



Assessing Impact: From Research to Practice

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Theory of Change (Where are we going?)

SSDs Human Resources department is an engaged partner



Supervisors of new hire teachers are engaged partners



SSD's Academy I program is an approved Beginning Teacher Assistance Program



Instructional Mentors design, implement and evaluate a comprehensive induction program to exceed Missouri standards



Teachers are engaged partners in planning and participating in an ongoing (multi-year) professional learning program (that includes professional learning and tiered peer level support)



Teachers implement High Leverage Practices for Special Education with fidelity



Students are engaged in their learning/learning processes



Students increase their achievement in reading

Assumptions under which the Theory of Change was constructed

1. Action: **SSDs Human Resources department is an engaged partner**
 - a. Assumption 1: highly qualified teachers are hired
 - b. Assumption 2: human resources uses evidence-based tools during the hiring process to identify highly qualified teachers
2. Action: **Supervisors of new hire teachers are engaged partners**
 - a. Assumption 1: Unity and consistency support educator growth
 - b. Assumption 2: A shared vision of expectations provides focus/consistency
3. Action: **SSD's Academy I program is an approved Beginning Teacher Assistance Program**
 - a. Assumption 1: Assists teachers in meeting state requirements for upgrading teacher certification.
 - b. Assumption 2: BTAP (Beginning Teacher Assistance Program) assists educators with implementing the High Leverage Practice #7 - Establish a consistent, organized, and respectful learning environment
4. Action: **Instructional Mentors design, implement and evaluate a comprehensive induction program to exceed Missouri standards**
 - a. Assumption 1: full-time designated mentors increase teacher effectiveness; support teacher retention
 - b. Assumption 2: full-time designated mentors have the skills they need to increase teacher effectiveness
5. Action: **Teachers are engaged partners in planning and participating in an ongoing (multi-year) professional learning program (that includes professional learning and tiered peer level support)**
 - a. Assumption 1: having a voice and choice in their professional learning contributes to ownership
 - b. Assumption 2: teachers with different levels of experience need different supports (tiered)
 - c. Assumption 3: an educator's self reflection plays an important role in professional growth.
6. Action: **Teachers implement High Leverage Practices for Special Education with fidelity**
 - a. Assumption 1: evidence based learning is an indicator of implementation with fidelity
 - b. Assumption 2: demonstrated implementation during induction leads to continued implementation with fidelity
7. Action: **Students are engaged in their learning/learning processes**
 - a. Assumption 1: students are motivated to learn
 - b. Assumption 2: lessons and learning processes have been chosen with IEP and grade-level goals in mind
8. Action: **Students increase their achievement in reading**
 - a. Assumption 1: students can identify their goal and how they learn best
 - b. Assumption 2: Students want to be good readers!

Logic Model (How will we get there?)

Inputs	Outputs (Actions, Strategies)	Initial Outcomes	Intermediate Outcomes	Results (Goals)
<ul style="list-style-type: none"> • Instructional Mentors • DESE requirements • Mentor and partner assignment processes • KickUp • Google Classroom • Texts: Teach Like A Champion; • Classroom Learning Systems Resources • Explicit Instruction • CEC High Leverage Practices for Special Education Teachers • Budget: stipends, materials 	<p>Regular and ongoing professional learning and support for their role</p> <p>PDSA of key processes</p> <p>Regularly scheduled support, ongoing observations and feedback for new educators</p> <p>Academy I Professional Learning Plan (facilitate meeting, provide input)</p> <p>Order materials to support professional learning</p> <p><i>Professional Learning Series:</i> 3-day New Teacher Orientation, Design differentiated and competency based Professional learning series to include after school cohorts, blended learning and online learning options:</p> <ul style="list-style-type: none"> • Monthly Instructional Mentor Data Team/PLC • Instructional Mentors implement the program /support as designed (Monthly Year at a Glance Activities Document) 	<p>Implement results of SWOT Analysis (completed May 2018)</p> <p>Increase knowledge and skills in designing micro-credentials (by 9/2018)</p> <p>Build strong relationship and partnerships with educators and administrators</p>	<p>Design, facilitate and evaluate at least 4 microcredential professional learning options</p> <p>Use data to differentiate support</p>	<p>SMART Goal: At SSD, students will make academic progress in reading by Dec 2019 by increasing the implementation of targeted high leverage practices for special education of newly certificated educators in 3 targeted districts through the use of (induction practices/processes) that are differentiated, and with equitable access to resources as measured by educator effectiveness ratings, retention data and FASTBridge assessment data.</p> <p>Effectiveness ratings (Educator Evaluation System) (6/2018; 6/2020)</p> <p>Retention Data (6/2018, 6/2019)</p> <p>Reading Assessment Data (12/2019)</p>

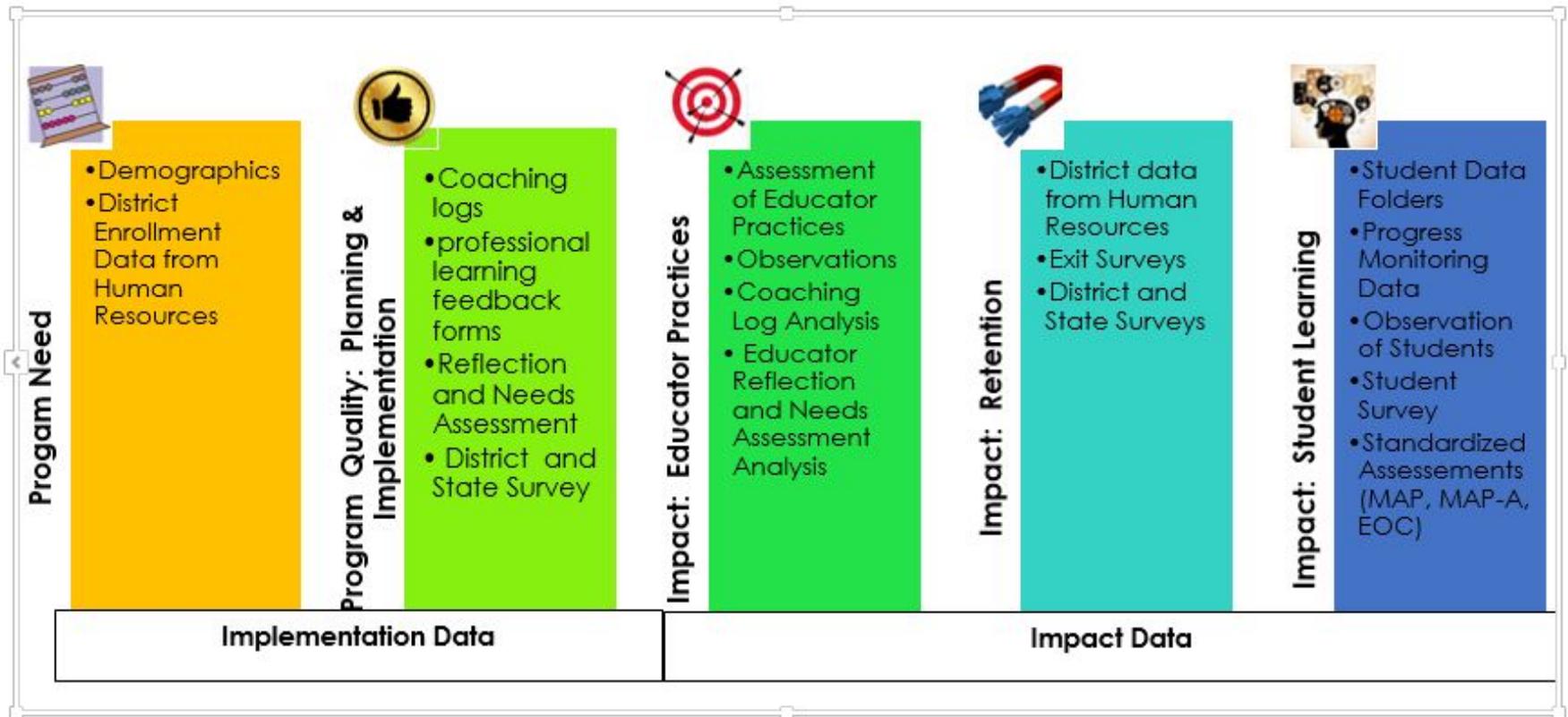
<p>Supervising Administrators</p> <p>Partner district leadership</p>	<ul style="list-style-type: none"> • Ongoing observations and feedback • Collaborative construction of Academy I Professional Learning Plan • Collaborative meetings with teacher, instructional mentor to plan and PDSA professional learning plan 	<p>E1: district-level: admin will know what is expected and support</p> <p>Supervisors coordinate support for new hires in partnership with instructional mentors;</p> <p>Supervisors know requirements and believe competence in these skills are important; Supervisors provide ongoing support and feedback</p>		
<p>School Based Mentors and Special Education Process Partners</p>	<p>Mentor and Partner Activity Logs: School based Mentor support during Orientation and through the educator's first year with the district for new educators regularly scheduled support</p>			
<p>New Hire Educators (E2)</p>	<p>Professional Learning: 3-Day New Teacher Orientation; regular and ongoing throughout the year</p> <p>Scheduled meetings (administrator, educator, instructional mentor)</p> <p>Academy I Professional Learning Plan</p> <p>Teacher reflections and needs assessment</p> <p>Evidence of teacher and student learning (PDSA cycles, Student Growth Plans)</p>	<p><i>New hire educators:</i></p> <ul style="list-style-type: none"> • have knowledge of expected competencies • participate in ongoing, flexible and differentiated support • feel efficacious, satisfied and are engaged • can identify potential strengths and talents and opportunities for growth improve their implementation of high leverage practices for special education 	<p>Teachers consistently demonstrate high leverage practices for special education with fidelity. (observations, coaching log and EES)</p> <p>Teachers are committed to the profession and remain effective educators with SSD</p>	
<p>Human Resources</p>	<ul style="list-style-type: none"> • Retention data • Exit survey 	<p>PDSA retention data</p> <p>Have an Understanding of causal factors (exit survey results)</p>		

Types of Change - KASAB

Type of Change	Students	Educators	Supervising Administrators	Instructional Mentors (IM)	Human Resources (HR)
Knowledge	<p>Students will know the importance of reading</p> <p>Students will know the parts of reading</p>	<p>Educators will have knowledge of the HLPs for Special Education</p>	<p>Administrators will know what is expected</p>	<p>IMs have an understanding of DESE requirements, best practices for quality induction and mentoring, and coaching, observation and feedback practices</p>	<p>HR has an understanding of the reasons new educators leave or are separated from the district.</p>
Attitude	<p>Students want to be good readers</p> <p>Students are motivated to learn reading skills</p> <p>Students believe reading is an important skill</p>	<p>Educators are satisfied with their induction experience, their progress.</p> <p>Educators are engaged in their learning, the learning processes.</p> <p>Educators feel they are able to implement what is expected / what is being taught.</p>	<p>Administrators will support the professional learning processes of the Academy program</p> <p>Agreement on learning / skill priorities</p> <p>Administrators feel their voice is heard and are an integral part of decision making (E1)</p>	<p>IM's believe educators' competence in using HLP's is important to their success</p> <p>IM's have a growth-oriented mindset</p> <p>IM's have a high level of efficacy related implementation of the program</p>	<p>HR believes the induction program is an effective component of teacher retention</p> <p>HR demonstrates value for the induction program</p>
Skill	<p>Students demonstrate skills of self-determination/advocacy that help them take the lead in their learning (goal setting, and PDSA) and improving their reading skills</p>	<p>Educators are implementing the high leverage practices taught, coached with fidelity</p>	<p>Administrators will have the skills to support the High Leverage Practices for Special Education (coaching, observation and feedback)</p>	<p>IMs demonstrate an understanding of the tools, protocols and the processes of the program</p>	<p>HR collects, organizes and shares data that contributes to the program (retention, exit survey, demographics)</p>
Aspiration	<p>Students want to be successful readers</p>	<p>Educators want to be effective teachers.</p>	<p>Administrators want to be an engaged partners and to support the growth of the new teacher.</p>	<p>IMs want to learn and to continuously grow in their craft.</p> <p>IM's want educators to develop and/or maintain a growth-oriented mindset.</p>	<p>HR wants to be a partner in the processes that improve retention of quality educators.</p>
Behavior	<p>Students are engaged in their learning/learning processes</p> <p>Students consistently apply reading strategies</p>	<p>Educators consistently apply high leverage practices for special education to help students take the lead in their learning and use strategies to become better readers.</p>	<p>Administrators consistently seek to align feedback and support with the goals of the program.</p> <p>Administrators will partner with key stakeholders to support the program.</p>	<p>Instructional Mentors implement the program as planned and with fidelity</p>	<p>HR consistently communicates and engages to improve the program and retain quality educators</p>

Induction Data Spectrum

Purpose: To articulate the kinds of information/data being used to determine the Academy program effectiveness.



Adapted from New Teacher Center, Santa Cruz, California.

Evaluation Framework: Academy I Induction

Evaluation Questions	Data/Evidence Needed	Data Source	Data-Collection Method	Data Analysis Method	Timeline	Responsible Person(s)
Do educators have knowledge of the High Leverage Practices (HLPs) for Special Education?	Educator Responses	Professional learning evaluations	Survey	Count/Percent of positive responses Multiple-Intervention Evaluation (Year 1 compared with years 2 and 3 and to tenured teachers)	Quarterly Yearly	Facilitators / Coaches and Effective Practice Specialists
Do educators believe that they are engaged in their learning, the learning processes?	Academy 1 Participant Responses	Reflections and Needs Assessment Academy I Learning Plan	Form in TalentEd Interview	Count; group comparison over time	December and April	Educators Facilitators / Coaches and Effective Practice Specialists
Do educators feel satisfied with their induction experience, their progress?	Academy 1 Participant Responses	Reflections and Needs Assessment	Survey	Group comparison over time Multiple-Intervention Evaluation (Year 1 compared with years 2 and 3)	Semesterly Yearly	Research and Evaluation Department Induction Program Administrator
Do educators know how to implement the HLP's that are taught, coached with fidelity so that students learn?	Fidelity check responses	Coaching Log	Data export from KickUp	Individual comparison over time; group comparison	monthly as observations are completed	Facilitators / Coaches and Effective Practice Specialists
Do educators apply high leverage practices for special education to help students take the lead in their learning and use strategies to become better readers?	Student Growth Percentile Scores	FASTBridge Results	FASTBridge Reports	Student Group Comparison over time; Control group comparison	Benchmark Periods (Fall, Winter, Spring)	Educators and Measurement and Assessment Team

Practice Building an Evaluation Framework:

1. Construct an evaluation template using your own KASAB
2. Use SSD's KASAB to complete the template

Evaluation Framework: _____

Evaluation Questions	Data/Evidence Needed	Data Source	Data Collection Method	Data Analysis Method	Timeline	Responsible Person(s)

ACTIVITY: Data Review Simulation

Practice: Analyzing and Interpreting SSD's Data

ANALYZING 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)" *More information in Chapter 8 (pg. 135, Assessing Impact)*

Key Question:

* *What trends or variations do you see in the data (among different topics, populations or time periods)?*

Notes:

INTERPRETING DATA

"Interpretation is the meaning-making process that comes after the data have been organized, counted, sorted, analyzed, and displayed and requires the engagement of stakeholders and preferably program participants." *More information in Chapter 9 (pg. 159, Assessing Impact)*

Key Questions:

* *Where do new teachers need more support?*

* *Are we providing support in the areas in which we see gaps?*

* *How might we differentiate support to increase teachers' ability to implement high leverage practices with fidelity?*

Notes: