

Massachusetts Department of Elementary and Secondary Education
Literacy Professional Development Partnerships
Local Evaluation Requirements

Each partnership will be required to submit a local evaluation report using a common template provided by the Department of Elementary and Secondary Education. Grantees are *not* required to hire an external evaluator, but rather to use expertise provided by one or more of the partners for this purpose. Required elements of the local evaluation report are:

- Measures of changes in teacher knowledge and/or practice (pre/post assessment)
- Changes in student achievement
- Results of a standardized participant feedback survey

Role of the Statewide Evaluation Consultant

The Department has contracted with the UMass Donahue Institute (UMDI) to serve as statewide evaluation consultant for the partnership grant programs. More specifically UMDI will be responsible for:

- Providing an initial evaluation workshop for all grantees
- Developing the common report template for local evaluations
- Developing a standardized participant feedback survey instrument
- Review each partnership's evaluation plan and provide technical assistance as needed
- Conduct a survey of grantee district contacts
- Synthesize partnerships' local evaluation reports into a statewide evaluation report.

UMDI is available to answer questions and provide support on an ongoing basis. Please contact Jen Gordon at jgordon@donahue.umassp.edu or 774-455-7376. (Former RF and Silber districts, please note new phone number.)

Local Evaluation Deliverables

Each partnership will be required to submit the following evaluation deliverables.

Deliverable 1: Grantee Evaluation Worksheet

The purpose of this worksheet is to assist partnerships in planning for their evaluations and to facilitate UMDI's work of reviewing evaluation plans and providing appropriate technical assistance.

UMDI will email blank worksheets to the primary evaluation contact for each partnership no later than December 9th. Completed forms should be returned to UMDI by December 23rd. The objective is to quickly identify and address and concerns.

The worksheet will require partnerships to provide the following information.

- List their identified research questions and describe the information that will be used to address each of them, including how that information will be obtained, when and by whom.
- Identify the instrument(s) that will be used to measure changes in teachers' knowledge and/or practice and describe how and when they will be administered.
- Identify the assessment to be used to measure changes in student achievement and describe when and how those data will be obtained.

Deliverable 2: End-of-Project Report

UMDI will email end-of-project report templates via email to primary evaluation contacts in January. Completed reports will be due by June 30, 2010. Submission of the completed template will fulfill each partnership's local evaluation report requirement. The following content will be required. Each partnership should organize to collect and maintain the information they will need to meet these reporting requirements.

- Narrative description of the professional development provided including topics covered and the manner of delivery
- Basic statistics
 - ◇ List participating districts and schools
 - ◇ Number of teachers, by grade-level.
This should be a non-duplicating count. In other words if you hold two workshops each attended by 15 teachers, but 5 teachers attended both then 25 teachers participated (not 30).
 - ◇ Approximate number of students affected, by grade-level.
Consider using the count from the October 1 SIMS file.
- Dosage – For each participating teacher, track the hours of PD received.
You will be asked to submit individual dosage for each teacher (no names). The purpose of this information is to be able to report to the legislature on the amount of PD provided through these state funds.
- For each research question:
 - ◇ State the question
 - ◇ Describe the information used to address the question and how that information was obtained
 - ◇ Summarize findings
- Teacher pre/post and student assessment results
 - ◇ Describe instruments including when/how administered
 - ◇ Interpret results and summarize findings
 - ◇ Provide individual pre/post results for teacher assessment (no names)
- Report response frequencies for the standardized participant feedback survey questions.

Teacher Pre/Post Measures

Instrumentation for the teacher pre/post assessment may be locally-developed by the partnership. In order to improve the likelihood of capturing changes the assessment should be well-aligned to the content of the professional development provided. Assessments that are too broad, too easy, or too difficult can limit your ability to show growth.

Types of instruments can include any of the following, or some combination thereof:

- Multiple-choice “quiz”
- Self-report survey about instructional practices (*not* participant satisfaction)
- Direct observation of instructional practice

Instruments must provide an objective summary measure or rating which can be used to show individual change. This requires a scoring rubric for more subjective measures such as open-response survey items or observation.

The timing of the assessment is also quite important. For your baseline measure (pre-test), the earlier the better – ideally before professional development begins. For your follow-up measure (post-test), the later the better – ideally after professional development ends. However, be sure to administer your post-test with sufficient time to analyze the data and include your findings in the end-of-project report due at the end of June.

If at all possible, you should plan to collect pre/post measures from all professional development participants. In some cases (e.g. direct observation) sampling may be appropriate. In such cases UMDI must review and sign-off on all sample selection processes. *You are not expected to have a comparison group.*

As noted above, UMDI will collect individual pre-test and post-test scores for participating teachers using a template that will be provided to you in January. For this submission individual results should be identified by a unique code (not participant names) which allows the linkage of results from both time periods. We recommend that you utilize one of the following two approaches for establishing participant codes:

Option 1: The partnership collects the names with the assessments and replaces them with codes prior to submitting the data. This is particularly helpful if your provider wants to use the pre-test results to identify the strengths and gaps for individual teachers.

Option 2: Have the participants provide a code on their assessment, instead of names. This works well in cultures where teachers are concerned about political ramifications (real or imagined) of the testing. *Please don't ask your participants to make up a code word and try to remember it for the post-test – that rarely turns out well.* We have had success with the following 6-character defined coding system. Feel free to adopt it or create your own variant.

- First initial of your father's first name
- First initial of your mother's first name
- Your middle initial (if none, then X)
- Your two digit birth date (day of the month)
- The number of older siblings you have.

Student Outcomes Assessment

As with the teacher pre/post the student assessment should be well-aligned to the PD content. If you are utilizing a standardized assessment, you should consider also reporting particular sub-test scores or cherry-picking relevant items to create your own sub-score. Please note that 2010 MCAS results may not be available in time for your reporting.

In most cases it is expected that all impacted students participate in the assessment. Any proposed sampling must be reviewed and approved by UMDI. As with the teacher assessment you are not necessarily expected to have a comparison group.

In general, there are two potential approaches to analyzing the student assessment data. Neither is perfect. Which you choose may largely be driven by the data that you have at your disposal.

One approach is a cross-sectional analysis whereby you compare results for this year's fourth graders to results for previous cohorts of fourth graders. In the absence of a formal control group, this is the best approach for creating a link between the professional development and student outcomes. However, available measures may be too broad and thus not sensitive to changes in the areas addressed by the PD. Ideally the analysis would be structured to account for "cohort effects" (important differences such as demographics and baseline performance) between the two groups.

The other approach is a "longitudinal" analysis whereby you compare results for this year's fourth grader to their own prior performance. Without a formal control group, results from this type of analysis are difficult to link to the professional development being delivered. This is because we expect most students to improve over time and just looking at the affected group doesn't allow us to gauge whether they improved more than they would have if their teachers had not received the professional development.

Regardless of the analytical approach, the timeframe of this grant is short and we all need to understand that it may simply be too soon to see strong measurable growth for the affected students. Nevertheless, the Department feels strongly that student outcome data needs to be provided as part of the required legislative reporting.

Standardized Participant Feedback Survey

All partnerships will be required to administer a participant feedback survey with a common set of required questions provided by UMDI. The required questions and reporting form will be provided with the end-of-year report template. Partnerships may add questions for their purposes. UMDI will not collect or process individual surveys. Each partnership will tally their own completed surveys. For each required question they will report:

- Number of participants responding to the question
- Number of participants giving each response option
- Number of participants leaving the question blank

Survey of District Contacts

In April UMDI will conduct a web-based survey of all district contacts. The focus will be obtaining feedback on the PD and support provided by their partners and directly from the Department. Results of this survey will be utilized by the Office of Literacy and selected findings may be incorporated into the final statewide evaluation report.