

Engaging Stakeholders in Program Evaluation: Illustrations Using Multiple Data Collection Methods

Tammiee Dickenson & Team



Presentation at SCEPUR – Columbia, SC – March 2, 2018

Session Objective & Structure

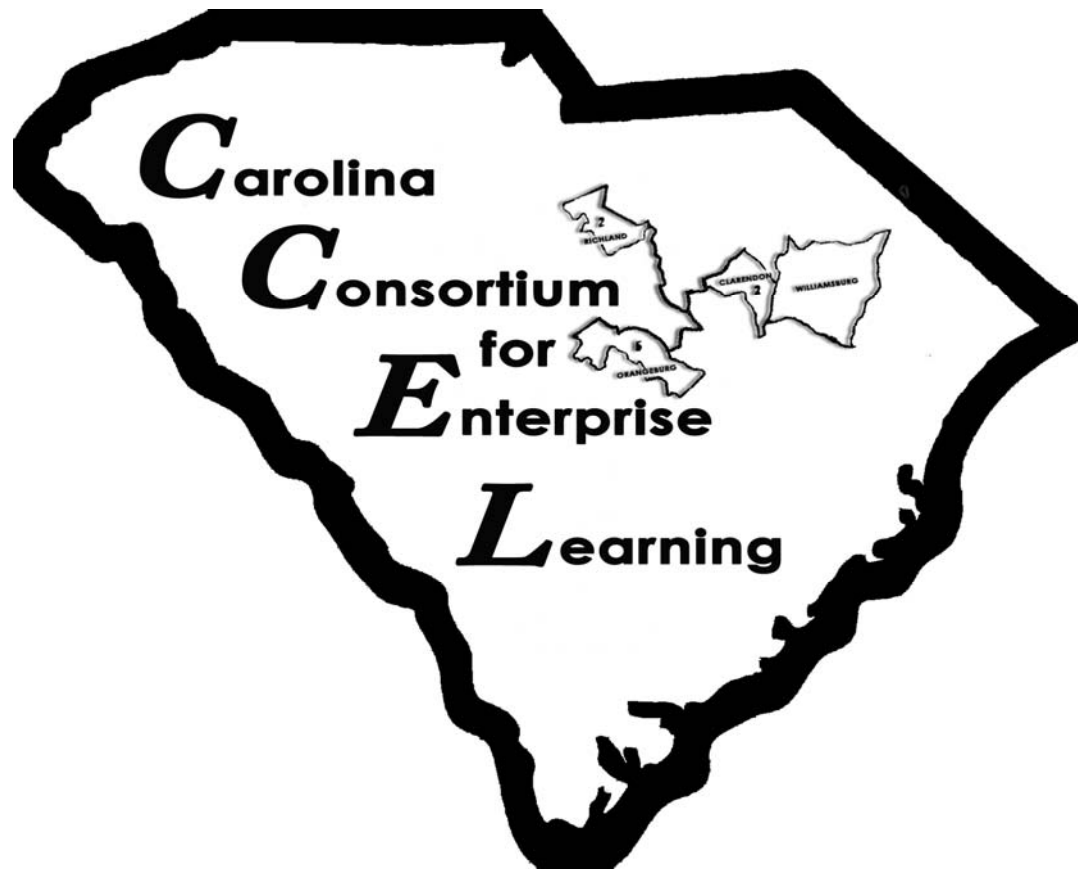
- Objective: To share information on how we engage stakeholders using multiple methods of data collection for our evaluation work with a federally-funded multi-site project
- Structure
 - Overview of the project & evaluation methods
 - Presentations on three methods
 - Wrap up with concluding remarks & discussion



Background

- Race to the Top-District Grant, United States Department of Education
- Supports locally developed plans to:
 - Personalize & improve student learning
 - Increase student achievement & educator effectiveness
 - Close achievement gaps
 - Prepare students for success in college & careers





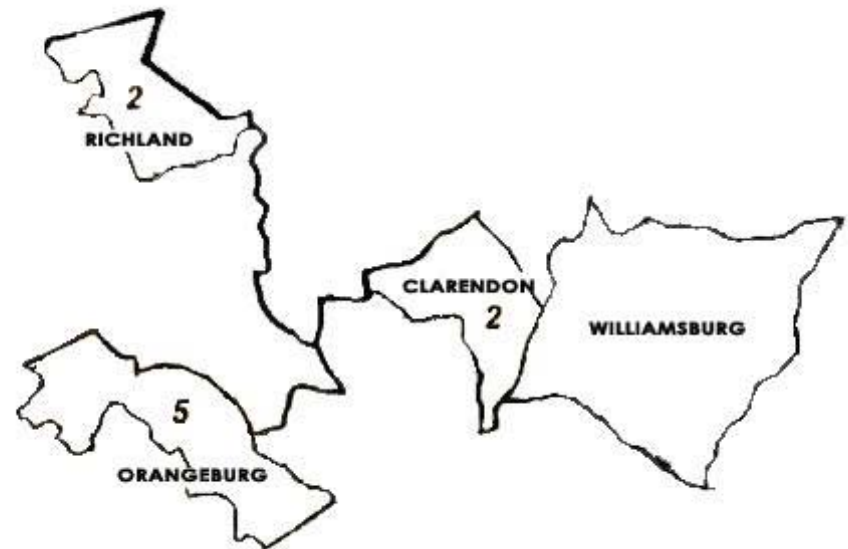
\$24.9 million project funded in 2013 for four years



UNIVERSITY OF
SOUTH CAROLINA

CCEL Districts

- 4 districts, 17 schools, approx. 11,000 students
- Diverse districts
- High poverty schools
- Predominately African American
- Participant schools represent feeder patterns from PK-12



Overview of Core Components

- Personalized learning for students
 - Project-based learning
 - Rigorous, standards-based instruction
 - Focus on life skills & college/career preparation
- Teacher collaboration
 - Professional Learning Communities/Critical Friends Groups
 - Coaching on instruction & technology integration
- Technology integration
 - One-to-one computing
 - MasteryConnect



Evaluation Approach

- Utilization-focused
 - CCEL leadership team as users of evaluation
- Collaborative, participatory
 - Involvement of stakeholders
- Presentations will illustrate our approach in practice



Leadership & Stakeholders

- Leadership
 - Project Director
 - Two Coaching Coordinators: Enterprise Learning & Digital Resource
 - Four District Directors
- Stakeholders
 - Administrators, coaches, teachers, students, parents, community members



Data Collection

- Participation in project meetings
- Implementation rubrics/self-assessment
- Surveys (coaches, teachers, principals)
- Focus groups/interviews
- Annual Performance Reporting (school and student outcome data)
- School site visits
- School climate profiles



Presentations & Presenters

1. Implementation Measurement
 - Presenter: Dawn Coleman
2. Survey Development & Reporting
 - Presenter: Bradley Rogers
3. School Site Visits
 - Presenters: Constance Shepard & Ashlee Lewis



Using Implementation Self-Assessment Tools to Promote Shared Understanding and Engage Stakeholders

Dawn R Coleman



Outline

Overview of Implementation Science

- Implementation Stages
- Implementation Drivers

Our Implementation Tools

- Development
- Administration
- Reporting

Lessons Learned

Implementation Science



UNIVERSITY OF
SOUTH CAROLINA

Why focus on implementation?

Evidence-based practices are only effective when they are successfully implemented at scale.

Implementation is defined as “a specified set of activities designed to put into practice an activity or program of known dimensions.”¹



Implementation Science

The interdisciplinary study of the methods used to translate research into practice, including identifying barriers and facilitators (drivers) related to the successful implementation of policies, programs, practices, interventions, and innovations.



Implementation Science

Our work is based on the Active Implementation (AI) Frameworks developed by the National Implementation Research Network (NIRN)

In our rubrics, we focus on implementation stages and implementation drivers

Implementation Stages

Planning – establishing resources and infrastructure, selecting personnel, developing a plan

Initial Implementation – initial training of core staff, begin implementing strategies

Partial Implementation – expand implementation, most personnel trained, supports in place

Full Implementation – implemented to scale, skillful practice, business as usual, sustainable



Implementation Drivers

Core implementation components that drive implementation forward

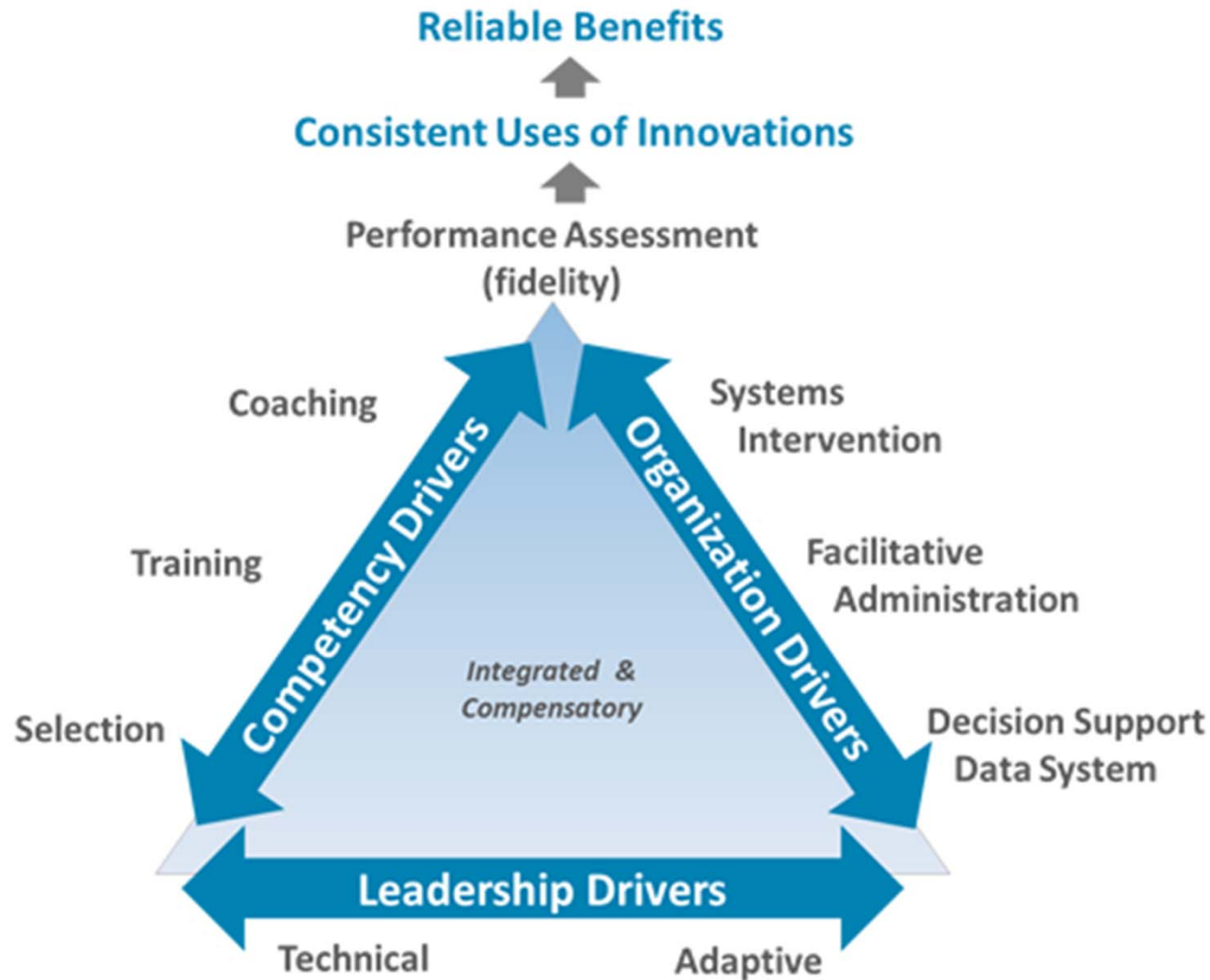
Competency Drivers – staff capacity

Organization Drivers – infrastructure capacity

Leadership Drivers – leadership capacity



Implementation Drivers



Implementation Self-Assessment Tool



UNIVERSITY OF
SOUTH CAROLINA

Development

Worked collaboratively with CCEL leadership

Based on project goals, strategies, and activities

Connect project strategies to implementation drivers

Focus on the stages of implementation



The ISAT

Focus on implementation as a process

Full implementation = project activities are implemented to scale, have become business as usual, and can be sustained after the grant ends

The format of the tool has been adjusted each year to better reflect the needs of the project and the evaluation

Year 1: Implementation Rubric

Goal 1: Students in CCEL schools will gain the academic, technological, and life skills necessary for success in college, careers, and citizenship.				
Critical Strategy	Implementation Driver(s)	Criteria for Full Implementation	Rating	Rationale for Rating & Future Plans
1.1 Provide college and career information and planning for all students at every grade level.	Organization supports (school level); Competency development (training and coaching)	<ul style="list-style-type: none"> <input type="checkbox"/> The necessary policies and effective practices are in place for successful implementation of this area. <input type="checkbox"/> All students have access to college and career exploration and planning resources. <input type="checkbox"/> School staff have received the required training and coaching to provide college and career readiness opportunities for students. <input type="checkbox"/> All students are routinely using college and career planning resources. <input type="checkbox"/> Lesson plans routinely include college or career exploration elements. <input type="checkbox"/> All students have access to and are encouraged to engage virtual, alumni, and professional mentors. <input type="checkbox"/> All high school seniors and their families are provided with information, opportunities, and assistance to complete the FAFSA. (9-12 only) 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Implementation/planning <input type="checkbox"/> Initial Implementation <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation 	



Year 2: Self-Assessment Tool

Goal 1: Students in CCEL schools will gain the academic, technological, and life skills necessary for success in college, careers, and citizenship.					
Critical Strategy	Criteria	Stage	Strengths	Barriers	Support needed to move to next stage of implementation
1.1 Provide college and career information and planning for all students at every grade level.	<ul style="list-style-type: none"> The necessary infrastructure (resources, policies, procedures, and practices) is in place for successful implementation of activities to support college and career awareness and planning. School staff have participated in the required training and coaching and are now providing college and career readiness opportunities for students. All students have access to and are routinely using college and career planning resources. Lesson plans routinely include college or career exploration elements. All students have access to and are encouraged to engage virtual, alumni, and professional mentors. All high school seniors and their families are provided with information, opportunities, and assistance to complete the FAFSA. (9-12 only) 	<input type="checkbox"/> Planning <input type="checkbox"/> Initial <input type="checkbox"/> Partial <input type="checkbox"/> Full			



Year 3: Current ISAT

Goal 1: Students in CCEL schools will gain the academic, technological, and life skills necessary for success in college, careers, and citizenship.				
Critical Strategy	Criteria	Stage	Areas of strength and supporting evidence	Areas to be developed and supports requested
1.1 Provide college and career information and planning for all students at every grade level.	<ul style="list-style-type: none"> The necessary infrastructure (resources, policies, procedures, and practices) is in place for successful implementation of activities to support college and career awareness and planning. School staff have participated in the required training and coaching and are now providing college and career readiness opportunities for students. All students have access to and are routinely using college and career planning resources. Lesson plans routinely include college or career exploration elements. All students have access to and are encouraged to engage virtual, alumni, and professional mentors. All high school seniors and their families are provided with information, opportunities, and assistance to complete the FAFSA. (9-12 only) 	<input type="checkbox"/> Planning <input type="checkbox"/> Initial <input type="checkbox"/> Partial <input type="checkbox"/> Full		



Administration

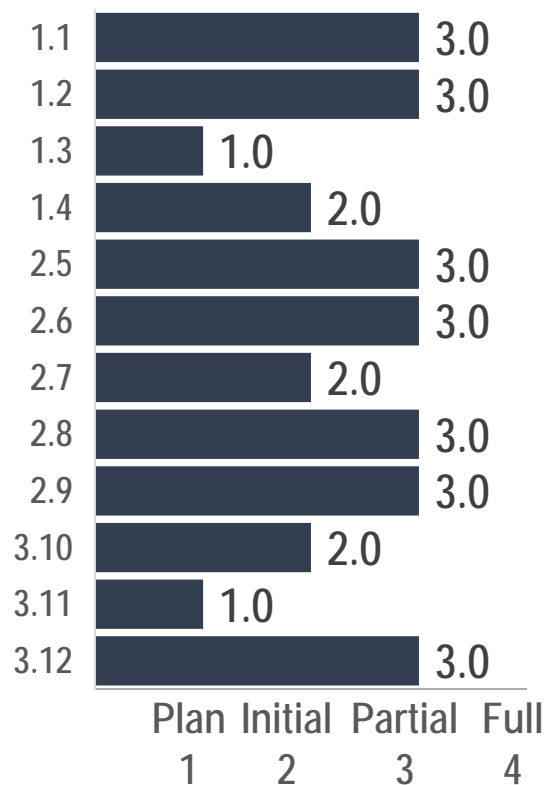
Completed by each school and district as a group

School rubrics completed by the school leadership team (principal, lead teachers, CCEL coaches, other administrators)

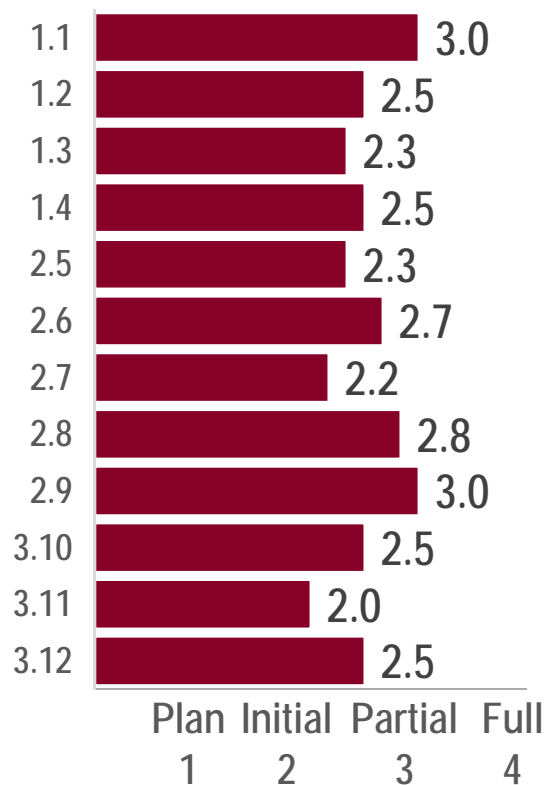
District rubrics completed by district and CCEL leaders (district director, superintendent, CCEL director, CCEL coaching coordinators)

Reporting to the Schools

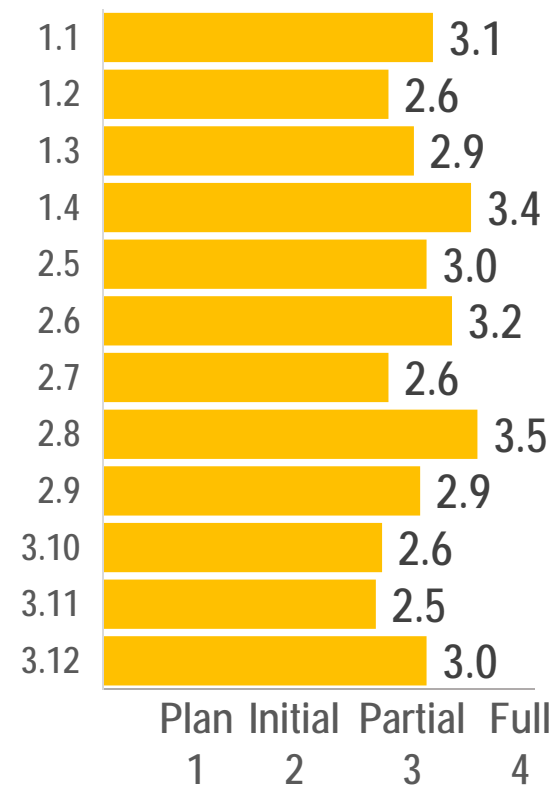
Your School



Your District (means)

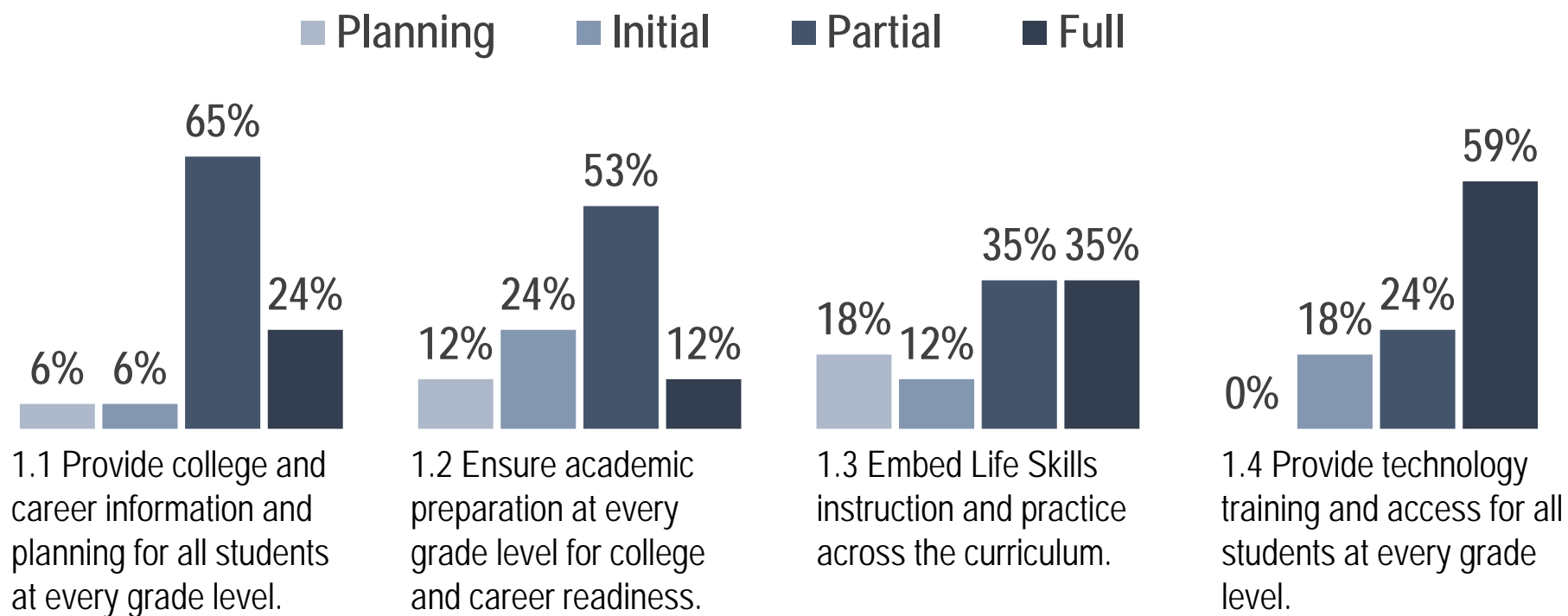


CCEL (means)



Reporting to the Project

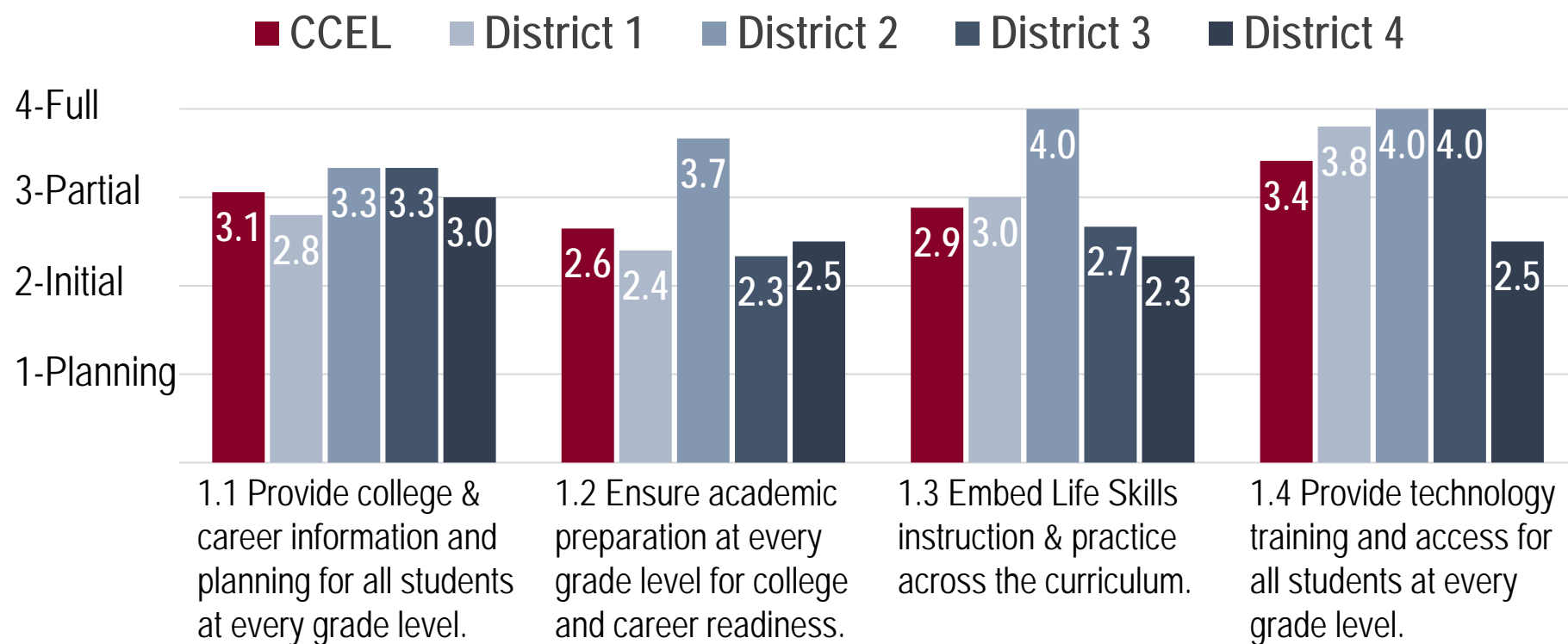
Goal 1: Students in CCEL schools will gain the academic, technological, and life skills necessary for success in college, careers, and citizenship.



UNIVERSITY OF
SOUTH CAROLINA

Reporting to the Project

Goal 1: Students in CCEL schools will gain the academic, technological, and life skills necessary for success in college, careers, and citizenship.



UNIVERSITY OF
SOUTH CAROLINA

Lessons Learned



UNIVERSITY OF
SOUTH CAROLINA

Lessons Learned

In Year 1, some schools and districts reported higher stages of implementation than was supported by their rationale.

CCEL coaches suggested that some schools felt pressured to report they were further along in implementing project components (they felt like they were being graded)

Lessons Learned

So in Year 2, we facilitated the completion of the ISATs.

We also changed the name of the tool from “Implementation Rubric” to “Implementation Self-Assessment Tool.”

This better reflects the intended use of the tool (reflection and planning, not measurement)



Lessons Learned

In Year 3, after building their capacity, the schools completed the tool on their own.

Schools and districts reported that they enjoyed the collaborative process of completing the rubrics and use them as the basis for discussing program progress and plans for the future.



Resources

Information for today's presentation is drawn from the following sources:

- National Implementation Research Network (NIRN):
<http://nirn.fpg.unc.edu>
- State Implementation and Scaling up of Evidence-based Practices (SISEP) Center:
<http://sisep.fpg.unc.edu>
- Active Implementation Hub (AI Hub):
<http://implementation.fpg.unc.edu>

Development, Refinement, and Reporting of a Teacher Survey for a Multi-site PK-12 Program

Bradley D. Rogers



CCEL Survey Development

Consulted with Client and CCEL grant proposal to determine broad survey themes

- Enterprise Learning
- Growth Mindset
- Project Based Learning
- Trust
- Critical Friends
- Professional Learning Communities



Teacher Outcome Survey Development

- Reviewed literature and collected existing survey items to inform development
- Collaborated both internally and with client to write and edit items

Survey Analysis

- Cronbach's Alpha was .96 (Excellent)
- Reliability is the extent to which the test would produce consistent results if we gave it again under the same circumstances
- Cronbach's Alpha is a measure of internal consistency and is an estimator of test-retest reliability



Reporting Survey Results

- Meetings held with CCEL coaches in late July
- Presentation of Overall Results
- Break up into small groups by Instructional Level: Elementary, Middle, High School
- Reconvene to share reflections on results



Changes in Reporting

Year 2 (2015-2016)

- Types of Reports
 - Summary by individual school
 - Summary by grade level
 - Summary by school Level
 - Comparison of results by year
- Presented data in charts

Year 3 (2016-2017)

- Types of Reports
 - Overall results
 - Individual school summary
- Presented data graphically
- Changed data ordering for clarity

**Carolina Consortium for Enterprise Learning (CCEL)
Teacher Outcome Survey Results for 2014-2015**

Critical Thinking

Table 1. Frequency of Activities Related to Student Critical Thinking

In the past academic year, how often have your students done the following?	Never (1) %	A few times/ semester (2) %	1-2 times/ month (3) %	1-3 times/ week (4) %	Daily (5) %	n	Mean
Compared information from various sources before completing a task	8.1	40.3	22.6	16.1	12.9	62	2.85
Drawn their own conclusions based on analysis of numbers, facts, or relevant information	4.8	16.1	27.4	22.6	29.0	62	3.55
Created their own interpretation of what they have read or been taught	4.8	16.1	27.4	27.4	24.2	62	3.50
Analyzed competing arguments, perspectives, or solutions to a problem	9.8	29.5	19.7	26.2	14.8	61	3.07
Developed a persuasive argument based on supporting evidence or reasoning	13.1	29.5	18.0	27.9	11.5	61	2.95
Attempted to solve complex problems or answer questions that have no defined correct solution	14.5	25.8	17.7	25.8	16.1	62	3.03

Table 2. Level of Agreement with Statements Related to Student Critical Thinking

Thinking about the past academic year, to what extent do you agree with the following statements?	Strongly Disagree (1) %	Disagree (2) %	Agree (3) %	Strongly Agree (4) %	n	Mean
My instructional practices were central to developing students' critical thinking skills.	1.6	8.1	53.2	37.1	62	3.26
I was able to assess students' critical thinking skills effectively.	1.7	20.0	46.7	31.7	60	3.08

**Carolina Consortium for Enterprise Learning
Teacher Outcome Survey Results for 2015-2016**

Considering the current school year indicate how often your students do each of the following.	% Weekly + Daily								All Elementary Schools
	School A	School B	School C	School D	School E	School F	School G	School F	
Compare information from various sources before completing a task	44.4	41.7	34.6	50.0	44.2	66.7	25.0	40.0	43.9
Draw their own conclusions based on analysis of numbers, facts, or relevant information	63.0	50.0	61.5	76.7	63.5	77.8	62.5	84.2	66.8
Analyze competing arguments, perspectives, or solutions to a problem	44.4	29.2	28.0	53.3	48.1	66.7	30.4	57.9	45.4
Develop a persuasive argument based on supporting evidence or reasoning	25.9	30.4	24.0	60.0	36.5	38.5	20.8	55.0	36.6
Assess the accuracy of digital resources	44.4	17.4	20.0	53.3	31.4	40.7	16.7	35.0	33.0
Work in small groups to complete the assignment together	81.5	79.2	60.0	73.3	80.8	81.5	41.7	95.0	74.7
Work with other students to set goals for their team	25.9	41.7	24.0	53.3	43.4	61.5	37.5	65.0	43.7
Work with other students to create a plan for their team	32.0	37.5	20.0	46.7	32.1	51.9	31.8	55.0	37.6
Complete collaborative assignments using contributions from each team member	40.7	41.7	16.0	53.3	52.8	63.0	37.5	60.0	46.5
Provide targeted feedback to peers on their academic work	48.1	50.0	24.0	56.7	35.8	55.6	25.0	55.0	43.0
Use idea-creation techniques such as brainstorming or concept mapping	59.3	62.5	32.0	62.1	60.4	74.1	37.5	75.0	58.1
Modify an approach to a problem by testing different ideas	42.3	29.2	25.0	56.7	45.3	55.6	20.8	45.0	41.2
Invent a solution to a complex, open-ended question or problem	55.6	33.3	24.0	50.0	39.2	48.1	25.0	63.2	41.9
Create an original product, presentation, or performance to express their ideas	26.9	33.3	8.0	33.3	41.5	37.0	8.3	52.6	31.1

**Carolina Consortium for Enterprise Learning
Teacher Outcome Survey Results for 2015-2016**

Considering the current school year indicate how often your students do each of the following.	% Weekly + Daily			
	All Elementary Schools	All Middle Schools	All High Schools	All CCEL Schools
Compare information from various sources before completing a task	43.9	49.0	47.0	46.3
Draw their own conclusions based on analysis of numbers, facts, or relevant information	66.8	65.1	64.5	65.5
Analyze competing arguments, perspectives, or solutions to a problem	45.4	45.9	52.5	48.1
Develop a persuasive argument based on supporting evidence or reasoning	36.6	29.5	42.1	36.8
Assess the accuracy of digital resources	33.0	38.6	34.4	34.9
Work in small groups to complete the assignment together	74.7	63.2	65.1	68.4
Work with other students to set goals for their team	43.7	31.3	40.3	39.4
Work with other students to create a plan for their team	37.6	32.4	36.6	35.9
Complete collaborative assignments using contributions from each team member	46.5	44.5	44.9	45.4
Provide targeted feedback to peers on their academic work	43.0	29.2	42.3	39.4
Use idea-creation techniques such as brainstorming or concept mapping	58.1	46.6	45.1	50.5
Modify an approach to a problem by testing different ideas	41.2	33.8	34.9	37.1
Invent a solution to a complex, open-ended question or problem	41.9	31.0	38.9	38.1
Create an original product, presentation, or performance to express their ideas	31.1	27.4	31.9	30.5

Carolina Consortium for Enterprise Learning
Summary of Teacher Outcome Survey Results for 2014-2015 2015-2016

Considering the current school year, indicate how often your students do each of the following.	% Weekly + Daily		Difference %
	2015 %	2016 %	
Compare information from various sources before completing a task	36.7	46.3	9.6
Draw their own conclusions based on analysis of numbers, facts, or relevant information	53.8	65.5	11.7
Analyze competing arguments, perspectives, or solutions to a problem	56.0	48.1	-7.8
Develop a persuasive argument based on supporting evidence or reasoning	32.4	36.8	4.4
Work in small groups to complete the assignment together	64.4	68.4	4.0
Work with other students to set goals for their team	42.0	39.4	-2.6
Work with other students to create a plan for their team	37.0	35.9	-1.0
Complete collaborative assignments using contributions from each team member	42.6	45.4	2.8
Provide targeted feedback to peers on their academic work	38.8	39.4	0.6
Use idea-creation techniques such as brainstorming or concept mapping	45.1	50.5	5.4
Modify an approach to a problem by testing different ideas	36.9	37.1	0.2
Invent a solution to a complex, open-ended question or problem	35.9	38.1	2.2
Create an original product, presentation, or performance to express their ideas	30.5	30.5	-0.0

Carolina Consortium for Enterprise Learning
Summary of Teacher Outcome Survey Results for 2014-2015 2015-2016

Considering the current school year, indicate how often your students do each of the following.	% Weekly + Daily		Difference %
	2015 %	2016 %	
Compare information from various sources before completing a task	36.7	46.3	9.6
Draw their own conclusions based on analysis of numbers, facts, or relevant information	53.8	65.5	11.7
Analyze competing arguments, perspectives, or solutions to a problem	56.0	48.1	-7.8
Develop a persuasive argument based on supporting evidence or reasoning	32.4	36.8	4.4
Work in small groups to complete the assignment together	64.4	68.4	4.0
Work with other students to set goals for their team	42.0	39.4	-2.6
Work with other students to create a plan for their team	37.0	35.9	-1.0
Complete collaborative assignments using contributions from each team member	42.6	45.4	2.8
Provide targeted feedback to peers on their academic work	38.8	39.4	0.6
Use idea-creation techniques such as brainstorming or concept mapping	45.1	50.5	5.4
Modify an approach to a problem by testing different ideas	36.9	37.1	0.2
Invent a solution to a complex, open-ended question or problem	35.9	38.1	2.2
Create an original product, presentation, or performance to express their ideas	30.5	30.5	-0.0

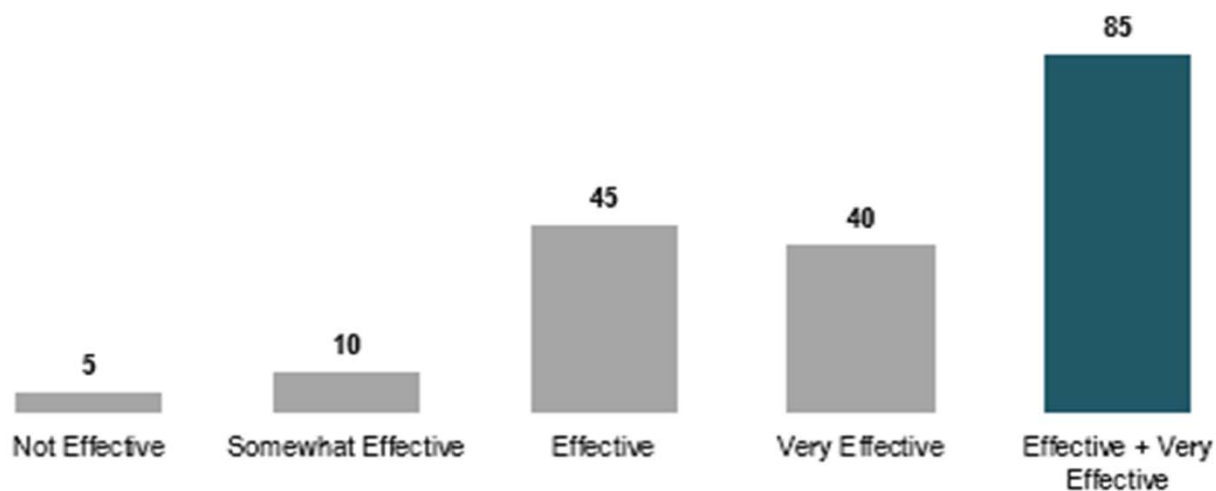
CCEL Teacher Survey (2016-2017)
Results for XXXXXX|Primary School

This report summarizes your school's findings from the 2016- 2017 Teacher Outcomes Survey for the Carolina Consortium for Enterprise Learning (CCEL) project. The purpose of the teacher survey is to gain insight into how teachers view the impact of the CCEL project on their teaching and students' learning at their schools. The data presented in this report represent teachers' responses to a [16 section](#) questionnaire administered in May of 2017. The items within each section are sorted by frequency according to the categories in blue on the graphs. A total of 21 teachers from your school completed the survey. The number of responses to each question ranged from 12 to 21.

Please note that the sum of individual questions may not total 100% due to rounding.

Effectiveness of CCEL

What rating would you assign to the overall effectiveness of the CCEL project at your school?
(% of teachers in each category)



Enterprise Learning Activities

Indicate how often your students do each of the following:
(% of teachers in each category)

■ Never ■ 1-2 times per nine weeks ■ 1-2 times per month ■ 1-3 times per week ■ Daily

Draw their own conclusions based on analysis of numbers, facts, or relevant information



Work in small groups to complete an assignment together



Invent a solution to a complex, open-ended question or problem



Compare information from various sources before completing a task



Assess the accuracy of digital resources



Use idea-creation techniques such as brainstorming or concept mapping



Work with other students to set goals for their team



Test different ways to solve a problem or address an issue



Grade Level Groups

- Provided with overall instructional level results and individual school results
- Individually review and reflect upon results in small groups guided by evaluators
- Discuss and share results with large group

Reflection Guide

- Areas of accomplishment
 - Identify 5 pieces of data in your school's results that make you feel accomplished.
- Target areas for coaching
 - Identify 5 pieces of data in your school's results that indicate target areas for coaching.
- Action steps



CCEL Coaches' 2017-18 Kickoff Meeting
July 26, 2017
CCEL Teacher Survey: Data Review Exercise

Identify 5 pieces of data in your school's results that make you feel accomplished.

1.
2.
3.
4.
5.

How do the above data points reflect your efforts as a coach during the past year? Do the results reflect your expectations based on your work?

--



UNIVERSITY OF
SOUTH CAROLINA

Areas of Accomplishment

- Increased use of Personalized Learning Devices
- Building trusting relationships (b/w teachers & coaches) (feedback from teachers to coaches)
- Establishment of PLCs
- Improved on Soft skills, tech usage, teacher^(PLCs) ✓ collab, coaching support
- Teachers recognize coaching support
- Systems of tech support w/ coaches
- Collaboration b/w teachers (veteran and start)
- Increase in Life Skills
- Delivery of Small group instruction



UNIVERSITY OF
SOUTH CAROLINA

Target Areas for Coaching

- More assistance in locating resources for struggling students
- Central location for resources
- Developing assessments
- More technology integration across all content areas (Mastery Connect, etc...)
- Focus on Enterprise Learning, Growth mindset, Teacher Collab
- College & Career Readiness (resources) (allowing more students to go on college tours)
- Improvement in focus on Life Skills
- Teachers need more support in classroom mgmt.
-



Action Steps

- Create new teacher CFG
- Send out needs assessment survey with technology integration as focus
- Increased follow-up observations
- Increased feedback after observations
- Create a central location for resources (CCEL website)
- Creating observation + coaching schedule
- Expansion of AVID program
- Working w/ Administration to get teachers more comfortable w/ technology
- Reading books on Prof. Development



Questions?

Comments?



UNIVERSITY OF
SOUTH CAROLINA

Understanding Programs through Evaluation Site Visits

Ashlee A. Lewis, PhD
Constance Shepard, PhD

Research, Evaluation and Measurement
(REM) Center at the USC



UNIVERSITY OF
SOUTH CAROLINA

Presented at SCEPUR 2018 in Columbia, SC on 3/2/2018

Evaluation Site Visits

- No common evaluation site visit methodology (Lawrenz et al, 2003)
- Site visits have varying roles in the evaluation process (Newhouse et al, 2017)
- Site visit standards have been recommended (Patton, 2015)
- An emphasis on site visits rigor, ethics, and quality was highlighted in the winter 2017 AEA Journal of New Directions for Evaluation
- Site visits on a spectrum of structured (observation protocols and rubrics) to unstructured (ethnographic)



Purpose of CCEL Site Visits

- Allow evaluators to see program in action at different sites
- Give principals and teachers an opportunity to share their experiences formally and informally
- Gain insight into students' learning experience
- Establish best practices and recommendations for implementation based upon lessons learned

Our approach

- Open-ended, semi-structured, qualitative
- Examine implementation of program components
- Speak to multiple stakeholders
- Observe multiple classrooms
- Focused snapshot

Site Visits



UNIVERSITY OF
SOUTH CAROLINA

CCEL Site Visit Components

- Principal Interview
- Observation of professional learning community and/or Critical Friends Group
- Informal interviews with 4-5 teachers
- Focus group interview with lead teachers
- Focus group interviews with students
- Observation of project-based learning in 2-3 classrooms
- Coach shadowing
- Debriefing interview with the coach/es



Team Debriefing/Memo Writing

- Should occur immediately following site visit or within 24 hours
- Time to discuss/share impressions
- Aided in writing fuller, more meaningful reports with targeted recommendations

**Focus Group Interview
(Students)**



Setting	# Focus Group Members
Moderator	Note Taker
Start Time	End Time



Welcome

Good morning and welcome to the group! Thanks for joining me today to talk about your experiences at _____ School. My name is _____, and this is _____. We are from the University of South Carolina. We will use the information you share today to better to understand your learning experience here at your school.

You were asked to participate in the discussion group because we want to learn more about the kinds of things that you do in your classes. Your opinions are important.

Guidelines

I would like first to share the instructions for the focus group interview.

There are no wrong answers. Different people may have different thoughts. Please feel free to share what you think even if it is different from what other people think. Keep in mind that we are just as interested in learning about ALL of what happens in your classes – both good and bad.

You've probably noticed the recorder. We are recording the discussion because we do not want to miss any of your comments. No one outside of our group at USC will hear this recording or know your names. Because we are recording, we ask that only one person should speak at a time. Does anyone have any questions?



UNIVERSITY OF
SOUTH CAROLINA

Analytic Focus Areas

- Program visibility
- Principal/coach relationship
- Teacher/coach relationship
- Student learning experience
- School culture
- Data-driven instruction
- Professional collaboration
- Project-based learning
- Technology



Formalize Data Summary and Analysis

- Summary of recordings and notes
- Template analysis (Brooks et al, 2015)
- Collaborative team-based analysis
- Formalized code book with descriptors of codes
- Dedoose qualitative software



Document

Added: 01/09/2017 Creator: dawmrc@ma... Excerpts: 21

Observation: Principal Interview
Individuals Present:
Interview Conducted By: Ashlee Lewis
Summarized by: Bradley Rogers

Can you describe what it is like to have CCEL at your school?

- It has been a learning process.
- Likes having the technology in the building and accessible to the students throughout the day.
- Likes the professional development and the critical friends groups. The level of collaboration has helped to transform the environment.
- "It is a gradual process. But we are much farther than we were when it started and I am glad about that."
- Would like to see more work on individualized learning.

Tell me how the professional learning communities work in your school.

- When 1st came to the school seven years ago, would have PLCs meet in groups by grade level after school once per week. There was a lot of "sit and get"; the coaches would instruct and give handouts to the group.
- Coaches now meet with the teachers individually once per month at which time the each teacher will have specific issues or areas of interest that he will present to the coach to discuss.
- The teachers also meet as a grade level on day per week after school. This was decided by the teachers without administrative mandate.
- Whole faculty meets together once pre month.
- Once per month grade levels meet with coaches and meet for CFG on in service ½ day.

The CFGs are led by the lead teachers?

Yes

Did they decide which protocol they are going to use in those groups?

The lead teachers meet with periodically to decide which ones to use.

Selection Info

Codes

- barriers and challenges
- classroom environment
- instruction
- physical space
- coaching
- co-teaching and modeling
- providing digital resources
- providing training
- supporting PBL
- supporting technology integration
- collaboration
- CFGs
- PLCs



Codes		
	project-based learning	
▼	classroom environment	
	instruction	
	physical space	
▼	coaching	
	providing training	
	providing digital resources	
	co-teaching and modeling	
	supporting PBL	
	supporting technology integration	
▼	collaboration	
	CFGs	
	PLCs	
	college and career readiness	
▼	growth mindset	
	student	
	teacher	
	leadership	
	personalized learning	
	barriers and challenges	
	school change	
	school culture	
	scope of program	
	student engagement	
▼	sustainability	
	lead teachers	



Sample Site Visit Report

Carolina Consortium For Enterprise Learning (CCEL)



Site Visit Report • 2016

The CCEL external evaluation team from the University of South Carolina (USC) conducted a site visit at _____ on _____. The purpose of the site visit was to allow the evaluation team to see CCEL in action at the school, give the school's principal and teachers an opportunity to share their experiences with CCEL formally and informally, and establish a set of best practices and recommendations for CCEL implementation based upon lessons learned from the site visit.



COMMENDATIONS:

- Strong support for the implementation of CCEL among the school administration.
- Strong, positive communication and rapport among a) CCEL coaches and the school administration and b) CCEL coaches and the teachers.
- High visibility of the coaches in the school.
- Time is structured for professional collaboration and problem solving between teachers.
- Strong implementation of MasteryConnect at the school.

RECOMMENDATIONS:

- Provide one-to-one devices to all students.
- The school district policy should ensure that substitutes are provided so that teachers can have individual and collaborative planning time.
- Provide teachers more support in planning and implementing PBL that emerges from questions generated by students. This will foster the sustainability of CCEL beyond the life of the grant.
- Provide more formal opportunities for teachers to collaborate with others who teach in the same subject area.
- Increase the use of data-driven instruction and data walls in every classroom. Ensure that data is formative, is updated frequently, and is used to shape instruction during the school year.

Sample Site Visit Report:

Commendations/ Recommendations

COMMENDATIONS:

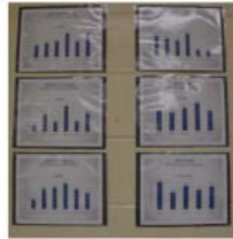
- Effective incorporation and implementation of CCEL components (e.g. the Enterprise process, life skills, teacher collaboration sessions, PBL, technology in the school.
- PBL lessons are authentic, engage students in sustained inquiry, and are designed around challenging driving questions.
- Strong positive communication and rapport between a) the CCEL coaches and the school administration, b) the CCEL coaches and the teachers, and c) the CCEL coaches and other instructional coaches.
- High visibility of the coaches in the school.
- Strong support for the implementation of CCEL among the school administration.
- Time is structured for professional collaboration and problem-solving between teachers.

RECOMMENDATIONS:

- Increase a) use of data-driven instruction and b) display of data walls in every classroom / designated data room.
- Increase use of MasteryConnect for collaboration.
- Provide more support to the related Arts teachers in integrating PBL and technology in their classrooms.
- Gradually introduce the idea to teachers that PBL is intended to be a consistently integrated component of the classroom and should stem from questions generated by students. This will foster the sustainability of CCEL beyond the life of the grant.
- Display posters that depict that [redacted] is a CCEL school in areas of high foot traffic.

Sample Site Visit Report: Summary by Project Components

Data-Driven Instruction



The evaluation team observed that the school had a designated data room and took pictures of the data that was displayed. These pictures are depicted in this section. The graphs on the left represent the ACT Aspire data by grade level and subject. The pie charts on the right display MAP scores across grade levels. While having a data room in the school is a step in the right direction, the evaluators believe that displaying formative data in each classroom will shape instruction

and help students monitor their own progress. The display of formative data in classrooms also will provide teachers concrete evidence to motivate their students.



Professional Collaboration Sessions (e.g. PLCs, CFGs, etc.)



The school administrators indicated that all teachers have two planning periods every day and that the teachers meet for PLCs during those common planning times. Apart from the common planning times, the teachers are not directed to meet a set number of times and the frequency of these meetings can vary from meeting once a month to meeting every week.

During these other common meeting times the coaches often provide professional development to the teachers. Critical Friends Groups (CFGs) meet at least twice a month.

The teachers reported that they have mostly used the daily common planning times to plan for grade level Project-based Learning (PBL) lesson plans. A majority of the teachers noted that it was helpful for them to plan together. For example, one teacher said, "It [PLCs] did help with the PBL in that it was implemented with all the subject matter incorporated." Teachers also reported that they liked the CFGs. For example, one teacher said, "With Critical Friends, it is helpful in that it allows one to hear other perspectives." A school administrator said, "The teachers do not mind speaking out. Sometimes, it can evolve into a griping session, but on the whole it works well. They [teachers] don't mind complaining, but they [teachers] don't mind rolling up their sleeves and doing what they [teachers] got to do."

Project-based Learning

The major focus of this school year has been on providing professional development to the teachers

Sample Site Visit Report:

Call-Out Boxes and Photos

raised bed gardens. They created a budget and successfully submitted a proposal to obtain funding for their plan. Photos of the successfully completed project are displayed in this section.



Other examples of PBL included a music appreciation project featuring a lip sync showcase focused on different genres of music, in which students created videos and experimented with a green screen. Another teacher used PBL to study the presidential campaign, and several teachers collaborated as

"We're doing more now with project-based learning than we've ever done before."

part of a student health fair with physical activities and education about nutrition and exercise. According to those interviewed, the extent to which teachers incorporated PBL depended less on the subject area and more on teaching style and how comfortable a teacher was with implementing new

things. Also, while some teachers enjoyed "the flexibility to try something new" and being encouraged to rethink classroom projects, others felt challenged by planning PBL in classes with standardized multiple choice tests associated with them. It was clear that the teachers at

were at different levels in terms of their use of PBL in the classroom. According to one respondent "It's all about your mindset. You're going to have people who will embrace new initiatives...but sometimes it's difficult to step away from the traditional talking for 90 minutes."

Technology



Just as some teachers have embraced PBL more than others, teachers also have varying levels of comfort with the technology component of CCEL. Teachers at were observed using one-to-one devices in their classroom to facilitate the learning of French vocabulary through games, to allow students to collaborate on solving geometry problems, and to share class notes for solving chemical equations. One teacher said that she is naturally less comfortable with technology, but that the grant has helped her to be more receptive to it. The teacher's receptiveness is due, in large part, to the assistance received from the coach, who is excited

Reaction from Stakeholders

- Participatory approach with involvement at all levels (school, district, program)
- Opportunity to demonstrate accomplishments and incorporate constructive feedback
- Changed perception of evaluators and evaluation – understood our investment in project success
- Useful feedback for district director, program director, and project officer

What we've learned about CCEL

- Most schools were implementing at least one element of the project well.
- Schools have structural barriers that prevent full implementation.
- Students were excited about project-based learning and eager to share their learning experiences.
- Teachers found professional learning communities useful, when they operated regularly and within established guidelines.



What we've learned about CCEL

- Leadership and teacher turnover negatively impact the implementation of key components of the project.
- Coaches are seen as having primary responsibility for program implementation.
- The debriefing at end the of site visits provided the opportunity for coaches to share other relevant information about the program.

What we've learned about evaluation site visits

- Don't always "stick to the script."
- Allow questions to emerge throughout the day.
- When appropriate, look to use rubrics and checklists in evaluating more structured programs.
- Build in debriefing time among team members and with key staff during the day.



What we've learned about evaluation site visits

- Use debriefing at end of the visit to discuss highlights from the site visits and a timeline to expect the written report (Patton, 2015).
- Formalize data analysis, summary, and reporting procedures early.
- Use Dedoose software for cross-case analysis and to integrate findings with survey results.



Works Cited

- Lawrenz, F., Keiser, N., Lavoie, B. (2003). Evaluation site visits: a methodological review. *American Journal of Evaluation*, 24(3), 341-352.
- Patton, M.Q. (2015). Evaluation in the field: the need for site visit standards. *American Journal of Evaluation*, 36(4), 444-460.
- Newhouse, C. Roseland, D., Lawrenz, E. (2017). Site visits. Conversations for practice. In R. K. Nelson & D. L. Roseland (Eds.), *Conducting and Using Evaluative Site Visits. New Directions for Evaluation*. 156, 21-32.
- Brooks, J., McCulsey, S. Turley, E. & King, N. (2015). The utility of Template Analysis in Qualitative psychology research. *Qualitative research in psychology*, 12 202-222.

Questions? Your experiences?

Ashlee A. Lewis, Ph.D.

Research Assistant Professor

Research, Evaluation, and Measurement Center,

University of South Carolina

lewisaa2@mailbox.sc.edu



UNIVERSITY OF
SOUTH CAROLINA

Questions? Your experiences?

Ashlee A. Lewis, Ph.D.

Research Assistant Professor

Research, Evaluation, and Measurement Center,

University of South Carolina

lewisaa2@mailbox.sc.edu



UNIVERSITY OF
SOUTH CAROLINA

WRAP UP

Concluding Remarks

- Multiple types of data collection provide comprehensive information for project leadership
- Data collection from a variety of stakeholders captures multiple perspectives
- Involving stakeholders in the data planning process builds trust and promotes candid feedback
- Sharing back with project/school leaders allows for data-informed decision making



Discussion

- Feedback for us
 - Questions, comments, suggestions
- Thank you for attending!
 - Correspondence to: tsdicken@mailbox.sc.edu