Before we start, get connected!

Handout: kickup.co/Impact2326
Assessing Impact: From Research to Practice

Tina Maksche, Director of Professional Learning, SSD
Joellen Killion, Senior Advisor, Learning Forward
Victoria Kinzig, COO, KickUp
Introduction & The Why
Round Robin Introductions

Your Name

Where You’re From

Role

What do you hope from this session?

What is of greatest interest?

Please share themes from your table.
To **share** how SSD constructed an evaluation framework for their professional learning programs using Joellen Killion’s *ASSESSING IMPACT* methodology.

To **use** an aligned data plan that defines the when, the what, and the how of data collection.

To **move from data to insight** as you engage in a simulation.
Participants will be able to:

- construct an evaluation framework
- analyze and interpret formative PD data
1. Welcome and “Our Why”  
15 minutes

2. Who we are & what we do:  
10 minutes

3. Constructing an Evaluation Framework  
30 minutes

4. Data Sources & Collection Method  
25 minutes

5. Analyzing vs. Interpreting Data  
50 minutes

6. Feedback & Closing Out  
10 minutes

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KASAB & Key Questions  
30 minutes

Lessons Learned & What’s Next  
10 minutes
The Importance of Evaluation
Why evaluate professional learning?
Is the professional learning program ready and able to be evaluated (SUCCESSFUL)?
Evaluation Framework Overview
What does the full evaluation process and framework include?
<table>
<thead>
<tr>
<th>Types of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Question</td>
</tr>
<tr>
<td>Data Source</td>
</tr>
<tr>
<td>Data Collection Method</td>
</tr>
<tr>
<td>Data Analysis Method</td>
</tr>
<tr>
<td>Timeline</td>
</tr>
<tr>
<td>Responsible Party</td>
</tr>
</tbody>
</table>
## Evaluation Framework for District and School Mathematics Professional Learning Program

<table>
<thead>
<tr>
<th>Program Goal/Outcomes</th>
<th>Evaluation Questions (about goal and outcomes)</th>
<th>Data source (who or what)</th>
<th>Data collection method (how)</th>
<th>Data analysis method (descriptive; inferential)</th>
<th>Person/Timeline** (who and when)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student performance in mathematics number sense, operations, reasoning, and problem-solving increases as measured by state, district, and classroom.</td>
<td>Did student performance in mathematics number sense, operations, reasoning, and problem-solving increases by 20% on state, district, and classroom assessments?</td>
<td>Students</td>
<td>End-of-unit assessments; state tests; district benchmark assessments; teacher observation</td>
<td>Difference year to year</td>
<td>District assessment coordinator; mathematics specialist principal and School Leadership Team (June)</td>
</tr>
<tr>
<td>1. (Teachers and administrators): 90% of teachers and administrators understand the eight mathematical practices and how they are woven into the math curriculum. (Knowledge, Attitude, Skill)</td>
<td>1. Do 90% of teachers and administrators understand the eight mathematical practices and how they are woven into the math curriculum?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Intro to SSD’s
New Teacher Induction
SSD website
http://www.ssdbo.org/index.html

Who we serve
Who we serve

523 square miles
24,666 students
22 partner districts
265 partner schools
5,455 employees
2,711 teachers
6 special education programs/schools
2 technical education high schools
Induction Program by the Numbers

Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Teacher-Level</th>
<th>Para</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>90.4%</td>
<td>80.7%</td>
<td>90.6%</td>
</tr>
<tr>
<td>2017</td>
<td>89.1%</td>
<td>75.0%</td>
<td>83.3%</td>
</tr>
<tr>
<td>2016</td>
<td>86.6%</td>
<td>70.9%</td>
<td>82.7%</td>
</tr>
</tbody>
</table>

Number of Academy I Teachers (Year 1 Broken Out)

- # of Year 1 Teachers
- # of Academy I Teachers

<table>
<thead>
<tr>
<th>Year</th>
<th>FY 17</th>
<th>FY 18</th>
<th>FY 19</th>
<th>FY 20</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Teachers</td>
<td>184</td>
<td>130</td>
<td>127</td>
<td>139</td>
</tr>
<tr>
<td># of Academy I Teachers</td>
<td>411</td>
<td>369</td>
<td>319</td>
<td>318</td>
</tr>
</tbody>
</table>

Graph showing the number of teachers for different years.
SSD’s Induction Program: Academy I

Human Resources - Hiring Process
District Onboarding Process
Differentiated Professional Learning
Regular, Frequent, Ongoing and Differentiated Support
Theory of Change:
Where we want to go

Logic Model:
How do we get there?
What steps do we take?
Getting clear about the data

What do stakeholders want to know?

program administrators
administrators of new hire educators
teachers
What do we want to know/measure?

1. Where are our recent hires working?
2. What does retention of new staff look like?
3. What professional development, mentoring, and support are our new hires receiving? How effective is that support?
4. What progress are teachers making?
5. What is the impact on students... how are students of new teachers learning and making gains?
Constructing an Evaluation Framework
1: Translating KASAB into key questions
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Concepts, information, principles, theories, (demonstrative knowledge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>Perceived value of new learning</td>
</tr>
<tr>
<td>Skills</td>
<td>Capacity to implement; know-how (procedural knowledge)</td>
</tr>
<tr>
<td>Aspiration</td>
<td>Desire; motivation; internal drive</td>
</tr>
<tr>
<td>Behavior</td>
<td>Consistent application of new learning in authentic situations</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Educators will have knowledge of the High Leverage Practices for Special Education</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Attitude</td>
<td>Educators believe that they are engaged in their learning, the learning processes.</td>
</tr>
<tr>
<td>Skills</td>
<td>Educators know how to implement the high leverage practices that are taught, coached with fidelity so that students make academic gains</td>
</tr>
<tr>
<td>Aspiration</td>
<td>Educators have a genuine desire to be effective so that their students make academic gains.</td>
</tr>
<tr>
<td>Behavior</td>
<td>Educators apply high leverage practices for special education to help students take the lead in their learning and use strategies to become better readers.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Educators will have knowledge of the High Leverage Practices for Special Education</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Dig Deeper - Handout, page 6:</strong></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>Educators know how to implement the high leverage practices that are taught, coached with fidelity so that student’s</td>
</tr>
<tr>
<td>Aspiration</td>
<td>Educators have a genuine desire to be effective so that their students make academic gains.</td>
</tr>
<tr>
<td>Behavior</td>
<td>Educators apply high leverage practices for special education to help students take the lead in their learning and use strategies to become better readers.</td>
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</table>
**Formula for an evaluation question**

1. Add Did in front of the outcome
2. Add the outcome (defined by KASAB)
3. Add a question mark to the end

Teachers apply strategies to engage students in stress management, goal setting, self-assessment, and organizational skills in their classroom learning tasks.

**Did** teachers apply strategies to engage students in stress management, goal setting, self-assessment, and organizational skills in their classroom learning tasks?
Exemplar
<table>
<thead>
<tr>
<th>Evaluation Questions</th>
<th>Data/Evidence Needed</th>
<th>Data Source</th>
<th>Data-Collection Method</th>
<th>Data Analysis Method</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>the High Leverage Practices for Special Education?</td>
<td>Learning evaluations</td>
<td>Learning evaluations</td>
<td>Survey</td>
<td></td>
<td></td>
<td>Facilitators / Coaches and Effective Practice Specialists</td>
</tr>
<tr>
<td>Do educators believe that they are engaged in their learning, the learning processes?</td>
<td>New Hire Reflections</td>
<td>Export from TalentEd</td>
<td></td>
<td></td>
<td></td>
<td>Facilitators / Coaches and Effective Practice Specialists</td>
</tr>
<tr>
<td>Do educators</td>
<td>Educator Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Construct an evaluation template using their own KASAB

Use SSD’s KASAB to complete a graphic organizer template practicing building evaluation questions.
In what ways does your KASAB align or diverge with SSD’s?

What questions do you regularly explore that are not on your framework?
2: Defining Data Sources
Selecting Data Sources

• What/who is the best source of information about the intended change?
• What data is already available?
• What might have to be created to gather the information needed?
• What tools, techniques, or processes will be used to collect data?
**Measures we can use to drive the improvement process**

<table>
<thead>
<tr>
<th>Baseline Needs Assessment</th>
<th>Actions &amp; Quality</th>
<th>Teacher Outcomes</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting clear visions for success (knowledge, attitudes, skills, aspirations, behaviors) and identifying needs at baseline.</td>
<td>What are we doing to drive improvement and what is the quality of support?</td>
<td>In which areas and under what conditions have we seen change in practice?</td>
<td>How have student knowledge, skills, attitudes, beliefs, behaviors changed?</td>
</tr>
<tr>
<td>PD Feedback</td>
<td>Capture ongoing feedback to assess the quality of supports provided; perceived learning; and leading indicators of implementation &amp; change.</td>
<td>Needs &amp; Progress Assessment</td>
<td>Re-aligning on visions for success and tracking progress, examples of impact, and needs at mid year and end of year.</td>
</tr>
<tr>
<td>Coaching Logs</td>
<td>Capture ongoing support activities &amp; notes to drive conversations and reporting on how we’re spending our support resources to drive improvement -- e.g. are actions likely to drive intended impact?</td>
<td>Classroom Observations</td>
<td>Track observable behaviors and implementation to drive frequent, ongoing feedback, assess progress, and address gaps throughout the year.</td>
</tr>
<tr>
<td>Student / Community Surveys</td>
<td>Capture the perceived outcomes of improvement work on key stakeholder audiences.</td>
<td>Student Proficiency Measures</td>
<td>Capture student learning data in alignment with goals targeted.</td>
</tr>
</tbody>
</table>
Academy I Data Collection Tools

Professional Learning Plan

Professional Learning Feedback Form

Coaching Log: Captures all support provided (observation/feedback, coaching conversations, modeling/demonstration; mentor/mentee supports)

Observation - Fidelity Checks / Walkthrough Tools

Reflection/Needs Assessment Form
3: Determining Data Collection Method
Tips for planning data analysis and timelines

- Keep it simple (descriptive vs. inferential)
- Gather and use data frequently to make adjustments
- Look for trends and patterns
- Tap into those who have expertise in this area if needed
- Make friends with technology
Exemplar
<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing professional learning and coaching - captured by Evaluation form &amp; Coaching Log</td>
<td>Beginning of Year Observations</td>
<td>Mid Year Observations</td>
</tr>
<tr>
<td>Fall Data Review</td>
<td>Professional Learning Plan - Develop</td>
<td>Reflection Form (Nov)</td>
</tr>
<tr>
<td>Reflection Form (Nov)</td>
<td>Professional Learning Plan Review</td>
<td>Reflection Form (Feb)</td>
</tr>
<tr>
<td></td>
<td>End of Year Observations</td>
<td>Reflection Form (May)</td>
</tr>
<tr>
<td></td>
<td>End of Year Data Review</td>
<td></td>
</tr>
</tbody>
</table>
Debrief
What data are you currently collecting to evaluate your professional learning?

In order to complete your evaluation framework, what data might you need to start, stop, or streamline collecting?
Analyzing & Interpreting Data
Analyzing vs. Interpreting
Analyzing Data

- Organizing (computing) raw data
- Analyzing (findings & conclusions) data
- Displaying data

“The goal of data organization, analysis, and display is to create a set of manageable information by sorting, arranging, and processing the data collected (Weiss, 1998).”
Data Analysis Strategies

- Count
- Average
- Trends
- Compare
- Correlations
“Interpreting data” = making meaning from data

- Judging merit, worth, impact, and significance
- Making claims (clarifying attribution and contribution)
- Formulating recommendations
Exemplar
Academy 1 identified high-leverage practices, broken into measurable indicators for success.

Analysis & Interpreting PL Data

**Goals**
- PL Feedback
- PL Plan
- Teacher Needs Assessment
- Coaching Logs

**Data collection**
- Sorting, organizing data to make meaning

**Analysis**
- Academy 1 uses data to assess program impact and make adjustments to supports
View SSD’s data here
Simulation: Data Review
At your table, you’ll use a graphic organizer to simulate a team data review protocol.

Coaching Log / Fidelity Checks:
- Are educators gaining new skills and implementing with fidelity?
- How are teachers benefiting from differentiated coaching supports?
How might you incorporate learnings from today into the way your district discusses data?
Lessons Learned & What’s Next
The Journey
Align and Refine Data Collection Tools and Methods
Use Data to Differentiate Support
Multi-Year Plan
Striving to Improve Communication Systems
Focus: Impact on Student Learning
Closing Out
Take our 3 minute survey!

kiccup.co/2019LF

Session ID: 2326

NOTE: Session ID should be in all CAPS and is case-sensitive.

Your responses power our report