



AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS

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

Illuminating the Elusive: New Developments in Evaluating Teacher Professional Development in Washington

AESD Conference April 13, 2018

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Presentation Overview

- Introductions
- The OSPI-AESD Professional Development Network
- Evaluating professional development
- Lessons learned and next steps

Our Team

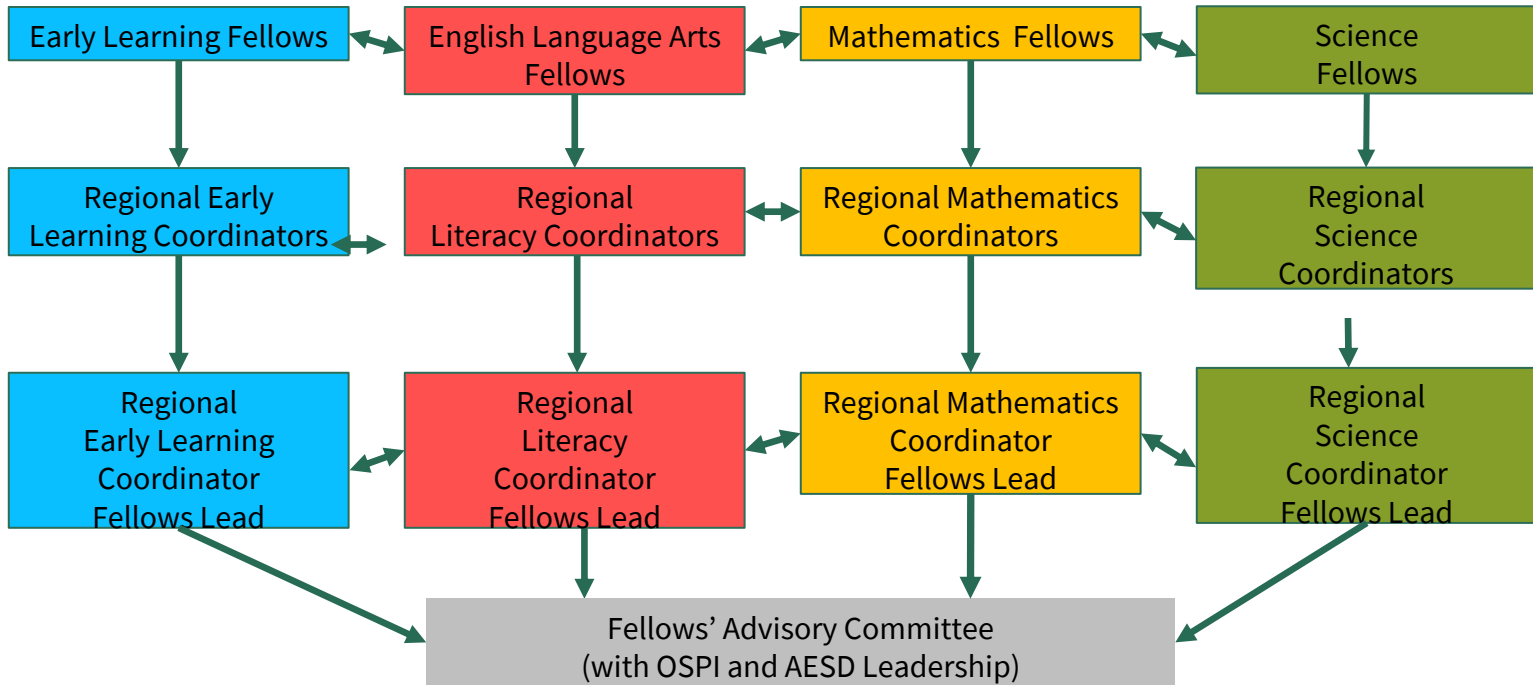
- Andrew: ESD Assistant Superintendent, Science Champion, Capital Region ESD
- Janet: Lead Evaluator, Kauffman and Associates, Inc.
- Hilary: Director, Puget Sound ESD Strategy, Evaluation and Learning Center
- Sarita: Executive Director, Puget Sound ESD Strategy, Evaluation and Learning Center

How can evaluation support our professional development across Washington?

Briefly turn and talk with your neighbors.

The OSPI-AESD Professional Development Network

What we are evaluating: OSPI-AESD Professional Learning Network



OSPI-AESD Math, Science, English Language Arts & Early Learning Coordinator Services




Over **3,660** participants were surveyed and the results were overwhelmingly positive.



Coordinators facilitated **813** professional learning experiences.



Fellows reported working with **29,023** teachers across the four content areas.



As a result of participating in the training across all content areas:

Approximately **90%** of the participants increased their understanding of content within the State Standards.

Approximately **90%** of the participants increased their knowledge and skill in implementing research-based instructional practices that reach all students of all proficiency levels.

Why is the Fellows' Network important to the State?

Ongoing Content-area Professional
Development



Instructional Leadership



*Expanded Leadership Capacity to
Improve Student Learning*

Who are the 2017-18 Fellows?

Teachers and educators who represent:

- Four Areas: English Language Arts, Math, Science, and Early Learning
- 198 Districts and 25 Community-based Organizations
- 1,082 Fellows Strong!



Photo courtesy of Allison Shelley/The Verbatim Agency for American Education: [Images of Teachers and Students in Action](#) | [CC BY NC](#)

Key Components of the Fellows Program

- Application process with administrator support
- Learning= Teacher Leadership, Equity & Content
- Four Convenings per year
- Assurances & Action Plans
- Willingness to lead change

Evaluating Professional Development

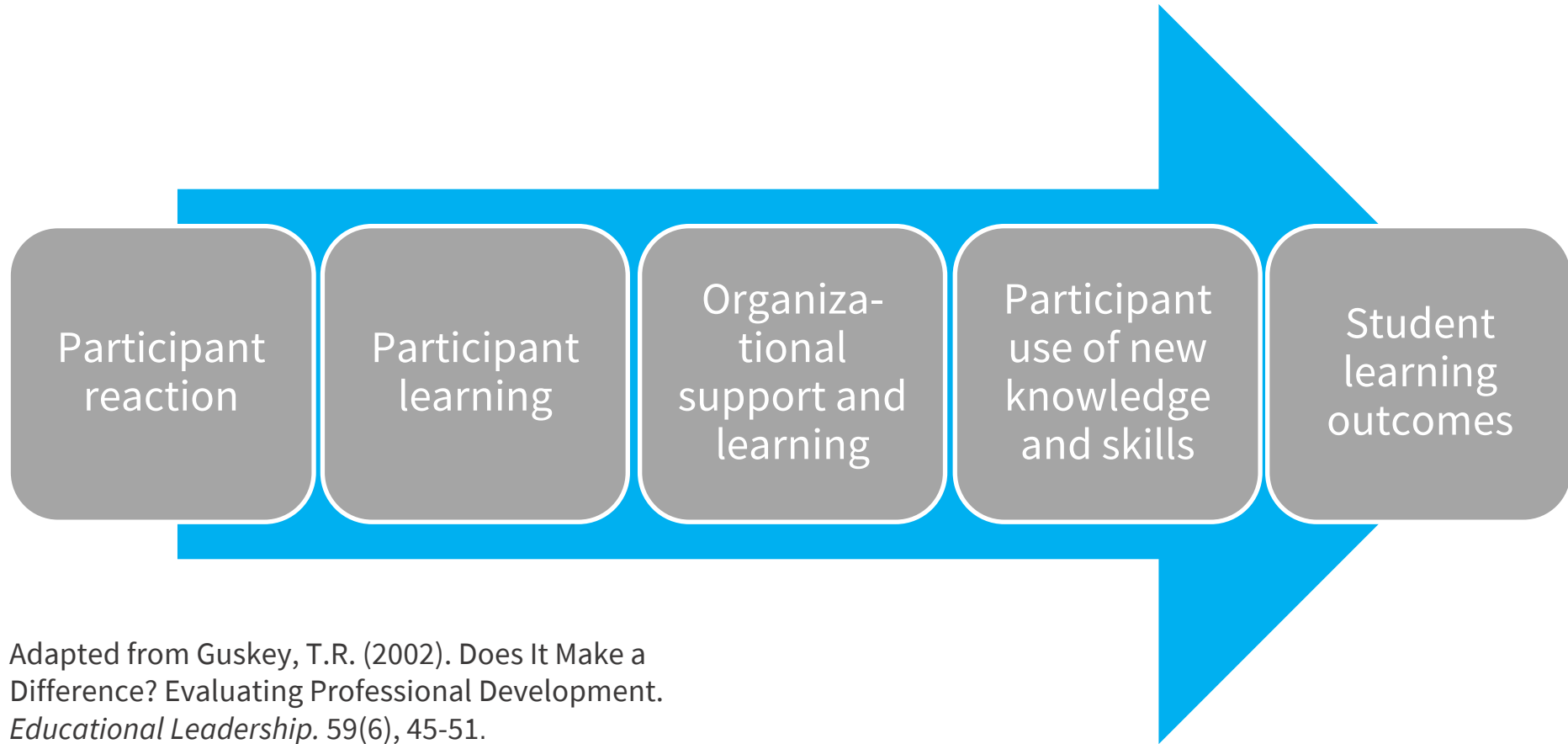
Our Evaluation Story

Education
Northwest Partnership
2015-16

Evaluation Planning with
Kauffman and Associates
2016-17

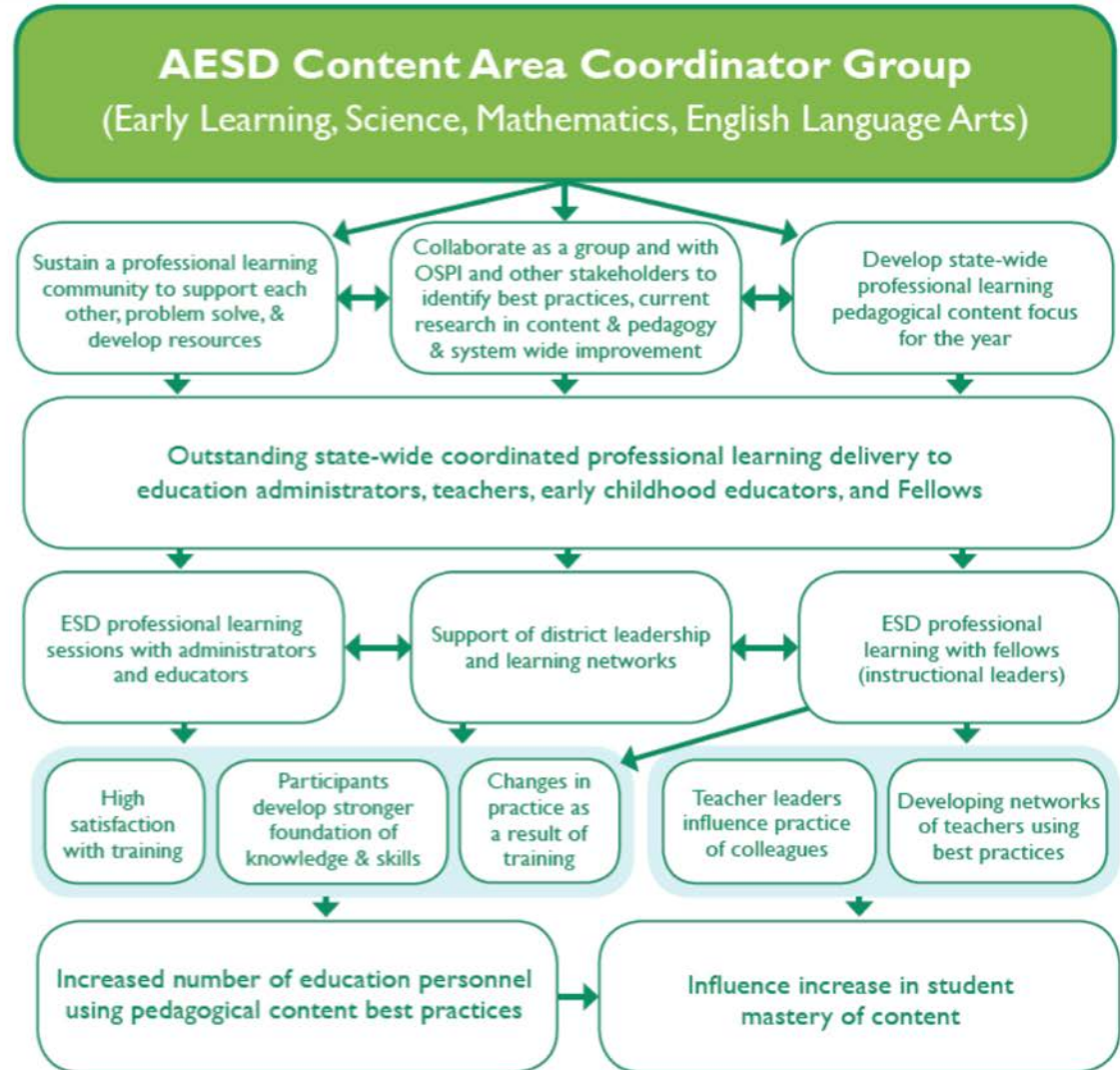
Qualitative Evaluation and
Database System Development
with Kauffman and Associates
2017-18

What can we learn about teacher professional development?



Adapted from Guskey, T.R. (2002). Does It Make a Difference? Evaluating Professional Development. *Educational Leadership*. 59(6), 45-51.

OSPI-AESD Theory of Action



Data Collection



Surveys



Self-reflection
tool

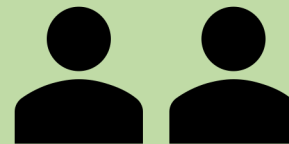


Secondary
analysis of
student data

Focus groups



Interviews



Relationship between Theory of Action and Surveys

Short Term Outcomes



Survey items are aligned with Theory of Action

13. As a result of participating in this professional learning experience, I have broadened/deepened my existing knowledge of (use the blank at the bottom to enter "other" topics):

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed
Rigorous, developmentally appropriate practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rich, research-informed instructional tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving family engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing individualized instructional practices to ensure equitable opportunities and close learning gaps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter another option	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Measuring Influence of Professional Development on Student Learning



- Who: A purposeful sample of Fellows and non-Fellows receiving clock hours for five-hour engagement about instruction
- Academic Measures: Multiple student artifacts (concept maps, classroom based assessments, SBA, NWEA MAP, performance assessments, etc.) will be examined for feasibility of use
- Non-academic measures: Engagement, collaboration, discourse, attendance, behavior, discipline, etc.

How do we report evaluation results to multiple stakeholder groups?

#	Name	Content Area	Topic Area	
1	Test Survey	Science	Special Populations	Edit Build Preview
3	My test survey	English Language Arts	Content Literacy	Edit Build Preview
2	Another test survey for fun!	Early Learning	Content Literacy	Edit Build Preview

Users will have flexibility to build custom surveys to meet data collection needs.

OSPI/AESD Database Management System: **Benefits**

- **Real-time queries** for results of Participant Satisfaction Survey and other surveys
- Reports can be run with **custom specs** by ESD and date range
- Pre-defined lists of choices and drop-downs, which **increase data validity**

Lessons Learned

- Stakeholders have different data needs, and it is difficult for one evaluation to meet everyone's requirements
- People are excited to better understand the influence and impact of professional learning
- The efforts to implement the evaluation called for a need for the Strategy, Evaluation and Learning Center to provide a backbone communications function about key program decisions and developments

Next Steps: 2018-19 Evaluation Planning

- Support Coordinators, Assistant Superintendents, OSPI partners in using the new database system
- Communicate project lessons to multiple stakeholder groups
- Lay the groundwork for cycle of inquiry to support policy and practice decisions
- Use evaluation to sustain and renew OSPI-AESD Professional Development Network
- Other ideas???

Questions & Discussion

Professional Learning Network Evaluation Website

<https://www.waesd.org/aesd-professional-learning-network/evaluation/>



Documents

The following documents provide guidance and resources that will inform 2017-18 evaluation activities:



OSPI/AESD Professional Learning Network Evaluation Plan Manual

Assembles all evaluation materials with a description of key procedures.



Evaluation Plan

Describes the evaluation activities that address the outputs and outcomes and the data that is needed to conduct the evaluation.



Theory of Action (TOA) and Logic Model

Illustrates the assumptions underlying the design of OSPI/AESD Professional Learning 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 logic model shows the route traveled to reach desired changes with additional details about



Fellows Action Plan

Fellows are instructional leaders who support district and community efforts to implement the Washington State K-12 Learning Standards in mathematics, English Language Arts (ELA), and science, and/or for the Early Learning Guidelines. The Action Plan tracks

Contact the OSPI-AESD Professional Learning Network Evaluation Team

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