores sustainability of the changes in educational performance owing to OSPI-AESD professional learning activities. The Online Participant Changes in Understanding and Application Retrospective Survey (to be administered at two points in time each year) and Fellows' Assessment of School- or District-Level Support Survey (to be administered annually) will be used to collect data for these questions. The surveys will be complemented by data collected through interview and focus group guides for a representative sample of Fellows. The interviews and focus groups will be conducted annually. Data will be sourced from school- or district-level administrators for these questions.

The student learning component of the evaluation plan will be a pilot in the 2017-18 school year. This approach will ensure flexibility across content areas as well as adaptation to different contexts and communities. The Evaluation Advisory Group and other groups will provide input and feedback to find the best approaches and constructs to measure improved student learning. Whenever it is appropriate, student performance on Student Growth Proficiency Measures, Content Assessments, or Student Concept Maps, examples of student work, classroom videos, and student non-academic measures can be used to assess student learning.

Evaluation Instruments

This section describes each of the data gathering instruments listed in the Evaluation Plan. The title of each instrument is listed below followed by a description. Next, the role of the Regional Coordinator and Evaluator are described to assist in administration of the instruments.   Survey instruments will be designed to be completed by Fellows and other professional learning participants online. The interview and focus group guides will be used by the external evaluators.

I. Project Outputs – Delivery of PL and Support Services

a) The **Participants' Satisfaction Survey:** This survey should be completed by every participant in a course or session conducted by a Regional Coordinator. The survey contains 12 items that are rated on a five-point scale, ranging from "very

poor" to "very good." A "does not apply" choice is included for those items that do not pertain to the course or session.

b) The **Interview/Focus Group Guide for Regional Coordinators** has seven questions, many with subsections, and is designed to learn more about Regional Coordinators' views regarding their work. It can be administered annually as a survey or in a focus group with Content Area Regional Coordinators.

REGIONAL COORDINATORS' ROLE

This **participant survey** will be sent to each participant to be completed at the end of a course or session. The survey is built into the database and sent automatically to any participant who was registered through the Coordinator Intake Record. Regional Coordinators should allow time at the end of the course or session to complete this survey or remind participants to complete it immediately afterwards.

EVALUATORS' ROLE

The **Interview/Focus Group Guide for Regional Coordinators** will be used by the OSPI-AESD external evaluators. The Regional Coordinators will meet as a group, or they will be interviewed separately by the evaluators.

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

a) The **Participant Changes in Understanding and Application Retrospective Survey** will be a key source of data for Fellows and other participants in all courses and sessions. The survey includes 40 items. Survey respondents will be asked to rate their degree of change using a 7-point scale where 1 equals "no change," 4 is "some change," and 7 is "significant change." It is a retrospective survey in which respondents assess their own changes in understanding and knowledge, as well as how much they applied their learning.

The survey has 16 items related to "Leadership of Self" where participants will rate their own changes resulting from the course or session. The "Leadership of Others" section contains 10 items relating to Fellows' (or other participants') work in building professional learning networks or improving the practice of their colleagues. The "Cultural Competency Leadership" section contains eight items covering the ways in which professional learning participants develop diversity and equity skills and approaches. The final section, Networking and Advocacy, includes six items related to leadership in advocating for system changes.

The survey is designed to be taken soon after a course or session and again some months later (the time of the second administration is yet to be determined.) A number of the items on this survey were adapted from the Center for Strengthening the Teaching Profession Working with Adult Learners survey.

b) The **Fellows' Interview/Focus Group Guide** has 15 questions designed to learn how the Fellows view the professional learning and leadership development they experienced during the year. These interviews or set of focus groups will be annual. A representative sample of Fellows will be interviewed. The sample will include a Fellow from each ESD and each of the content areas and a mix of grade-level teachers, coaches, and other educational personnel.

REGIONAL COORDINATORS' ROLE

The **Participant Changes in Understanding and Application Retrospective Survey** offers a menu of items and Regional Coordinators will need to choose the items on this survey that are appropriate for the specific course or session. It is to be taken after the professional learning session and again at a time yet to be determined. The survey will be tagged to the specific course or session so the same survey will be given again at the time to be determined.

EVALUATORS' ROLE

The external evaluators will be responsible for choosing the sample of Fellows to interview or invite to a focus group. The sample should change each year.

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

a) **The Participant Changes in Understanding and Application Retrospective Survey** is used to address the questions in this section of the Evaluation Plan related to the application of professional learning.

b) **Fellows Assessment of School- or District-Level Support Survey** is to be administered to Fellows annually at the end of each year. This survey has 18 items on which Fellows use a 5-point rating scale from "very poor" to "very good." The items cover a number of areas in which school- or district-level administrators can support teacher-led leadership.

c) **District or School Administrators Interview/Focus Group Guide** includes seven questions to assess their experience with OSPI-AESD professional learning and the Fellows' Program. The guide is to be used with a sample of district or school administrators from each ESD. The sample should include school- and district-level leadership who have Fellows, as well as other educators participating in professional learning courses or sessions.

REGIONAL COORDINATORS' ROLE

Instructions for Regional Coordinators in the short-term section above apply to the use of the **participant changes** survey. It is designed to capture information to assess short-term and longer-term outcomes.

EVALUATORS' ROLE

External evaluators are responsible for the annual interviews or focus groups with school- and district-level administrators. They are to determine the number and types of administrators to be included in the purposeful sample with representation from each ESD and each content area.

IV.   Influence – Student Learning and Non-Academic Behaviors

STUDENT LEARNING

The student learning component of the evaluation plan will be a pilot in the 2017-18 school year. This approach will ensure flexibility across content areas as well as adaptation to different contexts and communities. The Evaluation Advisory Group and other groups will provide input and feedback as we collaborate together to find the best approaches and constructs to measure improved student learning.

a) Student Growth Proficiency Measure (SGPM) is an annual, student-level measure available on the OSPI website. The SGPM will be a measure recorded for select students (to be determined) in a sample of teachers' (Fellows' and possibly non-Fellows') classrooms and compared annually to the following cohort's SPGMs.

b) Content assessments include assessments that measure Depth of Knowledge,[1] such as concept maps, etc. These instruments will be administered twice (to be determined) and compared on factors of interest (disaggregated by student demographics, proficiency, migrant, etc.)

c) In September, the Fellow will choose the criteria they will use to track changes in their student academic learning. They will also choose the measures to use to track improvements in their students' non-academic improvements such as social/emotional learning. These criteria will be identified in their Action Plan. The Coordinator (and potentially the external evaluator) will guide the Fellow in choosing valid and reliable ways to measure change in students' learning, paying particular attention to patterns or correlations in disaggregated measures. Measures will be repeated in January and May.

d) Fellows' Interviews and Focus Groups

REGIONAL COORDINATORS' ROLE

Based on Coordinator feedback, Regional Coordinators may be able to assist with periodic reviews of the Fellows' Action Plan. They may also assist in obtaining content assessment measures.

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[1] Webb, N. (2006). *Webb's Depth of Knowledge Guide.* Retrieved from http://www.aps.edu/re/documents/resources/Webbs_DOK_Guide.pdf on July 14, 2017.

EVALUATORS' ROLE

External evaluators are responsible for collaborating with school districts to obtain the Student Growth Proficiency Measure for a sample of students. They will also conduct the annual interviews or focus groups with a purposeful sample of Fellows from each ESD and content area.

NON-ACADEMIC MEASURES

a) Interviews and focus groups with Fellows.

b) Attendance and discipline measures will be recorded in a longitudinal method for at least 2 years.

c) The Measures of Adolescent Connectedness is a survey designed to measure social/emotional learning and adolescents' level of connectedness to family, school, teachers, friends and self.[2] The instrument will be administered b b bin a pre/post or time series.

d) Classroom observations will be conducted with a sample of Fellows using a rubric that measures social or emotional skills, such as engagement, collaboration, etc.

REGIONAL COORDINATORS' ROLE

Regional Coordinators may assist in choosing a purposeful sample of Fellows for the external evaluators to conduct a classroom observation. Regional Coordinators may assist when Fellows volunteer to create a video record to illustrate improvements in students' behavior, such as classroom engagement, collaboration, etc.

EVALUATORS' ROLE

External evaluators are responsible for conducting the annual interviews, focus groups, and observations with the Fellows. They will determine the number of Fellows in the purposeful sample with representation from each ESD and content area. Evaluators will coordinate with the school districts to obtain student attendance and discipline measures for specific students (to be determined), as well as facilitate the implementation of Measures of Adolescent Connectedness when needed.

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[2] Karcher, M. J. (2003). The Hemingway: Measure of Adolescent Connectedness – Validation Studies. *ERIC no. ED477969; ERIC/CASS no. CG032433*

Course Identification System

As part of the OSPI-AESD Professional Development Evaluation, KAI has undertaken the task of creating a common course identification system. The purpose of this system is to provide consistency on naming professional development content courses among the ESDs. Currently, the ESDs offer teachers and other educational professionals a wide variety of professional development and training opportunities. While the courses may contain similar content, the names of the courses and how they are described often vary. To that end, Washington State needs a common course identification system to help provide consistency and transferability of professional learning delivered across the nine ESDs.

The proposed common course identification system is for the Early Learning, Science, Mathematics, and English Language Arts professional development classes offered across Washington State from the nine ESDs. The goal for this numbering system is to develop the functionality to make informed decisions to better meet professional learning needs across the state. KAI sought input and expertise from Regional Coordinators who deliver the courses to better understand the course content. KAI launched a data collection of all ESD course offerings, descriptions, and goals and downloaded data from the current system to perform an extensive analysis. Additionally, KAI spoke with Joyce Hammer, Director of Transfer Education at the Washington State Board for Community and Technical Colleges. Dr. Hammer was instrumental in developing a common course identification system for the community and technical colleges. She shared insights and learnings based on this work. Grounded in this knowledge, KAI developed the proposed process to create a common course identification system.

Steps to Implement a Common Course Identification System

The sections below are organized into the major steps that need to be completed to implement a common course identification system. These steps include the assignment of a course title, number, and description; building the course content; and conducting ongoing maintenance activities that require new governance processes.

Assigning Course Titles

Currently, course titles are not standardized across the ESDs. A collaborative effort between the Regional Coordinators and Assistant Superintendent champions of each content area is required to develop a common course title for all professional development offerings. Unlike college or university courses, the professional development courses are rarely sequential, e.g. Introduction to Reading I, II, and III. Yet, some of the courses do share overarching goals. These overarching goals can serve as the initial guiding factor for sorting courses. It is recommended that courses with at least 80% overlap of content be considered common and unified under one course title.

Assigning Course Identifications

The course identification system first needs to distinguish among course content areas: Early Learning, Science, Mathematics, and English Language Arts. In developing a standardized course identification system, KAI recommends it be built on the rubric: course content area, category, topic, and goal. A course identification would look like: [ContentArea:Category:Topic:GoalNumber].

- The content areas will serve as the initial identifiers and sorters of the courses.
- The major categories of the courses, based upon a review of all the courses offered, are: Pedagogy, Content, Standards, and Leadership.
- Cross-cutting topics, those included in each of the four content areas, include: Content Literacy, Special Populations, Instructional Strategies, Assessment, and Content workshops (Table 1 provides a more complete list of cross cutting topics).
- Subject area goals of each content area is the final item of the rubric. For example, the English Language Arts goals are: (1) increase evidence-based practices, (2) increase educators' knowledge and align knowledge with student learning needs, and (3) increase leadership capacity of Fellows.

As noted above, there are four groups of content areas offered for professional development. The courses are: Math (M), Science (SCI), EnglishLanguage Arts (ELA), and Early Learning (EL). The categories are: Pedagogy (Ped), Content (Cont), Standards (Stan), and Leadership (Lead). A sample of topic areas are: Content Literacy (TContLit), Special Populations (TSPop), Instructional Strategies (TInstrucStrats), Assessment (TAssess), Content Workshops (TContWksp). Table I lists these content areas and categories.

Table 1. Proposed course identification by content area and category

Content Areas	Category
Math (M)	Pedagogy (Ped)
Science (SCI)	Content (Cont)
English Language Arts (ELA)	Standards (Stan)
Early Learning (EL)	Leadership (Lead)

A proposed numbering system would follow from the categories: Pedagogy 100-199; Content 200-299; Standards 300-399; and Leadership 400-499. This proposed numbering system ensures each category can grow and respond to ESD needs. The numbering system should end with an ampersand (&) so ESD personnel have flexibility to add or assign characters to the specific course identification system that are meaningful to the ESDs.

An example of a course number would be: M:Ped:100:TSPop:G1-Course name. Based upon existing content, a course number might be: M:Cont:200:TAssess:G2-OSPI Early Numeracy Series. Another example for an existing course would be: ELA: Stan: 101: Common Course State Standards. An example for Science would be: SCI: Cont: Science: G2. Following are the proposed course topics that cut across four content areas:

- Instructional Strategies (TInstrucStrats),
- Special Populations (TSPop),
- Fellows (TFell),
- Assessment (TAssess),
- Content Literacy (TContLit),
- Regional Leadership (TRLead),
- Open Educational Resources (TOEdRes), and
- Instructional Practices/Routines (TInstrucPracs/Routs).

Table 2 lists the proposed course identification by content area.

Table 2. Proposed course identification by content area

Math Goals	Science Goals	Early Learning Goals	ELA Goals
G1: Deepening mathematical content knowledge	G1: Expand existing knowledge	G1: Successfully transition to K-12 for all students	G1: Increase evidence-based literacy practices and implement ELA standards
G2: Shifting pedagogy and practice	G2: Make meaning of core ideas	G2: Create an early learning model for Fellows	G2: Increase educators' knowledge and align with students' learning needs
G3: Shifting dispositions in mathematics	G3: Participate and contribute to adult learning statewide	G3: Embed racial equity and family engagement	G3: Increase leadership capacity of Fellows

Building the Course Content

The Regional Coordinators and Assistant Superintendent content area champions shall come together to standardize the training content. To that end, they need to meet to jointly develop course content and agree upon common norms for the courses. Each common course taught by Regional Coordinators across the state must include at least 80% common content.

Maintenance

Table 3 lists the course identification system maintenance and description.

Table 3. Course identification system maintenance and description

Area	Description
Course identification Advisory Committee, role, purpose and mission	KAI recommends establishing a Course Identification Advisory Committee to manage and update the common course identification system. The committee should have a clear purpose "to manage, maintain, and update the common course identification system." The committee's mission should be "to ensure consistency in the content of professional development opportunities to the teachers and education professionals within the Washington state ESDs."
Committee membership and terms	Membership on the Course Identification Advisory Committee should be representative of the various stakeholders in AESD and the ESDs. It is suggested that the committee have five or six representatives. The ESDs may decide that some stakeholder roles must be regular members of the committee; the other stakeholder roles can cycle on and off the committee in alternative 2- or 3-year cycles. Members should be appointed for 2 to 3 years; they may be re-appointed for consecutive terms.
Committee support	Administrative support for the Course Identification Advisory Committee should be considered to ensure record keeping, track the process, provide meeting minutes, and follow up on assignments. The committee's duties, meetings (duration and frequency), and staffing must be developed and agreed upon. The committee should report to the AESD.
Committee process	The Course Identification Advisory Committee should set up a process to accept new ideas for professional development courses. Recommendations should be submitted to the committee in writing and the process should include completing forms that include the content area, category, topic, goals, and course content description.
Maintaining the Course Identification System	Establishing standards to maintain and track the course identification system will be important. It will create institutional memory and norms across the ESDs. The Course Identification Advisory Committee can be tasked with this responsibility. Once the process has been identified, it will be important to disseminate the information and make it available on the AESD website. Transparency will aid in the implementation, understanding, and institutionalization of the process.
Adding new course numbers	Managing and updating the common course identification system will be critical for the system's success. To this end, a clear system with a

Area	Description
	delineated process and steps are needed. A small group of stakeholders would facilitate the process and be responsible for tracking updates to the system.

Timeline for Updating the Course Identification System

The common course identification system should be updated annually. This timeline will allow time for submissions to come in and for the Course Identification Advisory Committee to go through its process. The Course Identification Advisory Committee will be comprised of members from ESDs. PSESD will act as the central point for collecting input from all nine ESDs. Table 4 outlines the timeline for updating the course identification system.

Table 4. Timeline for updating the course identification system during the 2017-18 school year

Activity	Timeline	Tasks
Collect the recommendations in a central system for the course identification system	June to December	PSESD will be the central point to collect ideas and requests from all nine ESDs to add courses to the common course system.
Review the recommendations for the course identification system	January to March	Review requests.
Share the results of review process	January to March	Make their determinations.
Recommend changes and updates	April and May	Recommend changes to the common course identification system.
Approve changes and updates	June	Approve updates to the course identification system
Implement changes and updates	July	Implement updates so they are in place in August when the school year begins again.

Course Identification System Next Steps

This section identifies areas for the ESDs and their teams to consider going forward.

1. Given the complexity of establishing a common course identification system, implementation will need to be phased in over time. The ESD should expect some early adopters, while others will need more time to accept the new system. A phased in approach over 3 or 4 years may be prudent;
2. The common course identification system will need an advocate. This role can be filled by someone from the Course Identification Advisory Committee or the AESD. This person will champion the new numbering system. The role can be a standing member on the committee or part of the implementation process plan.
3. The ESDs should consider how to define the Special Populations, Content Area Literacy, and Other categories and then integrate these categories into the course identification system.
4. The ESDs should sort the categories of the most basic courses to clearly differentiate the courses and better understand the breadth of courses currently being offered.
5. The ESD should seek descriptions for all courses to better understand their content and ensure better integration into the course identification system.
6. Once the course identification system is implemented, analytical work can be undertaken to better understand the impact of the courses, course enrollment, and course satisfaction. These analyses can inform the ESDs' decision making on which courses to continue, revise, expand, and discontinue.

Evaluation Database

Database Design

The online database management system will serve as a mechanism for AESD Regional Coordinators and Fellows to enter evaluation information about their professional development courses. The online system will be built using the latest web technologies, and it will be accessible from a wide range of devices with access to the internet. This document covers the input forms and processes for developing the OSPI-AESD database system. Details about the database in this document include: user management, data entry forms, reporting, and outputs.

System Overview

The system will be web based and accessible through modern desktop browsers, including Internet Explorer, Firefox, and Chrome. Users will also have the ability to take surveys and review reports using web browsers on mobile devices. The system will be developed using a variety of languages including HTML, CSS, Javascript, PhP, and MySQL. The database will be hosted at Amazon Web Services and maintained by KAI.

DATABASE SYSTEM

The database will be an online tool for users that will allow for data collection through multiple intake forms and surveys. A fully featured login system will require all users to access it with an

account provided to them by system administrators. Users' access to forms and surveys will be dependent on their levels of access. The database system has five different user levels and seven intake forms and surveys targeted at a wide audience of participants.

System Users

Users are divided into six types: OSPI-AESD leadership, ESD Superintendents and Assistant Superintendents, Regional Coordinators, Fellows, and System Administrators. Each user will be required to fill out a profile with the basic information included in Table 5. Table 6 lists the users by types and their need. Table 7 lists additional account profile form fields for Fellows.

Table 5. Required profile information for each database user

Field	Type	Notes	Required
Name	Text		Y
Title	Text	Optional	N
Email Address	Text		Y
ESD	Dropdown	Pre-defined list	Y
School District*	Dropdown	Pre-defined list	Y
Race/Ethnicity*	Dropdown	Pre-defined list	Y

Fellows and participants only

Table 6. Database user types and needs

User Types	User Needs
OSPI-AESD leadership	• Access to reports on Regional Coordinators and Fellows statewide • Access to reports on courses statewide
ESD Superintendents and ESD Assistant Superintendents	• Access to reports on Regional Coordinators and Fellows from their ESD • Add and edit Regional Coordinators and Fellows they oversee in the system and make changes to their accounts • Report on surveys and intake records filled out across their ESD
Regional Coordinators for each content area	• Access to report on surveys and intake records across all ESDs only in their content area • Are associated with their ESD only in their content area

User Types	User Needs
	• Oversee the Fellows under their ESD • Create new professional development sessions and conduct participant surveys • Generate reports on Fellows and participants from their professional learning sessions
Fellows	• Access to data they have entered • Are associated with their ESD and school • Can enter data into forms specified for Fellows • Must complete an online profile that includes the fields in Table V • Complete professional development participant surveys
System administrators	• Have full control over the database system • Create new users • Update user accounts • Recover passwords for users • Generate reports across all information

Table 7. Additional account profile form fields for Fellows

Field	Type	Notes	Required
ESD	Automatically entered when a school is selected	Pre-defined list	Y
School	Dropdown	Pre-defined list	Y
What grade level(s) have you worked with?	Checkbox	Pre-defined list	Y
What is your role?	Checkbox	Pre-defined list	Y
National Board Certification	Checkbox	Pre-defined list	Y
Start date as a Fellow	Date picker		Y
Content area	Dropdown	Pre-defined list	Y
Race and Ethnicity	Dropdown	Pre-defined list	Y

Field	Type	Notes	Required
Number of years teaching	Checkbox	Pre-defined list	Y

USER MANAGEMENT

New users can be created by System Administrators and are entered by going to the user management section of the website. A list of current users and roles will be available to system administrators. When a new user is created, an invitation will be sent to the user asking them to fill out a new user form with the fields required for their account type.

USER ACCOUNT INFORMATION

All user accounts will be required to fill out the basic account information listed below. New users will be sent an invitation email by the system administrator asking them to fill out a new user profile. New accounts will be pre-filled out with name, account type, and email address before the user sets up their account. Table 8 lists the basic user account information form fields.

Table 8. Basic user account information form fields

Field	Type	Notes	Required
User ID	Not applicable (NA)	Automatic	Y
Account type	NA	Automatic	Y
Name	Text		Y
Email address	Text	Automatic	Y
Password	Text		Y

USER REGISTRATION

New users will be sent an email from the system administrator or administrator with instructions and a link for registering. Users will fill out information according to the account type they have been assigned. Once the user has registered, they are automatically approved with access to the system.

Login System

A login page will be the starting point for all users. Users will be identified by their email address and password that they select. Once a user is logged in, they will be taken directly to a dashboard screen based on their permission level. If a user cannot remember their password, a password recovery system will be available. Users will submit their email addresses to the recovery system, and a recover password email will be sent with instructions on how to reset

their password. Invalid login attempts will be logged in the system. Users will have up to five attempts at logging into the system before they are denied access for 1 hour. System administrators can remove access denials for users by request.

Data Entry Forms

Users will be entering a variety of intake forms and surveys throughout the year. Intake forms can be entered at any time through the database; however, Participant Satisfaction Surveys expire 24 hours after the professional learning session. Table 9 lists all input forms and surveys that can be entered.

Table 9. List of input forms

Form	User	Frequency/Timeline
Coordinator Intake Record	Regional Coordinators	• Entered before professional learning session • Completed after professional learning session
Fellows Profile	Fellows	• Entered when registering for an account with the system
Participant Satisfaction Survey	Participants	• Completed within 24 hours after professional learning session
Participant's Changes in Understanding & Application Retrospective Survey	Participants	• Completed after professional learning session • Completed 3–9 months after professional learning session • Annual survey completed at end of year
Fellows Action Plan	Fellows	• Updated 3 times a year

Coordinator Intake Records

Regional Coordinators generate new intake records (see Figure 1) through the database system and include the fields listed in Table 10. Intake records start the process of recording a new professional development session. If a professional development opportunity has multiple sessions, users can enter additional sessions beyond the first session created automatically by the system, with field outlined in Table 11. Every time a new session for a professional development opportunity is created, the system will generate a new participant survey. Regional Coordinators will have access to unique URLs (links) to the survey in the database system, which they can share with their participants after the professional development

session. All participant surveys will have an expiration date of 24 hours after a session has concluded.

Figure 1. Intake record flow

Table 10. Intake record form fields

Field	Type	Notes	Required
Regional Coordinator	NA	Automatic based on user making the entry	Y
Number of sessions	Numeric		Y

Field	Type	Notes	Required
Goal of the professional development	Checkbox	Pre-defined list	Y
Content area	Checkbox	Pre-defined list	Y
Topic area	Checkbox	Pre-defined list	Y
Course title	Text		Y
Course number	Search box	Pre-defined list from common course identification system	Y
School	Dropdown	Pre-defined list	Y

Table 11. Session form fields

Field	Type	Notes	Required
Intake record ID	Numeric	Automatic	Y
Delivery method	Dropdown	Pre-defined list	Y
Number of professional development hours	Numeric		Y
Total number of participants	Numeric		Y
Number of participants by grade level and role	Table	A table of data to be filled out	Y
Comments	Text area		N
Date of session	Date picker		Y
Session number in series	Numeric		Y
Professional development topic	Dropdown	Pre-defined list	Y
Notes	Text	User defined	N
Video upload	Upload box		N

Fellows' Profile

Fellows are required to fill out a profile with all information from Table 12. The profile information will be filled out at the beginning of their Fellowship and can be updated at any time.

Table 12. Fellows' Intake Record form fields

Field	Type	Notes	Required
Name	Text input		Y
ESD	Dropdown		Y
School	Dropdown	Based on the ESD they select	Y
Content area	Checkbox	Pre-defined list	Y
Race/ethnicity	Dropdown	Pre-defined list	N
Number of years teaching	Numeric		Y

Participant Satisfaction Surveys

Participant satisfaction surveys are distributed after a professional development session to all participants (non-Fellows, teaching staff, and instructional leadership). Once a session is created for an intake record, a new participant survey is automatically generated. Participant surveys will collect the same basic information, and Regional Coordinators will be able to add custom questions to the survey. A new URL will be generated for every participant survey that will be unique to the session it is associated with. Regional Coordinators will deliver the survey URL to participants at the end of each professional development session, and participants will have 24 hours to complete the online survey. Regional Coordinators will have the option to extend the time limit by accessing the professional development session in the database system and editing the survey information. Table 13 outlines the participant survey form fields.

Table 13. Participant survey form fields

Field	Type	Notes	Required
Session ID	NA	Automatically generated	Y
Date entered	NA	Automatically generated	Y
Name	Text		N
ESD	Dropdown	Pre-defined list	Y

Field	Type	Notes	Required
District	Dropdown	Pre-defined list	Y
School	Dropdown	Pre-defined list	Y
Grade level(s) currently teaching/current role	Checkbox	Pre-defined list	Y
Years working as a teacher	Numeric	Pre-defined checkbox	Y
Subject(s) currently teaching	Checkbox	Pre-defined list	N
How many professional development hours do you usually complete annually?	Numeric	Pre-defined ranges	Y
I have broadened/deepened my existing knowledge of __.	Matrix of options	Likert scale	N
Participating in this professional development learning experience prepared me with the necessary skills to try something new in my professional practice.	Radio button	Likert scale	N
What new things will you try in your professional practice in the coming months as a result of this professional learning?	Text area		N
As an instructional coach/TOSA, how did the professional learning experience help you fulfill that role?	Text area		N
My greatest learning related to the content of this professional learning experience was __.	Text area		N
What suggestions do you have to make this professional development better?	Text area		N

Field	Type	Notes	Required
Do you have individual feedback for one or more of the facilitators?	Text area		N
Comments	Text area		N
If you would like a Coordinator to contact you for additional follow-up information, please provide your email address.	Text area		N
Custom survey questions 1–10	Text area		N

Participants' Changes in Understanding & Application Retrospective Survey

Participants (Fellows and non-Fellows where appropriate) will fill out this survey and base their answers on how they believe they have changed as a result of their engagement in professional learning sessions. Question topics are dependent upon the focus of the professional learning; however, some topics include:

- Leadership of self
  - Content and standards
  - Instructional strategies (pedagogy)
  - Formative assessment

- Leadership of others
  - Facilitating learning of colleagues
  - Facilitating colleagues' use of data

- Cultural competency leadership
  - Communication skills
  - Culturally competent learning strategies

- Networking and advocacy
  - Professional learning communities
  - Delivering messages to stakeholders

Fellows' Action Plans

Fellows' Action Plans follow an ongoing and annual process. Action plans are broken into three sections.

- Section A is filled out at the beginning of the school year and includes goals for the year (Table 14).
- Section B includes self-reflection and is filled out on a regular basis (Table 15).
- Section C includes the Fellows' self-reflection tool (Table 16).

Table 14. Section A: Initial plan form fields

Field	Type	Notes	Required
Fellow ID	NA	Automatic	Y
Year	Numeric		Y
Where are we now?	Text area		Y
Where do we want to be?	Text area		Y
What steps can we take?	Text area		Y

Table 15. Section B: Ongoing reflections & plans form fields

Field	Type	Notes	Required
Fellow ID	NA	Automatic	Y
Year	Numeric		Y
Action items and strategies	Text area		Y
Timeline	Text area		Y
Responsibilities	Text area		Y
Equity	Text area		Y
Resources	Text area		Y
How will we monitor and evaluate?	Text area		Y

Table 16. Section C: Fellows' self-reflection tool question areas

Field	Type	Notes	Required
Fellow ID	NA	Automatic	Y
Year	Numeric		Y

Field	Type	Notes	Required
Working with my colleagues	Scale		Y
Collaborative work	Scale		Y
Communication	Scale		Y
Knowledge of content and pedagogy	Scale		Y
Systems thinking	Scale		Y

Course identification

The common course identification system is for the Early Learning, Science, Mathematics, and English Language Arts professional development classes offered from the nine ESDs across Washington state. The goal for this numbering system is to develop the functionality to make informed decisions to better meet professional learning needs across the state. The numbering system would follow the following categories: Pedagogy 100-199; Content 200-299; Standards 300-399; and Leadership 400-499. This numbering system ensures each category can grow and respond to ESD needs. The numbering system should end with an ampersand (&) to allow ESD personnel the flexibility of adding or assigning characters to the specific course identification system that is meaningful to the ESDs. An example of a course number would be: M:Ped:100-199:TSPop:G1-Course name&. Based upon existing content a course number might be: M:Cont:200-299:TAssess:G2-OSPI Early Numeracy Series&.

Search

Users will have access to a search feature that will search across ESDs, content areas, courses, school districts, and schools. Searches will be restricted based on the users' permission levels.

Reporting

In the reporting section, users will be able to see a variety of data that has been entered in the system. A menu will be available for users to generate specific, predefined queries. Once a query has been run, the user will have the option to filter the results based on specific criteria. Queries will be restricted based on the user's permission level. Table 17 outlines reporting filters, queries, and outputs. Table 18 lists the types of queries capable within the database.

Table 17. Reporting filters, queries, and outputs

Filters	Queries	Output
The following filters will be available on reports and	Users will have access to reports in the database	The database system will include a variety of outputs

Filters	Queries	Output
subjects, as they are applicable: • Date range • ESD • District • School • Topic • Course • Grade-level band • Content area • Participant demographics	system, which will consist of a predefined list of queries. Each query will be filterable using the predefined filters listed in the previous column.	made available to the users. Outputs will include: • Charts and graphs • Tabular data (to be used for end of year reports and reports to legislature) • Microsoft Excel

Table 18. Types of queries capable within the database

Number	Database Queries
Query 1	What is the frequency of OSPI-AESD professional learning across the state, and what are the characteristics of the participants? • How many participants attended by: ESD, Fellow vs. other participants, content area, topic, grade level, category, type of session (series, stand-alone)? • How many Fellows attended sessions by: ESD, content area, major topic, grade level, district role?
Query 2	How have the Regional Coordinators offered support to district leadership? • What was the focus of the support? • How many sessions were held? • How many district staff attended by ESD, job role?
Query 3	How satisfied are participants with the OSPI-AESD professional learning and district support sessions? • How do participants rate the logistics and formats of the sessions?
Query 4	In what ways do participants demonstrate a deeper understanding of the knowledge, skills, and abilities aligned to the learning objectives of the OSPI-AESD professional learning series of sessions?

Number	Database Queries
	• Excluding Fellows, how do professional learning participants assess their own changes in knowledge, skills, and abilities based on the targeted learning objectives of the professional learning series? • How do Fellows assess their own changes in knowledge, skills, and understanding based on the targeted learning objectives of the Fellows' sessions? • How do Fellows assess their leadership development?
Query 5	What are Fellows' perceptions of the efficacy of the Fellows' Leadership Program? • How well do aspects of the program support Fellows' learning needs? • In what ways have the leadership trainings improved Fellows' leadership of self, others, and the extended community?

Data Archive Plan

All data collected in the fall of 2017 will be downloaded from SurveyGizmo and archived in the new evaluation system. The archived data will be made available to the nine ESDs for download only, and it will not be available to be updated once it is in the new system. Raw data files preceding fall 2017 will be downloaded from SurveyGizmo, categorized, catalogued, and uploaded to the new evaluation system. The process for archiving the data in SurveyGizmo will begin in November once the new evaluation system has been made available to the Regional Coordinators. Table 19 lists the archive plan roles, tasks, and task leads. Figure 2 shows the timeline of activities related to the data archive plan.

Table 19. Archive plan roles, tasks, and task leads

Roles	Task	Task Lead
AESD will provide a technical support person for downloading and organizing the data from SurveyGizmo. KAI will provide technical support staff to build the evaluation system that will house the downloaded data.	Download data from SurveyGizmo.	AESD technical support
	Organize data based on the ESD.	AESD technical support
	Upload data to the new system.	KAI technical support
	Download Fellows' Action Plans from SurveyGizmo.	KAI technical support
	Upload Fellows' Action Plans to the new system.	KAI technical support

Roles	Task	Task Lead
	Review Action Plan data in the new system.	Fellows

Figure 2. Targets for timeline of activities for the data archive plan

2017	November 17	November 24	December 8	December 22	December 29
	Download data from SurveyGizmo	Deliver final data files to KAI	Upload and verify data in new system	Review data	Go live

Data Transition Plan

Transitioning from SurveyGizmo to the new evaluation system will require a temporary collection system. The AESD technical support person will take the new instruments developed by KAI and create temporary forms in SurveyGizmo to collect information. Once the new evaluation system is online and available, all data will be moved from SurveyGizmo and into the new system. Table 20 outlines the data transition plan's tasks required to complete the transition, task leads, and due dates. Rollout activities will be facilitated by PSESD acting as a central communication point to the nine EDS.

Table 20. Data transition plan tasks, task leads, and due dates

Task	Task Lead	Due Date
Deliver new instruments to AESD technical support staff.	KAI	August 4
Develop temporary collection forms in SurveyGizmo.	AESD technical support	August 18
Review, test, and approve temporary collection forms.	KAI	August 25
Launch new temporary collection forms.	KAI and AESD technical support	September 1

Data Governance

The OSPI-AESD database system is designed to collect and manage data; therefore, it includes a plan for ensuring accuracy of the data to achieve the system's goals. Data governance is not a

one-size-fits-all endeavor, and it requires a tailored approach.[3] The purpose of this section is to outline the customized policies and procedures for data governance of the new statewide OSPI-AESD Professional Development Online System. Developing a data governance strategy from the beginning ensures a higher quality of data going forward.

Data governance is the process through which roles are defined and decision-making and activities related to governance are assigned to those roles. Data governance includes determining which personnel in an organization are responsible for determining standards for data quality.[4]

The online database management system will serve as a mechanism for Regional Coordinators and Fellows to enter data in support of the evaluation plan. The system will also have the ability to report summarized data at the ESD level and statewide level. The system will consist of five types of input records: Coordinator and Fellow intake records, participant surveys, Fellows' surveys, and Fellow Action Plans.

Description of Data Governance Model

The proposed data governance model for the new statewide OSPI-AESD Professional Development Online System is composed of four key components: data quality management, a data quality strategy, data management processes and data architecture. Data quality management includes actual daily decision-making. Therefore, this section describes the identified stakeholders and the necessary roles and responsibilities needed to carry out daily data decisions for the OSPI-AESD system. This section of the report covers data quality management and strategy. Processes for entering and managing existing data need to be defined and controlled. The section on data quality management defines processes and procedures for entering and managing data, conducting a data audit[5], and conducting an improvement-defect analysis[6] and suggests prevention tools. A data quality strategy is necessary to manage data quality and ensure that data quality remains aligned with project goals. The data quality strategy section describes a strategic approach to different components of data quality management, including data entry and validation and data approval and reports.

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[3] Weber, K., Otto, B., & Osterle, H. (2009). One Size Does Not Fit All – A Contingency Approach to Data Governance. *ACM Journal of Data and Information Quality*, 1(1), 1-27.

[4] Khatri, V. & Brown, C. (2010). Designing Data Governance. *Communications of the ACM*, 53 (1), 148-152.

[5] A data audit is the review of information entered into a database system to ensure data integrity.

[6] Improvement-defect analysis looks for possibilities for improvements or defects within the system that may exist.

Included in this strategy is data architecture, which "encompasses creating a business data repository and defining the information systems in line with data quality requirements."[7]

Data Quality Management

STAKEHOLDERS

Table 21 lists identified stakeholders and their roles for this data management system.

Table 21. Stakeholders and their roles for data management

Stakeholder	Role
Fellows	Fellows will be classified as data users with the ability to enter data regarding their surveys and Action Plans. Fellows will be able to run reports on data they entered into the system and data entered by their participants. Fellows' surveys and Action Plans can be updated any time during the year and submitted for review when needed.
Regional Coordinators	Regional Coordinators will be classified as data users, and they will have access to the data they enter into the system. They will have read-only access to the surveys entered by their participants. Regional Coordinators will have the ability to add questions to standard surveys, but they cannot remove questions that are required in standard surveys. Regional Coordinators will be able to run reports specific to their ESD and content area.
Participants	Participants will be classified as anonymous data users and will have the ability to complete surveys submitted by their Regional Coordinators or Fellows. Participants will not have reporting access and or the ability to edit their survey data once it has been submitted.
ESD Assistant Superintendents	ESD Assistant Superintendents will be classified as data reporters, and they will have access to reports on data entered into the system regarding their specific ESDs. Administrators will not have the ability to manipulate data, but they may contact the data quality lead for questions or updates.
AESD	AESD will have the ability to make decisions on what data is collected and conduct final reports. Individuals that make these determinations will be selected by ESD Superintendents. They will make future decisions based on the data collected in the system and are considered a top priority.

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[7] Wende, K. (2007). *A Model for Data Governance-Organising Accountabilities for Data Quality Management*. In: 18th Australasian Conference on Information Systems, Toowoomba, Australia.

Stakeholder	Role
	AESD will have full ownership of the data and decision rights to all data collected in the online data management system. They will also have full access to data reports statewide across ESDs.
OSPI	OSPI will provide expert counsel and strategic direction for the OSPI-AESD database, processes, and procedures. They will have the ability to run statewide reports summarizing participation in professional development offerings, participant satisfaction, changes in Fellows and participants, and student-level data reports.
KAI project staff	Two KAI project staff will fill the roles of data architect and data quality lead. Project staff do not have any ownership of the data, and they will provide feedback on the data collected with some decision rights, based on the collected data.

ROLES AND RESPONSIBILITIES

Table 22 outlines the identified roles and responsibilities to carry out daily data decisions for the OSPI-AESD system. Currently, only the roles are defined. Through collaborative discussions, OSPI, AESD and PSESD will need to further define the membership of these roles.

Table 22. Daily data system roles and responsibilities

Role	Responsibility
Anonymous Data User	This user type will have write-only access to the data. They will complete surveys in the system anonymously with no tracking information. Anonymous users will not have the ability to return to their surveys to make updates, and they have no reporting capabilities.
Data reporter	This user type will have read-only access to data entered into the system. They have the ability to run reports on the data they are assigned to.
Data user	This user type has a login credential to track the data they enter. All data entered by this user can be edited by the user at any time unless otherwise specified. They will only have reporting capabilities on their own data and the data entered by anonymous users who enter data pertaining to surveys they have created.
Data architect	This user type will be integral in designing and developing the data structures used in the database management system. This person has full access to the online system, as well as the database backend. The data

Role	Responsibility
	architect will have access to monthly analytics reports and will review the analytics reports with the data quality lead.
Data quality lead	This user type will be responsible for checking the database management system for data integrity and validity. They will have the ability see all data entered into the system. The data quality lead will serve as support for issues regarding the website, reporting, and data issues. The data quality lead will review monthly analytics, work with the data architect to identify potential data integrity issues within the system, and report any issues to OSPI-AESD.

ACCESS TO DATA

All data will be stored on servers owned by KAI. The only users with access to the raw data will be the data architects. All requests to manipulate the raw data must be submitted to the data quality lead and approved before the data architect updates the data. A back-up of the manipulated data will be stored on the KAI server.

Data Quality Strategy

DATA ENTRY AND VALIDATION

Users will enter data into the system using various online forms. These forms will have limited abilities to validate data based on pre-defined parameters. In the event of invalid data entry, users will be notified of the errors and will not have the ability to proceed until the data errors are corrected. Data entry that requires approval will be reviewed, and, if any errors are discovered, the reviewer will notify the user of the error and reject the data entry. Validation of data may also occur during regularly scheduled audits and be reported when discovered.

DATA REPORTS

Information on data reporting is listed in Table 23.

Table 23. Data approval and reports

Report	Process
Reports	Users will have data reporting capabilities commensurate with their job role. Capabilities are dispersed and assigned at the state-level and ESD-level, by specific content area.

Report	Process
Standard data entry workflow	Users will enter data through online forms in the system. The data will be entered in the database and made available to the users to update at any time. Data can be reviewed by administrators and updated by request.
Data backup	All data stored in the online system will be included in the nightly server backups. Data is backed up once per night.
Data restore	In the event of data corruption, data loss, or invalid data in the system, the data architect will be notified of such events. If it is determined that data restoration is necessary, the data architect will work with the data quality lead on identifying the data that needs to be restored and perform the necessary tasks to restore and validate the data.
Threat reporting	For all issues relating to data integrity, a full process will be identified and documented. The process will consist of an online form that will be developed for users to submit issues. All issues will be reviewed by the data quality lead and dispersed to the appropriate person for action.
Analytics	The data architect and data quality lead will review the database analytics monthly. Analytics will include database usage, traffic to the website, and data integrity. All issues will be reviewed by the database architect and data quality lead and reported to OSPI-AESD for review.

DATA MANAGEMENT PROCESSES

Information on the data management process is listed in Table 24.

Table 24. Data management processes

Step	Process
Processes & procedures	Data will be entered using an online system that will be custom developed by the project staff. Participant surveys need to be entered within 24 hours of the completion of the professional learning session(s). Data can be manipulated by specific users. Project staff will use data tools to migrate data that was collected in the old system into the new system.
Data audit	KAI staff will work with OSPI-AESD and other ESD staff on establishing a regular schedule of data audits. Audits should include a full review of the data entered by users, and any discrepancies will be reported to the appropriate parties.

Step	Process
Improvement-defect analysis & prevention tools	Any requests for improvement of the system will be submitted through the data quality lead. A log will be kept of the improvement requests, which will be reviewed regularly. The data quality lead and data architect will submit improvement requests to OSPI-AESD for review.
Data architecture	For a full description of the database architecture, please see the Database Design section.

Calendar of Professional Development Activities

Appendix E provides a full draft calendar of professional development activities for the 2017-18 school year. The calendar is grouped by columns that represent the different Coordinator and Fellow professional development activities for each content area. Monthly professional development activities are reflected in the rows, each row represents key content areas and key stakeholder meetings. The calendar will also include a column to reflect regular OSPI-AESD data collection tasks.

Appendix A: Theory of Action

OSPI-AESD Theory of Action

AESD Content Area Coordinator Group
(Early Learning, Science, Mathematics, English Language Arts)

Coordinator Collaboration Activities
- Sustain a professional learning community to support each other, problem solve, & develop resources
- Collaborate as a group and with OSPI and other stakeholders to identify best practices, current research in content & pedagogy & system wide improvement
- Develop state-wide professional learning pedagogical content focus for the year

Coordinator Collaboration Outcomes
- Outstanding state-wide coordinated professional learning delivery to education administrators, teachers, early childhood educators, and Fellows

Professional Learning Activities
- ESD professional learning sessions with administrators and educators
- Support of district leadership and learning networks
- ESD professional learning with fellows (instructional leaders)

Short Term Outcomes
- High satisfaction with training
- Participants develop stronger foundation of knowledge & skills
- Changes in practice as a result of training
- Teacher leaders influence practice of colleagues
- Developing networks of teachers using best practices

Longer Term Outcomes
- Increased number of education personnel using pedagogical content best practices
- Influence increase in student mastery of content

Appendix B: Logic Model

OSPI-AESD Logic Model for Professional Learning

Resources	Activities	Project outputs	Short term outcomes	Long term outcomes
Content area coordinator teams • Science • Mathematics • English language arts • Early learning	**Develop content area professional learning team** • Coordinator support • Problem solve • Develop resources • Action research in content area and pedagogy • Develop annual state-wide professional learning pedagogical content focus	**Quality resources** Professional learning resources for content areas	**Effective learning experiences** • Participants engaged in learning sessions • Participants highly satisfied with session content, structure, etc.	**Increased school-based and district professional learning networks** • School and district leaders implement policies and practices that support research-based instruction • Professional learning networks create more collaborative cultures that show increased measures in shared responsibility for student learning
Statewide partners • OSPI • ESDs • AESD	**Build statewide capacity** • Conduct training in ESD for educational personnel • Train and coordinate fellows program (teacher and/instructional leaders) in each content area • Work with district leadership and learning networks	**Professional learning sessions within content areas** • State-wide content area focus	**Enhanced teacher professional knowledge** Educators develop a strong foundation of usable knowledge and skills by demonstrating growth in the following areas: • deep content knowledge in area of assignment • know how students learn • know relevant standards • know how to use curriculum materials to provide effective learning experiences • know content specific pedagogy • understand assessment practices for formative and summative purposes • leadership and network building	**Increased student mastery of content** • Improved student performance on assessments related to content area • Increased percentage of students who meet or exceed the standards on state assessments
		Educators attending professional learning sessions • Instructional leadership development (i.e. coaches, teachers, early childhood educators) • School and district leadership Development (i.e., principals, district leaders, administrators)		
		Fellows' sessions • Increasing number and quality of instructional leaders and facilitators • Networks of teachers/educators	**Effective support to district leadership** • Engaged participants • Participants satisfied with support • Participants use information and suggestions	**Increased student mastery non-academic measures** • Social emotional learning • Engagement • Collaboration • Attendance
		District-wide and central office sessions • District & central office leadership sessions • Training in system change	**Participants apply learning** • Demonstrated changes in instructional practice • Demonstrated improvements in support for changes in instructional practice	

Appendix C: 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. Data will be collected using new instruments (Appendix D) as well as modifications of existing instruments. 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.

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? • Type of session (series, stand-alone)	Coordinator Intake Record	• Intake record entered before professional learning session; frequency analysis of trainings • On demand queries in OSPI-AESD database
b) How many Fellows attended sessions by:	Coordinator Intake Record	• Intake record entered before professional

I. Project Outputs – Delivery of Professional Learning and Support Services		
Evaluation Question	**Data Sources**	**Timing/Methods of Analysis**
• ESD • Content area (Early learning, Science, Mathematics, English Language Arts) • Major Topic (pedagogy, content, etc.) • Grade level • District role	Fellow Intake Record	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? c) What patterns are observed?	Review of information entered in the OSPI-AESD database. Interviews/Focus Groups with Regional Coordinators	• Frequency analysis • Longitudinal analysis • Annual Interview/Focus Group; Qualitative Narrative Analysis

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
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.)	Participants' Changes in Understanding & Application Retrospective Survey	• Survey administered after professional learning; Qualitative Narrative Analysis for open-ended items • On demand queries in OSPI-AESD database
b) How do Fellows assess their own changes in knowledge, skills and 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)	Participants' Changes in Understanding & Application Retrospective Survey	Survey administered Time 1 after professional learning and Time 2 To Be Determined; Qualitative Narrative Analysis • Self-assessment and reflection bi-annually; comparison of baseline Year 1-Time 1) to post (Year 1-Time 2) using statistical test of significance, then bi-

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

Evaluation Question	Data Sources	Timing/Methods of Analysis
c) How do Fellows assess their leadership development?	Interviews/Focus Groups with sample of Fellows	annual review each year on criteria of interest • Annual Interview/Focus Group; 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; 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?	Interview/Focus Group with sample of Fellows	• Annual Interview/Focus Group; Qualitative Narrative Analysis
b) What program elements are viewed as essential for building capacity over time?	Interview/Focus Group with sample of Fellows	Annual Interview/Focus Group; Qualitative Narrative 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-	Interview/Focus Group with sample of Fellows	• Annual Interview/Focus Group; Qualitative Narrative Analysis

II. Short-term Outcomes – Effective Experiences, Enhanced Teacher Knowledge, Effective Support		
Evaluation Question	**Data Sources**	**Timing/Methods of Analysis**
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)? b) What benefits do participants perceive of the professional learning to their 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,	Participants' Changes in Understanding & Application Retrospective Survey Interview/Focus Group with sample of participants	• Survey administered 3-9 months after professional learning; frequency analysis, open-ended items; Qualitative Narrative Analysis • Annual Interview/Focus Group; 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
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	• Videos and artifacts collected on a rolling basis/reviewed annually
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 sample of Fellows Student work or teacher videos of classroom application	Survey administered 3-9 months after professional learning; frequency analysis, open-ended items; Qualitative Narrative Analysis • Annual Interview/Focus Group; Qualitative Narrative Analysis • Videos and artifacts collected on a rolling basis/reviewed annually
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? 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	Participant's Changes in Understanding & Application Retrospective Survey Interview/Focus Group with sample of Fellows Interview/Focus Group with sample of Fellows	• Annual survey administered at end of year; frequency analysis • Annual Interview/Focus Group; Qualitative Narrative Analysis • Annual Interview/Focus Group; 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**
administrators about the supports they need? 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 suggested supports and professional learning needs? 4. In what ways are teacher instructional changes aligned with school improvement efforts?	Interview/Focus Group with sample of school principals, and district administrators	• Annual Interview/Focus Group; Qualitative Narrative Analysis
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	Participants' Changes in Understanding & Application Retrospective Survey Fellows' Self Reflection Tool	• Survey and reflection administered at end of year

III. Longer Term Outcomes – Application to Practice and Leadership, Support for Instructional Improvement, Network Development		
Evaluation Question	**Data Sources**	**Timing/Methods of Analysis**
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?	Interview/Focus Group with sample of Fellows, school principals, and district administrators	• Annual Interview/Focus Group; 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	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

IV. Influence – Student Learning and Non-Academic Behaviors

Evaluation Question	Data Sources	Timing/Methods of Analysis
	Focus Groups	Certified Teacher, longevity, etc.)
b) How do participants and Fellows describe the influence of their professional learning on their students?	Interview/Focus Group with sample of participants and Fellows' Participant's Changes in Understanding & Application Retrospective Survey	• Interview/Focus Group at end of year; Qualitative Narrative Analysis • Survey administered at end of year; non-parametric techniques
c) What evidence is there that student learning is being influenced?	Examples of student work Classroom observation or videos of application	• Student data at Time 1 (pre) and Time 2 (post); • Video TBD with narrative and rubric
d) What evidence is there that student behavior is being influenced?	Measures of Adolescent Connectedness (MAC) Student discipline, attendance Classroom observation or video	• Student data at Time 1 (baseline) and end of year; ANOVA • Video TBD with rubric

Appendix D: Evaluation Survey Instruments

Appendix D.1: Participants' Satisfaction with Professional Learning Survey

The following demographic questions will appear in the online survey:

Teacher Participants Only:

What is your name?

What grade levels are you currently teaching?

What subjects are you currently teaching? (Early Childhood, ELA, Social Studies, Math, Science, ELL, CTE, PE, Health, Art, Music, World Languages, Other)

What is the number of professional development hours that you attended with the ESD facilitator as a part of the professional learning experience? Please enter a number between 1 and 48. If you are answering for a professional learning experience series, please enter the total number of hours you have attended for the entire series.

(Fellows only) As a Fellow, how many teachers are you working with?

All Participants (Teaching Staff and District Instructional Leadership Staff):

What is your current role? (Fellow, Regional Leadership Cadre, Instructional Coach/TOSA, School Administrator, District Administrator, Librarian, Other)

What is your ESD? District? School?

What is the host ESD?

Did more than 1 facilitator lead the professional learning experience?

Thinking about your professional learning session, how would you rate it for the following?

Survey Items	Very poor	Poor	Fair	Good	Very good	Does not apply
Meeting the stated learning objectives of the session.	1	2	3	4	5	9
Providing information on the content you expected to be covered in the session.	1	2	3	4	5	9
Providing information on pedagogical and instructional practices.	1	2	3	4	5	9

Survey Items	Very poor	Poor	Fair	Good	Very good	Does not apply
Organization of the session to keep your interest.	1	2	3	4	5	9
Use of engaging and useful activities to facilitate your learning.	1	2	3	4	5	9
Introducing you to useful resources such as curriculum materials, research articles, and professional practice information?	1	2	3	4	5	9
Providing timely, relevant information that you will be able to apply in your work setting.	1	2	3	4	5	9
Convenient day/time of session to easily fit into your schedule.	1	2	3	4	5	9
Ability to cover the learning objectives within the timeframe of the session.	1	2	3	4	5	9
Engaging you in discussion with other participants in ways to facilitate your learning.	1	2	3	4	5	9
Sparking your interest to attend additional sessions offered by the Regional Coordinator.	1	2	3	4	5	9
Providing sufficient time for you to process the information collaboratively with colleagues.	1	2	3	4	5	9
Motivating you to recommend these types of sessions to your work colleagues.	1	2	3	4	5	9
Broadening or deepening your existing knowledge of the content area.	1	2	3	4	5	9
Broadening or deepening your existing knowledge of how to share this session's information with others (teachers, administrators, parents).	1	2	3	4	5	9
Broadening or deepening your existing knowledge of instructional practices to make learning experiences more inclusive for diverse student populations (ex. ELL, special education, highly capable, etc.)	1	2	3	4	5	9

Survey Items	Very poor	Poor	Fair	Good	Very good	Does not apply
Preparing me with the necessary skills to try something new in my professional practice.	1	2	3	4	5	9

What new thing(s) will you try in your professional practice in the coming months as a result of attending this professional learning experience?

(Teaching Staff Only) As an instructional coach/TOSA, how did the professional learning experience help you fulfill that role?

My greatest learning related to the content of this professional learning experience was: (please be specific):

What suggestions do you have to make the professional learning experience better? (please be specific)

Do you have individual feedback for one or more of the facilitators?

Any additional comments?

Appendix D.2: Interviews/Focus Group Guide with the Regional Coordinators

Background: The following interview/focus group will guide discussions with the Regional Coordinators to learn their views regarding the professional learning delivered across the state. The protocol provides data for evaluation question #3: What does an examination of OSPI-AESD professional learning and district support reveal in terms of services delivered? The interview will be conducted annually.

(For each content area) How would you describe your experiences in delivering professional learning this year in terms of:

a) Your content area's goals for professional learning this year?

b) The number and type of courses/classes offered?

c) Level of participation – your estimates of numbers and types of participants (non-Fellows)?

d) Level of participation – your estimates of numbers and types of participants (Fellows)?

What, if any, were challenges you faced this year in any of the following areas:

a) Your content area's goals for professional learning this year?

b) The number and type of courses/classes offered?

c) Level of participation – your estimates of numbers and types of participants (non-Fellows)?

d) Level of participation – your estimates of numbers and types of participants (Fellows)?

What worked well this year? What did not work well? Why?

How well did the online participant surveys measure session quality and impact for your professional learning sessions?

Did you query the OSPI-AESD database during the year? If so, what type of information did you seek, and overall, how satisfied were you with the database?

The following is a summary of the type of courses offered and the demographics of participants and Fellows from the database. What comments do you have regarding the following?

a) Are there any gaps in services in the ESD region?

b) Are there any patterns or significant levels of participation in the courses offered?

Do you have any comments regarding your experience offering professional learning this year?
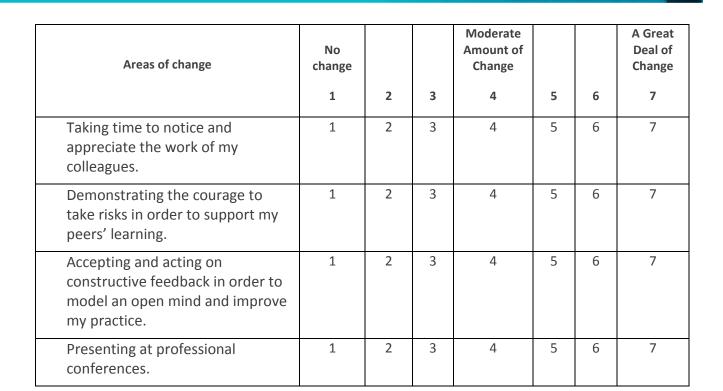
Appendix D.3: Participant Changes in Understanding and Application Retrospective Survey

Please circle the degree to which you believe you have changed over the past year as a result of your engagement in professional learning sessions.

Leadership of Self

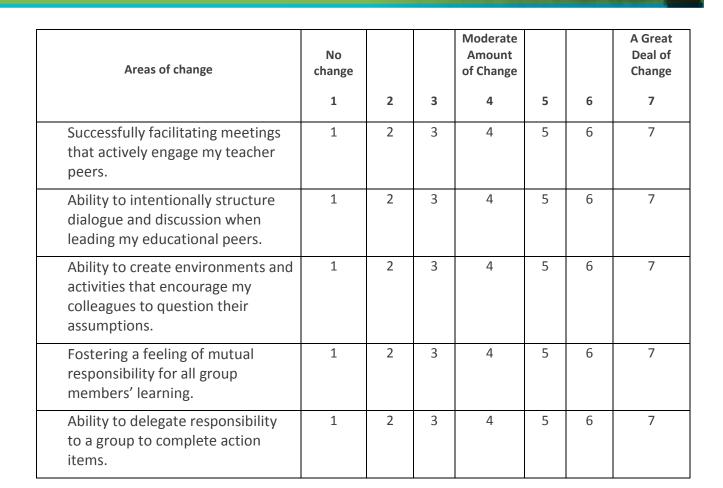| Areas of change	No change			Moderate Amount of Change			A Great Deal of Change
	1	2	3	4	5	6	7
Knowledge of grade appropriate content and concepts.	1	2	3	4	5	6	7
Understanding of how curriculum standards build on what comes before and contributes to what students will experience next.	1	2	3	4	5	6	7
Understanding the use of grade appropriate instructional strategies.	1	2	3	4	5	6	7
Application of grade appropriate instructional strategies.	1	2	3	4	5	6	7
Understanding my role as an instructional leader.	1	2	3	4	5	6	7
Actively studying professional literature focused on improving my leadership or teaching skills.	1	2	3	4	5	6	7
Understanding the ways to use formative assessment for student learning.	1	2	3	4	5	6	7
Application of formative assessment in my classroom.	1	2	3	4	5	6	7
Understanding of the differing roles of formative and summative assessment.	1	2	3	4	5	6	7

Areas of change	No change			Moderate Amount of Change			A Great Deal of Change
	1	2	3	4	5	6	7
Taking time to notice and appreciate the work of my colleagues.	1	2	3	4	5	6	7
Demonstrating the courage to take risks in order to support my peers' learning.	1	2	3	4	5	6	7
Accepting and acting on constructive feedback in order to model an open mind and improve my practice.	1	2	3	4	5	6	7
Presenting at professional conferences.	1	2	3	4	5	6	7

Leadership of Others

Areas of change	No change			Moderate Amount of Change			A Great Deal of Change
	1	2	3	4	5	6	7
My ability to support the growth of my teacher peers.	1	2	3	4	5	6	7
Promoting among colleagues the understanding and use of formative assessment techniques.	1	2	3	4	5	6	7
Ability to lead data-driven dialogue to inform decisions and appropriate actions.	1	2	3	4	5	6	7
Facilitating colleagues' use of data to make data-driven classroom decisions.	1	2	3	4	5	6	7
Fostering a professional learning community network.	1	2	3	4	5	6	7

| Areas of change | No change | | | Moderate Amount of Change | | | A Great Deal of Change |
	1	2	3	4	5	6	7
Successfully facilitating meetings that actively engage my teacher peers.	1	2	3	4	5	6	7
Ability to intentionally structure dialogue and discussion when leading my educational peers.	1	2	3	4	5	6	7
Ability to create environments and activities that encourage my colleagues to question their assumptions.	1	2	3	4	5	6	7
Fostering a feeling of mutual responsibility for all group members' learning.	1	2	3	4	5	6	7
Ability to delegate responsibility to a group to complete action items.	1	2	3	4	5	6	7

Cultural Competency Leadership

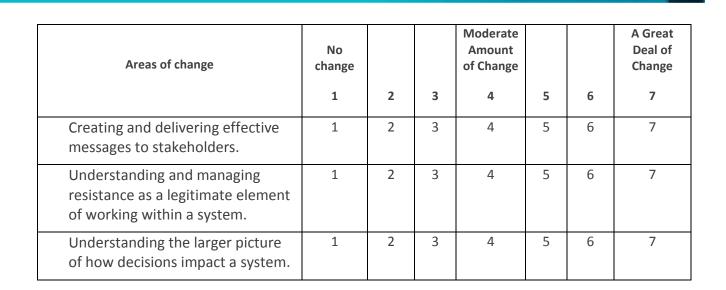| Areas of change | No change | | | Moderate Amount of Change | | | A Great Deal of Change |
	1	2	3	4	5	6	7
Awareness of the cultural needs and interests of my teacher peers.	1	2	3	4	5	6	7
Awareness of the cultural needs and interests of the students in my community.	1	2	3	4	5	6	7
Adapting my communication skills to meet the unique needs of students and their parents and caregivers.	1	2	3	4	5	6	7

Areas of change	No change			Moderate Amount of Change			A Great Deal of Change
	1	2	3	4	5	6	7
Showing that I value diverse opinions as an important element of problem solving.	1	2	3	4	5	6	7
Using conflict and mediation skills to ensure that groups collaborate to achieve common outcomes.	1	2	3	4	5	6	7
Using diversity of the groups as a strength to promote cultural competency.	1	2	3	4	5	6	7
Adapting my communication skills for the unique needs of my peers.	1	2	3	4	5	6	7
My comfort level with inviting and honoring diverse views.	1	2	3	4	5	6	7
Sharing my knowledge of using culturally competent strategies to engage all students.	1	2	3	4	5	6	7

Networking and Advocacy

Areas of change	No change			Moderate Amount of Change			A Great Deal of Change
	1	2	3	4	5	6	7
Developing professional learning network(s) of teachers in my school.	1	2	3	4	5	6	7
Developing professional learning networks in my district or community.	1	2	3	4	5	6	7
Ability to advocate for educational change.	1	2	3	4	5	6	7

Areas of change	No change			Moderate Amount of Change			A Great Deal of Change
	1	2	3	4	5	6	7
Creating and delivering effective messages to stakeholders.	1	2	3	4	5	6	7
Understanding and managing resistance as a legitimate element of working within a system.	1	2	3	4	5	6	7
Understanding the larger picture of how decisions impact a system.	1	2	3	4	5	6	7

Appendix D.4: Fellows' Interview/Focus Group Guide

Background: This guide will be used for discussions with a purposeful sample of Fellows within each content area (sample will be representative of ESDs, positions (teacher, coaches, etc.), and year in the program). The interviews or focus group will be held with Fellows within the specific content area and be conducted once a year.

The protocol provides data for evaluation questions II.2, II.4, III.1, III.2 and IV.1.b:

- In what ways do Fellows demonstrate a deeper understanding of the knowledge, skills and abilities aligned to the learning objectives of the OSPI-AESD PL series of sessions?
- What are Fellows' perceptions of the efficacy of the Fellows' Leadership Program?
- What evidence is there that Fellows have applied their professional learning?
- What evidence is there that schools or districts support Fellows' to expand their leadership capacity?
- How would you describe the influence of professional learning on your students?

Questions:

How would you describe the goals or focus of the four training sessions you participated in this year?

As you look at this list of topics, which would say were covered during your sessions this year?

Show a card that lists the following:

a) State standards

b) Content knowledge for your grade level

c) Pedagogical strategies

d) Use of curriculum materials

e) Formative assessment

f) Summative assessment

g) Equity issues

h) Leadership

i) Other areas

Thinking about the last year, and the list of topics, describe what you believe were your more significant learnings. In what areas did you experience changes in knowledge or pedagogical practice?

What aspects of the training influenced these changes?

How did you apply the knowledge and skills in content and pedagogical practice? Please share some examples of lessons or approaches you used.

How did your students respond to these? Do you have examples of ways in which you saw improved learning or mastery of content or development of student skills? (*probe for student artifacts*).

An important goal of the Fellows' program is leadership development. Please describe the ways your participation has helped you understand any of the following:

a) Providing learning experiences for your colleagues

b) Building your communication skills

c) Building your collaboration skills

d) Establishing learning networks (inside and outside the education system)

e) Learning about systems thinking – how to influence larger systems

f) Other aspects of leadership

As you think about your training, what do you believe had the most influence in building your capacity for leadership? What key supports were provided?

How would you describe your leadership activities to promote professional learning and instructional collaboration as a result of being in the Fellows' program? (*probe for both professional learning and the building of collaborative networks*)

a) In your school?

b) In your district?

c) In other venues?

If you have facilitated the development of educational networks, please describe how the networks operate, are they formal with prescribed meetings, or more informal sharing opportunities, or something different? Who participates, how does the network evidence a shared responsibility for student learning?

How have your school principal and district administrators supported your leadership activities over the past year(s)?

How would you describe getting this support -- how much did you drive it by requesting support, how much did school/district leadership suggest ways to facilitate your work?

Do you have any recommendations regarding any aspect of your experience in the Fellows' program this year?

Do you have any recommendations for your own district leadership regarding supporting the Fellows' program?

How would you describe the influence of your PL on your students?

Please share a story that demonstrates the influence of PL on your students. Do you have any artifacts that you can share?

Do you have any more comments or observations you would like to share?

Appendix D.5: Fellows' Assessment of School or District Level Support Survey

How would you rate your school or district on the following regarding support to teacher leaders?

Survey Items	Very poor	Poor	Fair	Good	Very good	Don't Know
School or district leaders provide a clear vision, rationale, and moral purpose for teacher leadership.	1	2	3	4	5	9
School or district leaders develop a culture of adult learning that supports teacher leaders' growth.	1	2	3	4	5	9
School or district leaders identify criteria for success for teacher leadership using multiple measures and performance indicators.	1	2	3	4	5	9
School or district leaders provide credibility, public recognition, and authority for teacher leaders.	1	2	3	4	5	9
School or district leaders facilitate recruitment of new leaders.	1	2	3	4	5	9
School and district leaders provide opportunities for skill development in communications	1	2	3	4	5	9
School and district leaders provide opportunities for skill development in collaboration.	1	2	3	4	5	9
School and district leaders provide opportunities for skill development in content, pedagogy and assessment.	1	2	3	4	5	9
School or district leaders emphasize collaborative team learning practices in the school/district culture.	1	2	3	4	5	9
School or district leaders develop a culture of adult learning that supports teacher leaders' growth	1	2	3	4	5	9

Survey Items	Very poor	Poor	Fair	Good	Very good	Don't Know
School or district leaders maintain focus on teaching and learning through data driven decisions.	1	2	3	4	5	9
School or district leaders provide teacher leaders with regular feedback on instructional practice.	1	2	3	4	5	9
School or district leaders safeguard the teacher leaders' relationships with peers.	1	2	3	4	5	9
School or district leaders provide opportunities to lead that advance both personal expertise and systems goals.	1	2	3	4	5	9
School or district leaders examine evidence of teacher leader impact and collect data on performance measures in order to plan next steps.	1	2	3	4	5	9
School or district leaders regularly convene teacher leaders to share successes, challenges, and best practices.	1	2	3	4	5	9
School or district leaders develop a culture of adult learning that supports teacher leaders' growth.	1	2	3	4	5	9
School or district leaders support the utilization of teacher leaders.	1	2	3	4	5	9

Appendix D.6: Interview/Focus Group with District/School Administrators

The following questions will guide interviews or focus groups with district or school level administrators. A purposeful sample of administrators will be interviewed annually to learn their views of the OSPI-AESD professional learning, the Fellows Program and their support for Fellows' leadership in their school and district. The sample will represent the diversity of districts, schools, and enrollment in professional learning courses and the Fellows Program.

This protocol provides data for evaluation question II.3 and III.2:

- What evidence is there that schools or districts support Fellows' expanded capacity in leadership?
- What is the role of OSPI-AESD PL in supporting district instructional leadership?

Interview/Focus Group Questions

How many Fellows did you have in your building/district?

What grade bands have your Fellow(s) worked?

How would you describe your school's/district's participation in professional learning opportunities offered by the ESD in terms of: (*the interviewer should be familiar with the number of educators and Fellows who participated in OSPI-AESD courses over the year*).

a) The number of educators who participate and the number of Fellows who participate,

b) The ESD's promotion of courses,

c) The content of courses offered over the past year to educators and Fellows.

What changes in instructional practices and student performance did you observe in classrooms as a result of Fellows' work?

Are there other benefits that you observed regarding the benefits of the ESD Fellows' program for your school/district?

What positive outcomes did you see as a result of the work of your Fellow(s) with your faculty and what examples could you provide to show this progress?

In what ways do the Fellow(s) undertake leadership activities in your school/district?

How did you support your Fellow in implementing their Action Plan?

In what ways are Fellow supported to undertake leadership activities?

In your view, what are the main challenges to Fellows' opportunities to undertake leadership activities in the school/district?

Do you have any recommendations for the ASED regarding the Fellows' Program and their professional learning offerings?

How have you as a school/district leader participated in meetings or programs lead by the ESD?

a) How has the school/district benefited from this participation?

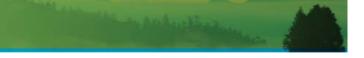b) Do you have any recommendations to improve the support from the ESD?

Appendix E. 2017-2018 Meetings and Calendar of Activities

Month	Online Data System	State-Level Meetings			Regional Subject Matter Coordinators					
	OSPI-AESD Data Collection	Assistant Superintendents	Fellows Advisory	Evaluation Advisory	Science	Statewide Intervention Leadership Team	Math	Math Fellows Window	English Language Arts	Early Learning
August 2017	Training on new online data collection system	Aug. 22-23 Retreat -Yakima			Aug..29-31 Yakima					
September 2017	Use updated SurveyGizmo forms; Develop new online data collection system	Sept. 6 ESD 121					Sept. 11- 12 ESD 121 Math Fellows Window Sept. 25-29	Mtg. 1 Sept. 25-29 OR	WRC Institute Great Wolf Lodge/April 18-20 ESD 113	Sept. 11-12 Renton
October 2017		Oct. 4 ESD 121 SILT-Oct.18 (ESD 121?)			Oct. 19-20 State Science Fellows' Convening	Oct. 18	Virtual Oct. 11 Math Fellows Window Oct. 2-6	Mtg. 1 Oct. 2 -6	Oct. 11-12 ESD 113	E Meeting: Oct. 11 Go to Meeting
November 2017		Nov. 1 ESD 121			Nov. 15 ESD 121		Nov. 14-15 ESD 121		Nov. 8-9 ESD 123	Nov. 14-15 Renton

Month	Online Data System	State-Level Meetings			Regional Subject Matter Coordinators					
	OSPI-AESD Data Collection	Assistant Superintendents	Fellows Advisory	Evaluation Advisory	Science	Statewide Intervention Leadership Team	Math	Math Fellows Window	English Language Arts	Early Learning
December 2017		Dec.6 Zoom			Meeting: Dec.13-14 ZOOM Fellows' Window Dec. 4-8		Virtual Dec. 18 Math Fellows Window Dec. 4-8	Mtg. 2 Dec. 4 -8	Dec. 13 ESD 121	
January 2018	New online system live; ESDs validate data ported from old system to new system; new online system training	Jan. 3 ESD 121			Jan. 10-11 ESD 121		Jan.22-23 ESD 121		E Meeting: Jan. 10 ZOOM Jan. 31 ZOOM	E Meeting: Jan. 24 Go to Meeting
February 2018	Database system update	Feb. 7 Zoom			E-Meeting: Feb.14-15 ZOOM Fellows' Window Mid-Feb.- Mar.	Feb. 21	Virtual Feb 21 Math Fellows Window Feb. 5-9	Mtg. 3 Feb 5-9	Feb. 14 ESD 121	E Meeting: Feb. 21 Go to Meeting
March 2018	Database system update	Mar. 7 ESD 121			Mar. 7-8 ESD 121		Mar. 19-20 ESD 121		Mar. 14-15 ESD 105	Mar. 19-20 Renton

Month	Online Data System	State-Level Meetings			Regional Subject Matter Coordinators					
	OSPI-AESD Data Collection	Assistant Superintendents	Fellows Advisory	Evaluation Advisory	Science	Statewide Intervention Leadership Team	Math	Math Fellows Window	English Language Arts	Early Learning
April 2018	Database system update	Apr. 4 ESD 121			Apr.1-8 ESD 121 Fellows' Window Mid-Mar.- May		Virtual Apr. 25* Might have a conflict Math Fellows Window Apr. 16-20	Mtg. 4 Apr.16-20	E Meeting: Apr. 11 ZOOM Apr. 25 ZOOM	E Meeting: Apr. 25 Go to Meeting
May 2018	Database system update	May 2 ESD 121			May 23-24 ESD 121		May 7-8 ESD 121		May 9-10 ESD 112	May 7-8 ESD 121
June 2018	Database system update	June 6 ESD 121			E-Meeting: June 12 ZOOM	June 7			E Meeting: June 13 ZOOM	
July 2018	Database system update									Retreat TBD