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

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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

Early Learning Fellows

Regional Early Learning Coordinators

Regional Early Learning Coordinator Fellows Lead

English Language Arts Fellows

Regional Literacy Coordinators

Regional Literacy Coordinator Fellows Lead

Mathematics Fellows

Regional Mathematics Coordinators

Regional Mathematics Coordinator Fellows Lead

Science Fellows

Regional Science Coordinators

Regional Science Coordinator Fellows Lead

Fellows’ Advisory Committee (with OSPI and AESD Leadership)
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.

Source: OSPI AESD Legislative Briefing 2016-17
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!
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?

- Participant reaction
- Participant learning
- Organizational support and learning
- Participant use of new knowledge and skills
- Student learning outcomes

Data Collection

- Surveys
- Focus groups
- Self-reflection tool
- Interviews
- Secondary analysis of student data
Relationship between Theory of Action and Surveys

Survey items are aligned with Theory of Action

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<tr>
<th>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 &quot;other&quot; topics):</th>
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<tr>
<td>Rigorous, developmentally appropriate practices</td>
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<td>Rich, research-informed instructional tasks</td>
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<td>Improving family engagement</td>
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<tr>
<td>Implementing individualized instructional practices to ensure equitable opportunities and close learning gaps</td>
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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?

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

Users will have flexibility to build custom surveys to meet data collection needs.
How do we report evaluation results to multiple stakeholder groups?

OSPI/AESD Database Management System: Features

- **Data collection** through intake forms (like coordinator survey) and participant surveys
- **Personal logins** with customized access to
- Accessible through **desktop and mobile browsers**

*Users can preview surveys after editing or developing a new survey tool.*
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:

  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 the change processes.

- 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 fellows' implementation efforts and provides a model for successful implementation.
Contact the OSPI-AESD Professional Learning Network Evaluation Team

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