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# Action Research: Connecting professional learning and student success

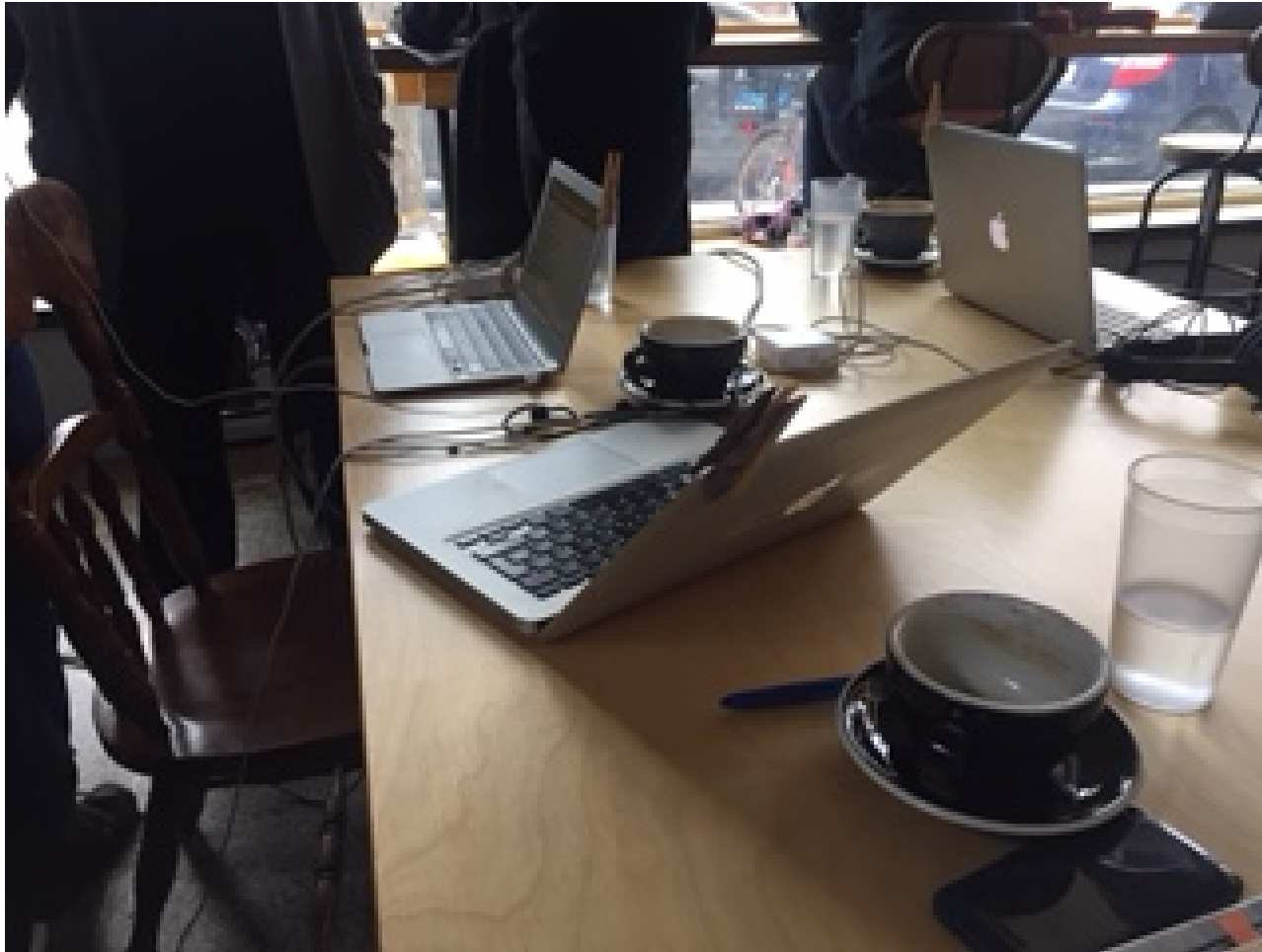
Lead Data Team

Seminar 25: Evaluating Professional  
Development

January 26, 2018

# SIGs

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# Set-Up: SIGs

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Math instruction

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Special Topic

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Collaborative  
Practices (collective  
responsability)

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- 
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Formative  
Assessment

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- 
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Collaborative  
Practices (General)

- - 
  - 
  -
-

# Welcome!

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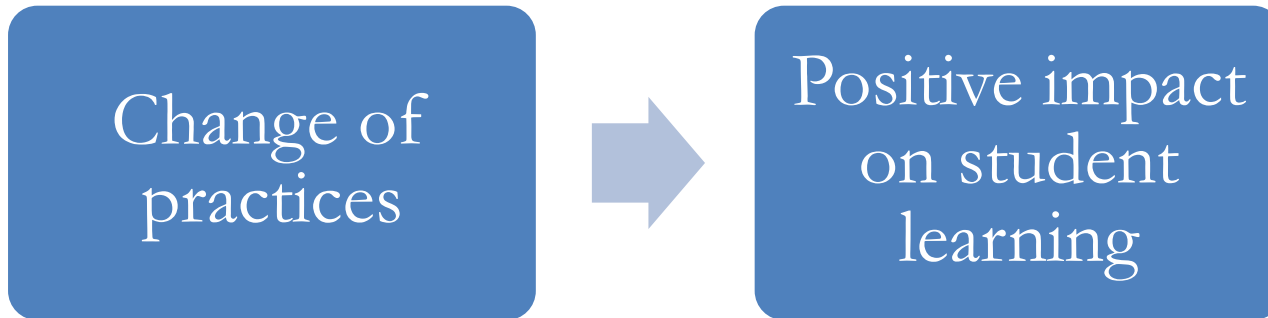
- Seminar 25!
  - Introduce new comers
  - Action Research Project
  - Room set-up: By SIGs
-

# Basic Assumption

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‘A change in practice will have a positive impact on student learning’



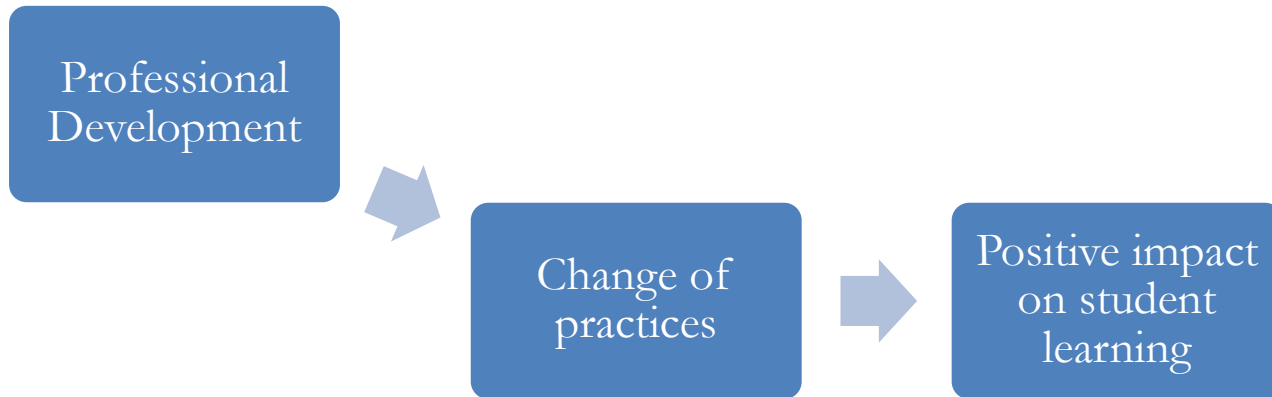
# In essence

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Cause and effect



# Review Professional Development

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## Definition

- Professional development is defined as ‘those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students’.
  - Guskey, p.16
-

# Review Principles of effective PD

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- A clear focus on learning and learners
  - An emphasis on individual and organizational change
  - Small changes guided by a grand vision
  - Ongoing PD, procedurally embedded
-



# Action Research

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- To study what works
    - What is the impact, the result (effect data)?
    - What are the changes in practice (cause data)?
    - What was done? What was the PD?
    - What are the conditions of implementation?
    - What are the elements to improve?
-

# Learning Goals

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## Knowledge

- To develop a working knowledge of the 5 levels of evaluation of PD (Guskey's)
- To develop a deeper understanding of one of the 5 levels of evaluation of PD

## Development task

- To identify the learning gap of the PD intervention
  - To define learning goals of the PD intervention
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# Agenda

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- Introduction and welcome
  - In a nutshell (set-up)
  - Guskey's 5 levels
  - Lunch
  - Gap and Goals
    - Review of concepts
    - Time to work
  - Wrap-up: Next steps
-

- [Cabinet](#) de curiosités slide show



# In a nutshell—Set-Up

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- Artefacts
  - On a flip chart (See handout)
    - SIGs
    - Action Research: Driving question
    - Target clientele
    - Needs\*
    - Goals
  - Elevator Speech or 140 characters
-

# Nutshell Set-Up Documents

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- List of artefacts from last time
    - Rationale for PD: Why-why-why
    - Description of the PD context
    - Transfer Plan
    - Goal-based Scenarios
  - Homework:
    - Draft of the AR Project
    - Sample of evaluation forms and feedback
  - Special Interest Group
-

# Purpose of Nutshell Set-Up

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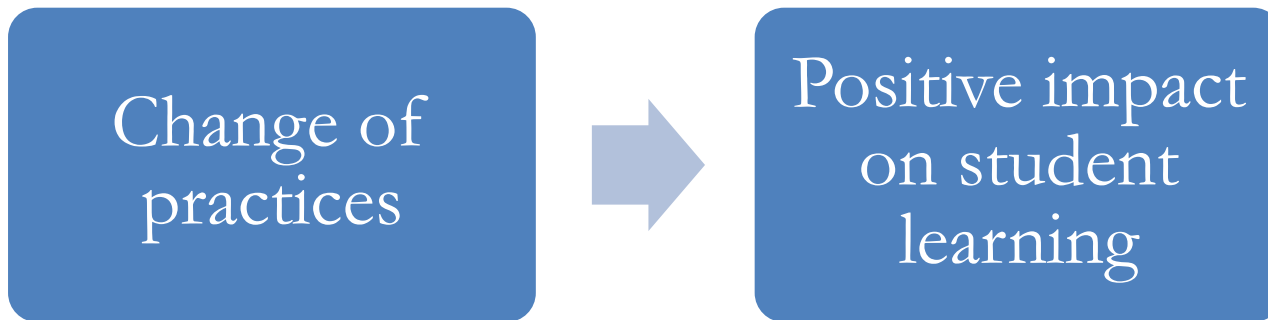
- Re-activate knowledge and information
  - Draft of the current state of things
  - Set individual learning goal for today
  - Review goal-based scenarios for long term learning
  - Include feedback forms
  - Flip chart: to facilitate sharing on a continuous basis
-

# Basic Assumption

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‘A change in practice will have a positive impact on student learning’





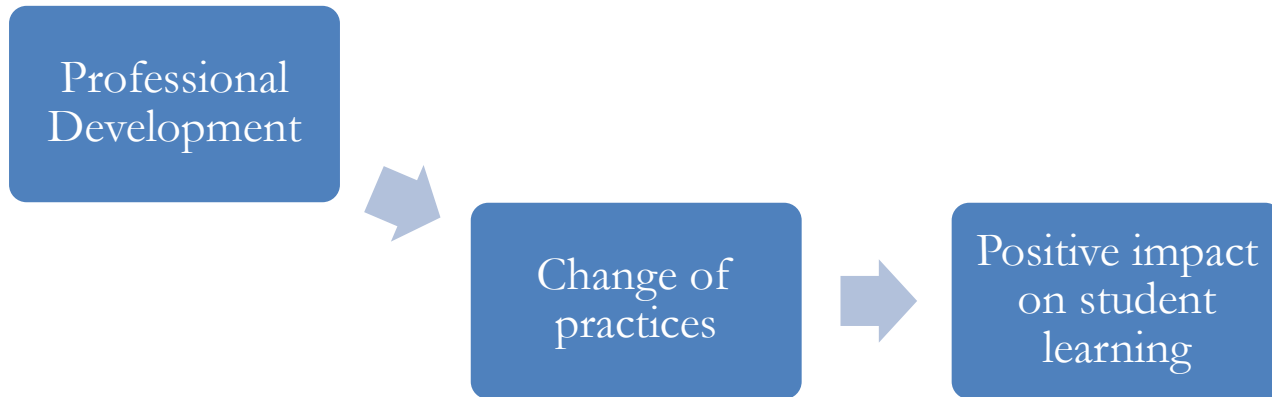
# In essence

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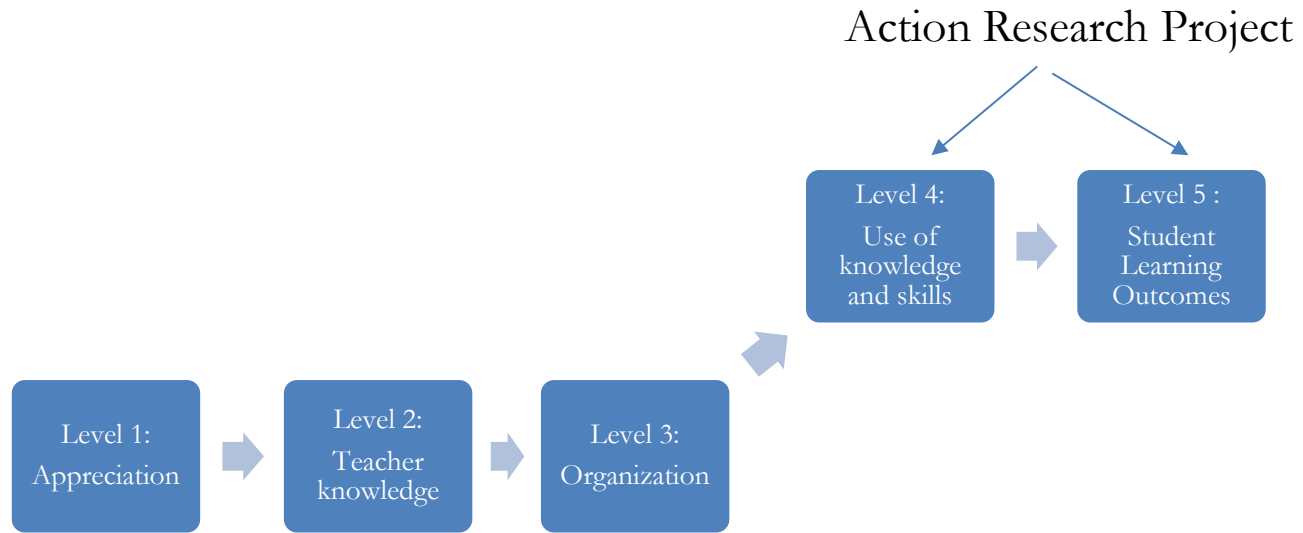
Cause and effect





# Today's big idea

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Guskey's 5 Levels

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# Norms & Roles

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- Start and finish on time
  - Listen
  - Be actively engaged
  - Respect the order of speakers
  - Clearly state the objective/purpose/desired outcome (why)
  - Respect allocated time for discussion of topics, yet remain flexible – consult when adjusting allocated time
  - Meeting is for individual participants – global topics that are relevant and adaptable.
    - Local reality
    - Flexibility
    - Context
    - Process
    - Engagement
  - Participants to be involved to an individual level of comfort. \*Apply and Adapt.
  - Each participant is responsible for applying and adapting the topic based on local reality
  - Come prepared to the meeting/well organized
  - Share materials beforehand, so that colleagues can prepare in time
  - Commit and contribute to creating a collegial atmosphere
  - Space for a honest debate of ideas
  - Sensitivity to the timing/scheduling of the meetings
-

# Reading Activity Guskey's 5 Levels

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- Purpose is to develop a deeper understanding of one level
  - Select a level of interest (2,3,4,5)
  - Suggestion: Split team members or SIG members – to develop a distributed understanding
  - Task: To deliver a mini-lesson using a flipchart for display (3 minutes each)
  - Handouts:
    - Summary of Levels
    - Information to Gather
-

# Lead DT & Metacognition

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- When designing activities for the Lead Data Team Seminars (the learners' model)
  - Focus is 'Lead' —ie advanced learners : Higher order thinking skills
    - Making connections
    - Suspending judgement
    - Dealing with uncertainty
    - Looking at the other side
    - Creativity
    - Synthesis—novel understanding
    - Reflecting in action
  - Attitudes: Risk-taking, open-mindedness, building trust, different levels  
Assume commitment to learning
-



# Mini-lessons

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- 3 minutes each
  - One or more presenters
    - Main definition
    - Main ideas
    - What's in it for us
    - Any Ah ha?
  - Time keeper
  - Time to incorporate at the end
-

# Lunch

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- 12:15 to 13:15
-

# Gap and Goals

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- Focus on Professional Development
  - Review Foundation
    - Instructional Design Process
    - Needs Analysis (Gap)
    - Target population
  - Hands-on:
    - Review Goal (s) of PD
    - Brainstorm the needs of target clientele
-



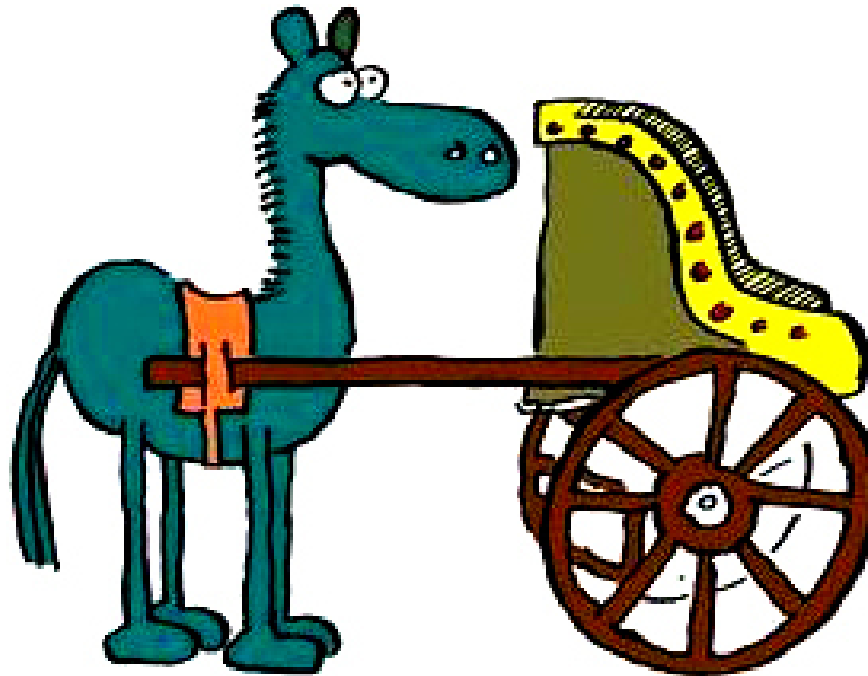
# Gap and Goals

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# Gap and Goals

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# Instructional Design Process

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Needs analysis



Instructional Design

- Who
- What
- How
- With what
- How often
- In which conditions



Implementation

- Mode of delivery
- Frequency
- Facilitation
- Media
- Support



Evaluation

- Assessment of learning
  - Recommendations
  - For follow-up
  - Scaling up
-



# Unwrapping E.K.

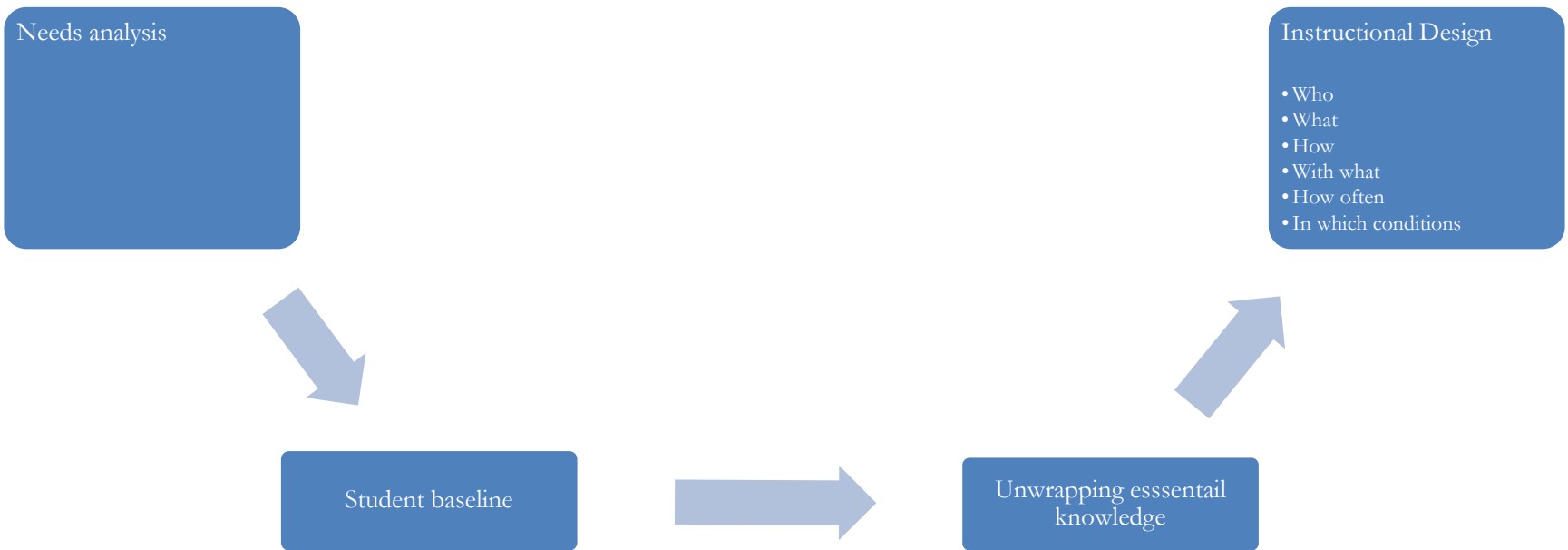
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- Discuss the rationale for unwrapping essential knowledge
  - Which ID step?
  - How do you know?
- 
- Connection to Guskey (Read p. 57)
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# ID Process & Unwrapping

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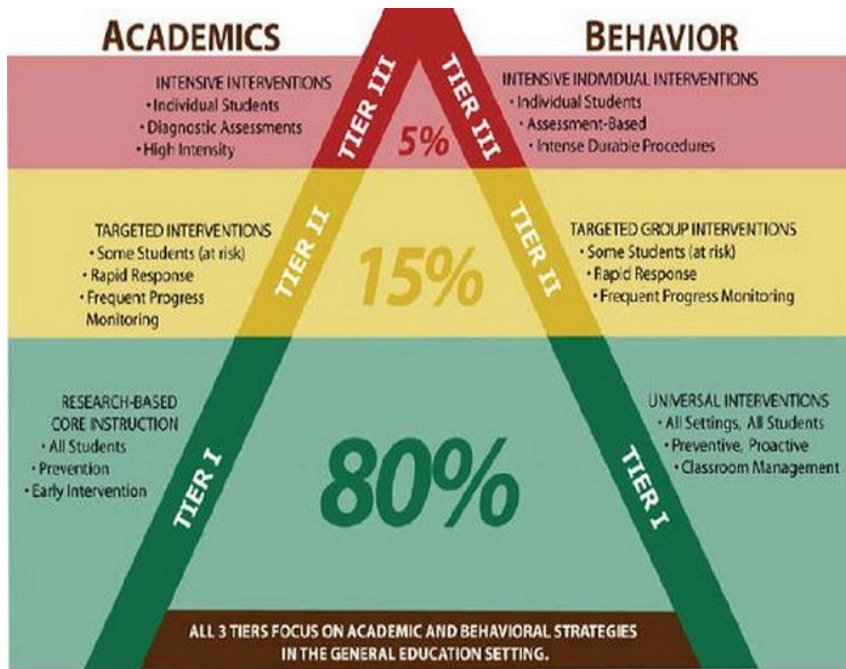
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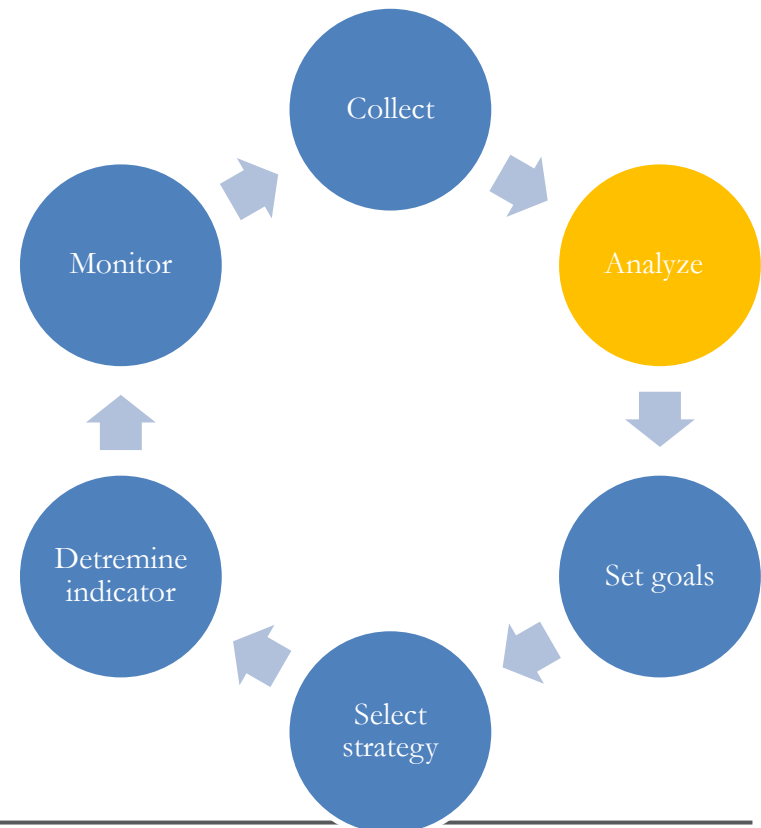
# Student baseline



## RTI Model



## Data team meeting model



Teachers' Names	# Students Who Took Assessment	# Students Proficient/ Higher	% Students Proficient/ Higher	# Students Not Proficient	# and Names of students likely to be Proficient at end of Instructional Time- <u>Students Already Close</u>	# and Names of students likely to be Proficient at end of Instructional Time- <u>Students Who have Far to Go</u>	# and Names of students not likely to be Proficient at end of Instructional Time- <u>Intervention Group in Need of Extensive Support</u>
Betty	25	13	52%	12	8	2	2
Tom	27	7	26%	20	9	6	5
Rita	29	10	34%	19	11	6	2
Totals							

# Needs Analysis: Definition

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- The gap between the current and the desired situation.
  - Desired situation:
    - Knowledge
    - Skills
    - Behaviors and attitudes ...that the learners should acquire or develop.
-



# Needs Analysis

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- Purposes of NA
    - To identify the general content of the training
    - To identify the approach and methods of learning and delivery
    - To design the appropriate training solution
    - To allocate resources
-



# Needs Analysis in education

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- Connection to Guskey (Read p. 57)





# Needs Analysis in education

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- Connection to Guskey (Read p. 57)
  - What are the desired knowledge, skills, behaviors that the teachers should develop ?
-



# Teacher competences

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## **In class**

- Subject matter knowledge
- Pedagogy: teaching methods, planning of instruction, etc.
- Assessment and evaluation
- Student learning models
- Feedback and communication to students
- Classroom management
- Use of data

## **With peers**

- Collaboration
  - Leadership
  - Continuous learning
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# Teacher competences

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- 12 [compétences](#) — Québec
- Insert Learning Forward [Teacher's IC maps](#)

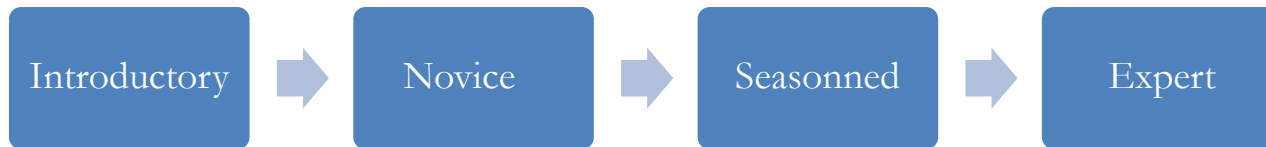


# Levels of Expertise

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- See Models
  - Jackson
  - Lipton
  - Danielson



# Task: Gap and Goals

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- Define or clarify the learning goals of the PD intervention (Main Outcome)
  
  - Brainstorm the needs\*
  - Revisit the target clientele
-

# Sharing

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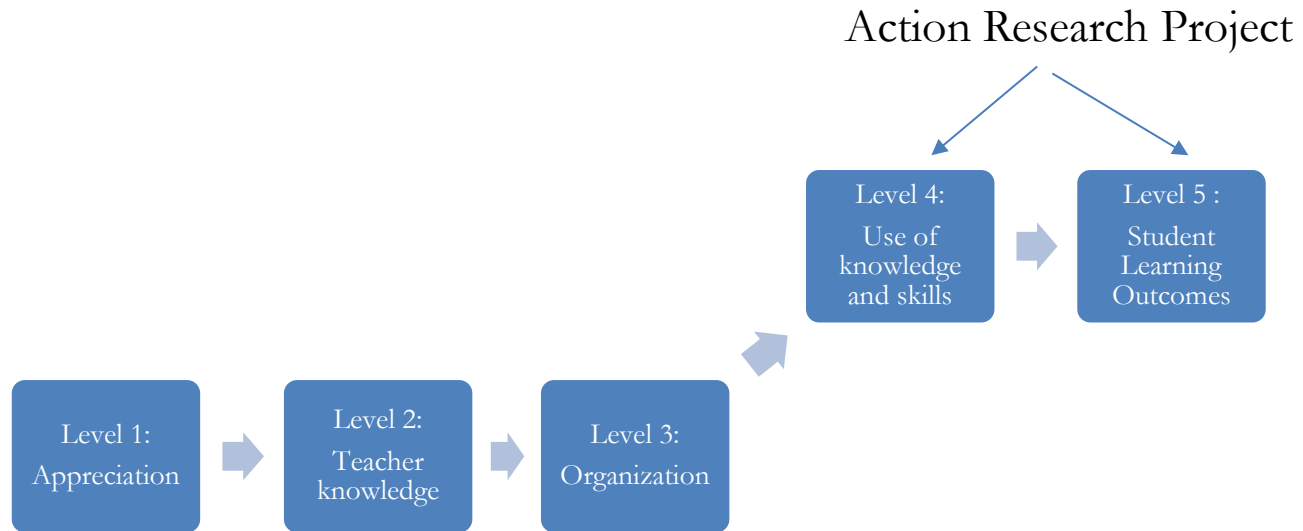
- Round table 240 characters!
  - Google drive
-



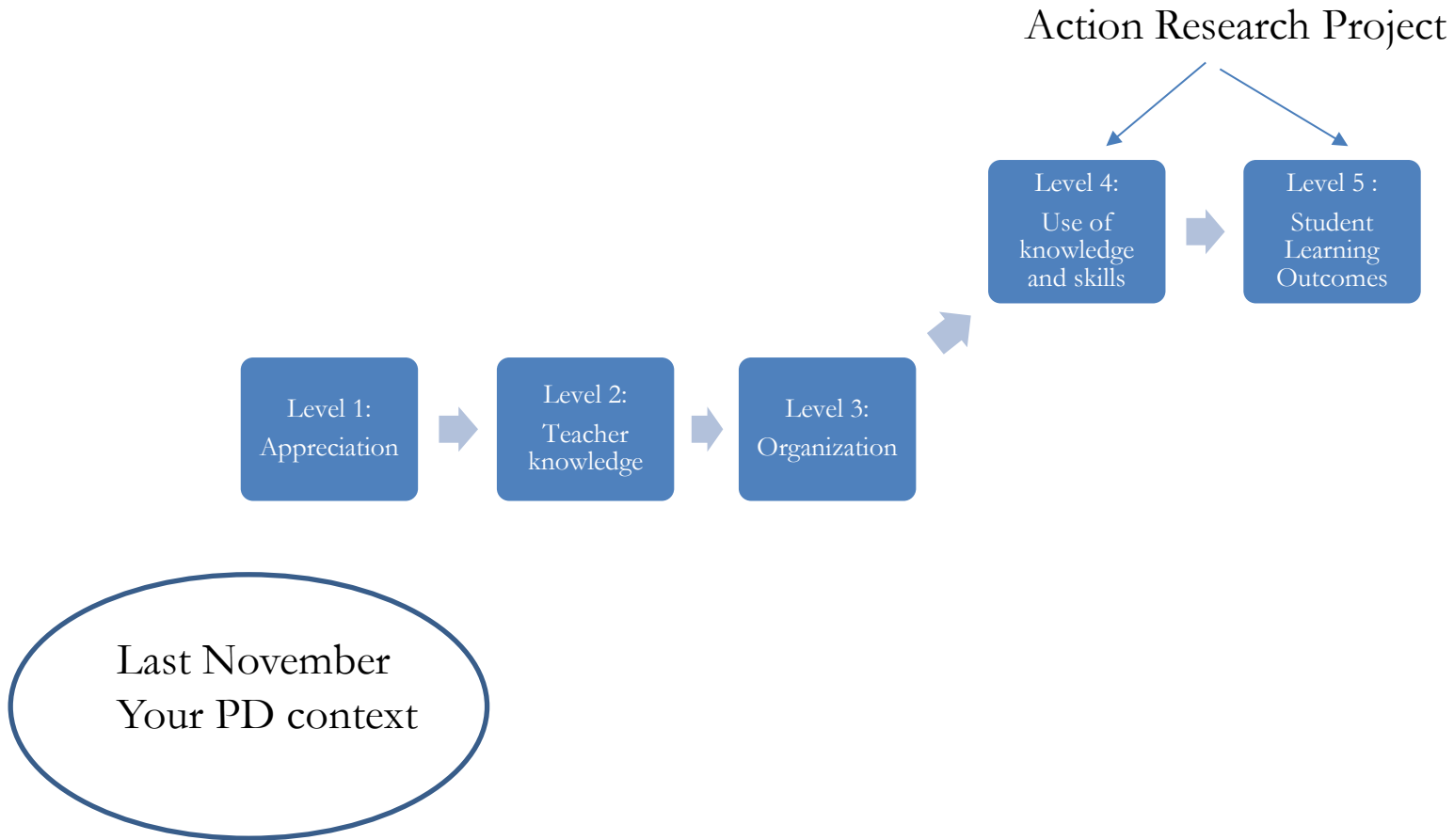
# Making connections

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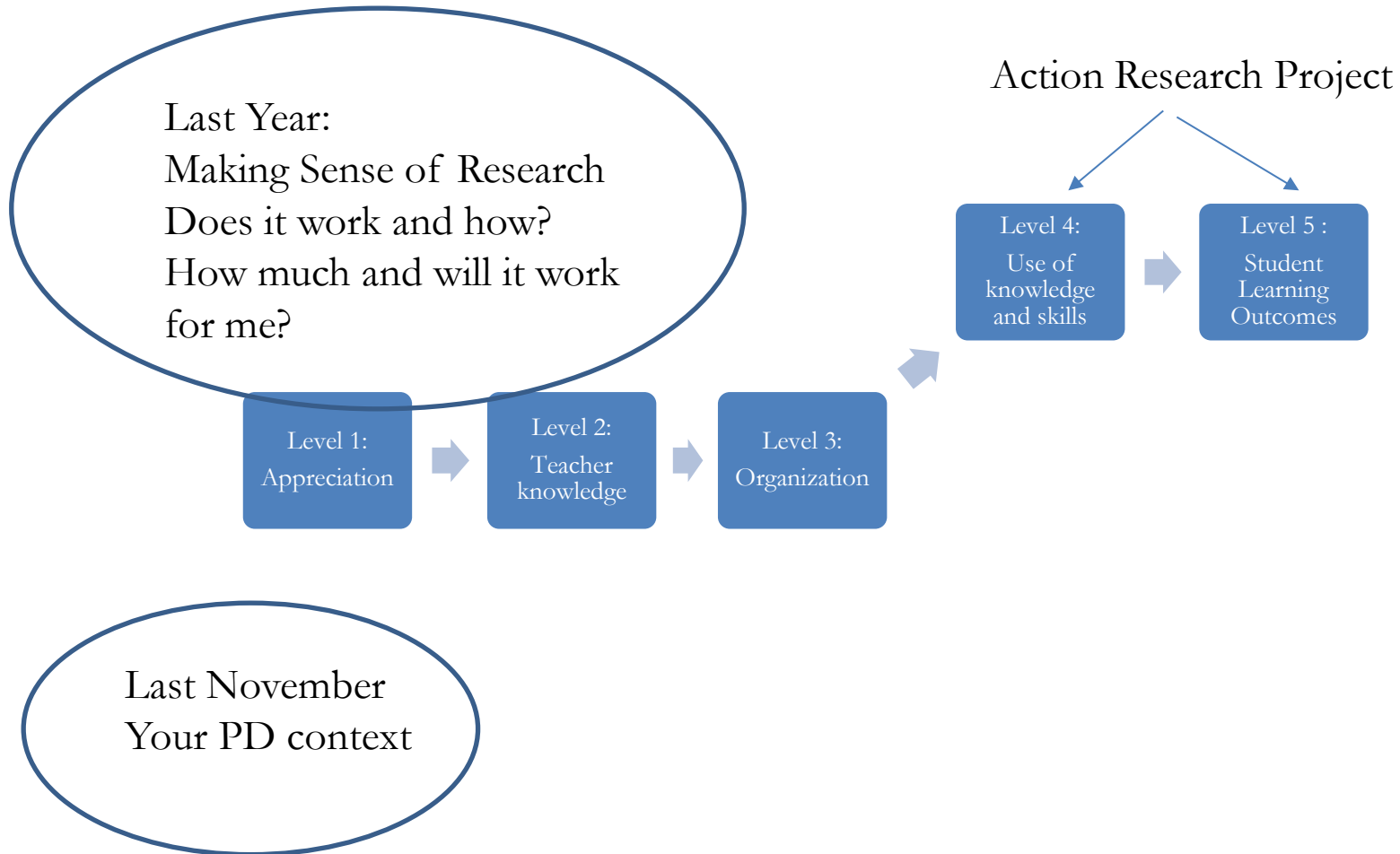
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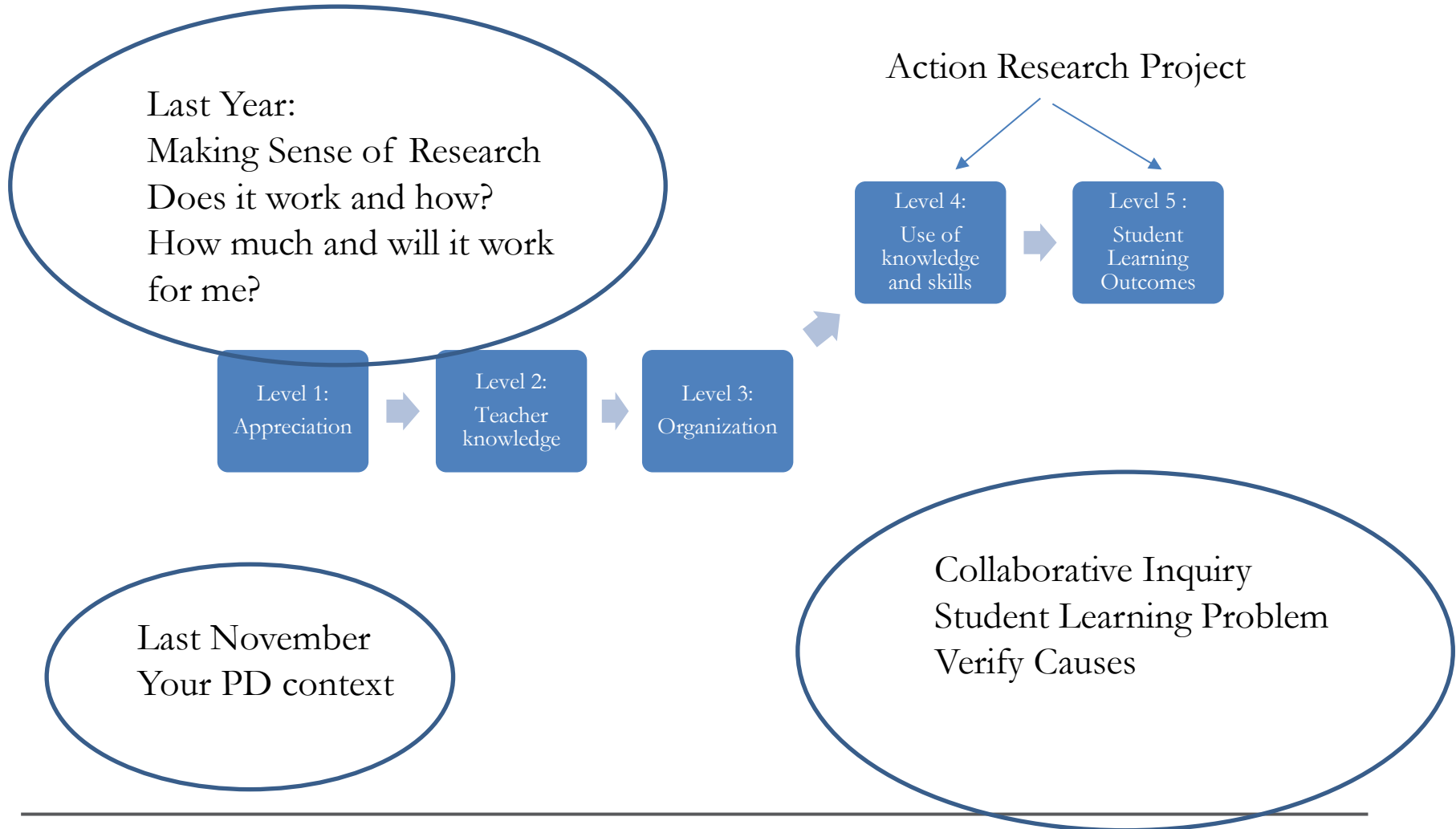
# Making connections



# Making connections



# Making connections





# Verify Causes Tree

**Student-Learning Problem**

	<b>Curriculum</b>	<b>Instruction</b>	<b>Assessment</b>	<b>Equity</b>	<b>Critical Supports</b>
<b>Possible Causes</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Research Findings</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Local Data Findings</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Verified Causes</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Adapted from Paul G. Preuss, *Root Cause Analysis: School Leader's Guide to Using Data to Dissolve Problems*. 2003. Larchmont, NY. Eye on Education. Used with permission.

# Synthesis

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- Step 5: Student Learning Outcomes: Analyse the data in order to define a student learning problem
  - An area of inquiry is determined with the Verify Causes Protocol
  - Answers the questions of the desired situation
-

# Plan for Transfer

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➤ Rational –

Communication strategy

Talk to whom? Share which information

Timeline?

Your work

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# Front line and second line

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- Front line: Working directly with students
  - Second line: Working with adults who are supporting front line staff
-



# Next Time

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- Schedule Support Visits
    - Individual Support
    - SIGs Networking
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# Thank you

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Evidence-based Practice Project for the Anglophone Community

[Ebpquebec.com](http://Ebpquebec.com)

Twitter: [@ebpppractice](https://twitter.com/ebpppractice)

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# Extra

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# Quotes

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Evaluation is the systematic investigation of merit or worth p.41

Worth: ‘the extent to which the program is essential to the organisation’s mission (payoffs, perceived values, benefits for individual participants)

Merit: Property of a program judged against criteria of excellence

Eg: Drop-out program

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# Models of PD

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- Training\*
  - Mentoring/Coaching
  - Individually Guided-Activities
  - Inquiry/Action Research
  - Involvement in a development or improvement process
  - Observation/Assessment
  - Study Groups
-



- A process that is intentional
    - Deliberate
    - Guided by a clear vision
    - Planned goals
      - Stated clearly
      - Are worthwhile
      - Measurable
  - When the purpose and goals are clear, it becomes easier to judge the effectiveness.
-

# Review Three characteristics of PD

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- A process that is
    - Intentional
    - Ongoing
    - Systemic
-



- A process that is ongoing
    - Not a special event occurring 3-4 days per year
    - Embedded and on-the job
    - Several opportunities for learning: when lessons is taught, assesement is assignment, curriculum design etc,
    - Challenge : To capture the moment
-





- A process that is systemic
    - Not a one-shot event with, hoping that it will take
    - For everyone who affects student learning
    - Overt time and across multiple levels of the organization
    - Takes into account the learning of the individuals, but also the context of the implementation
-

# Review Professional Development

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- Implementation designs
    - Board-wide
    - Site-based
    - Integrated
-

# 5 levels of evaluation

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Introducing...

1. Participants reaction
  2. Participants learning
  3. Organisation support and change
  4. Participants use of new knowledge and skills
  5. Student learning outcomes
-

# Action Research Project

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A vertical teal bar with a light teal square at the top left. The word "Evidence" is written vertically on the left side.

## Evidence

- Research based practices
- Topics: RTI, FA, Coaching etc.
- Validity check
- List of readings
- Summary of readings

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## Implementation

- Professional development plan
- Models
- Settings
- Calendar of learning
- Resources
- Support

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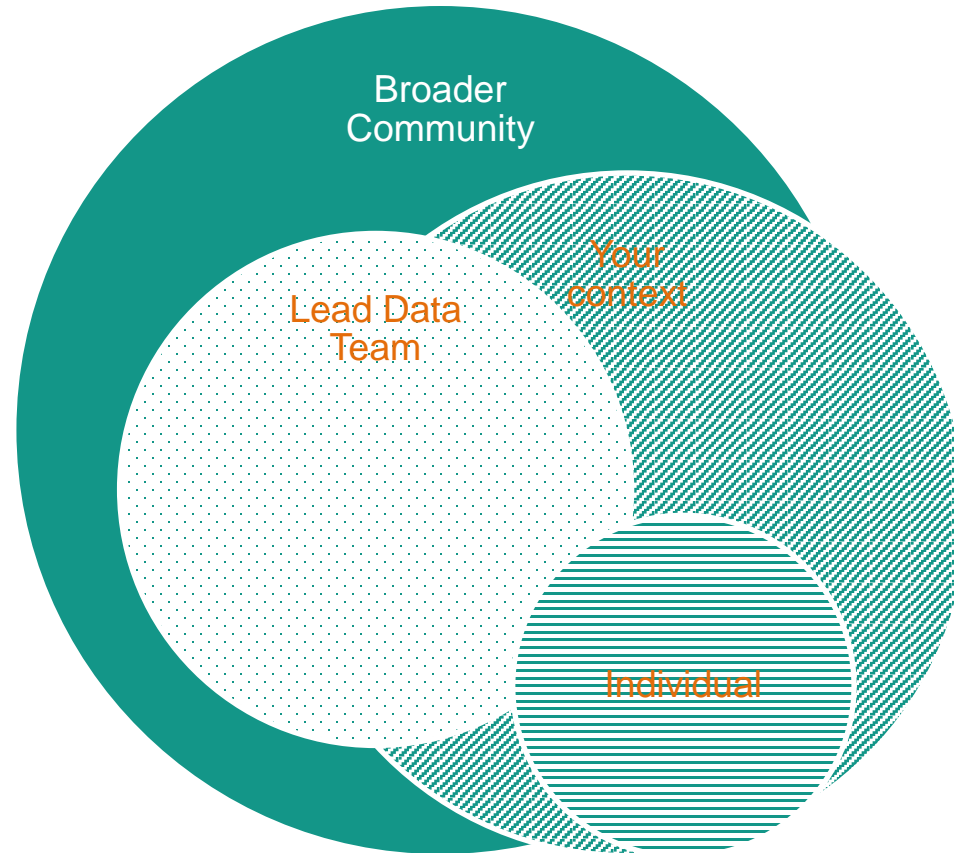
## Action Research

- Inquiry question
  - Data collection plan
  - Cause & Effect Data
  - Pre and post
  - Indicators
  - Analysis
  - Communication
-

# EBP Lead Team members

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# Special Interest Groups

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- Within school boards
  - Between school boards
  - Lead Data Team members + local members
  - A network of smaller groups organized around a common topic of interest: RTI, PLCs, Feedback, FA etc.
-