LEAD DATA TEAM

Seminar 25

January 26, 2018

Action Research: Connecting Professional Development and Its Impact on Student Learning

Courtyard by Marriott

EBP PROJECT

LEAD DATA TEAM SEMINAR 25

The Evidence-Based Practice Project offers seminars on evidence-based practices to designated school board and school administrators, professionals and teachers. The group, known as the Lead Data Team (LDT), comes together three times a year as an advanced professional learning community (PLC) to develop their own leadership capacities in guiding, informing, advising, and accompanying school teams in developing evidence-based practice to improve teaching and learning.

This is the 25th seminar to have been held since 2010 under the aegis of the EBP Project. These seminars have given participants opportunities for:

- Collaboration in a setting conducive to a reflection on system needs and practices, and an in-depth examination of research-based topics
- Access to relevant resources that feature research-based strategies that inform the school improvement process such as books and videos, and the time to appropriate these resources through reflection, shared readings, and discussion
- Sharing insights and strategies for transferring best practices to the broader community through coaching or by the modeling of effective PD practices
- Exchanging professional development ideas and tools that facilitate teamwork, strategic planning, data collection and analysis, and the monitoring and evaluation of the progress of school-based data teams or PLCs.

SEMINAR 25

Seminar 25, a one-day professional learning seminar for the LDT, was held on January 26, 2018 at the Courtyard by Marriott in Ville Saint-Laurent, Montréal. Attendance included 13 people from 6 school boards, two professionals from the Ministry of Education, and members of the EBP Project team.

Introductions

Geneviève Légaré (GL) opened the meeting by greeting participants. She welcomed returning members. The EBP Project team were then introduced: Erin Burrows (Administrative assistant), Lynn Travers (Meeting recorder), Franca Redivo representing MEES, and Roseann Martorana. Roseann is attending the seminar to get a better understanding of the needs of the LDT and what they are learning, as she is currently incorporating an instructional design flow into the PD section of the website to allow the tools/artifacts from various events (e.g. data fairs, data analysis, seminars and CARE workshops) to be used by the school boards.

Presentation of the Agenda

The day's agenda was distributed. GL explained that the work on action research will be pursued, specifically connecting professional learning and student success. The seminar's focus and goal would be Special Interest Groups (SIGs) and the continued development of personal PD projects aimed at making an impact on student learning. She informed participants that they would alternate between working individually, in board teams, and in SIGs during the day.

Participants were then informed that all documents and artefacts from previous seminars could be found in the EBP Project Google Drive folder.

GL explained that part of morning would be spent setting up displays of participant's personal artefacts from their SIG projects (documents, notes from discussions, questions and ideas, etc.). Members had been requested to bring these to the seminar to share in a gallery walk. The rest of the morning would be dedicated to a team reading activity that examined Guskey's model and to the preparation of a "chapter mini lesson" by each SIG. Presentation of this lesson would be an opportunity to share what had been learned.

To illustrate the idea of a gallery of artefacts, GL projected pictures of displayed collections. While people were preparing their displays, GL gave an overview of the last seminar for those who missed it.

Based on the assumption that a change in practice would have a positive impact on student learning, the goal expressed for the afternoon was to formulate a clear statement of the PD learning goals for the chosen SIG topic. Thus, GL said that given that the members' role was to provide PD, the emphasis would shift from action research to PD using Guskey's definition of PD: "those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so they might, in turn, improve the learning of students." (Guskey, p.16). The principles of effective PD were reviewed:

• 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

GL then presented the learning goals for the seminar:

1) To develop a working knowledge of Guskey's 5 levels of evaluation of PD and to deepen understanding of one of these levels through a reading exercise (knowledge acquisition);
2) To identify the learning gaps of target clientele in order to establish clearer professional learning goals for the PD intervention. This would be done through a 'Gaps and Goals' activity;
3) To make the connection between the levels of evaluation and project goals to improve the quality of the PD offered.

GL added that members would need to think about their communication strategy and on being more intentional in the transfer of information.

Before introducing the first activity, GL briefly reviewed the norms and roles established during Seminar 24 (see overhead in Google Drive: Norms and Roles).

Activity 1 – In a nutshell

Introduction: GL posed the question: Where are we now, and where are we going? She said that the display of artefacts should illustrate the theme, the driving questions, and the working goals of one's PD and its target audience. This information (traces) would be useful in building a portfolio of work showing what has been accomplished. GL noted that this display would demonstrate that members probably have more information than they thought and that it is to be expected that some projects may still be in their 'infancy'. She said it is a work in progress and that everyone is in a different place and would move forward at different paces depending on personal workloads. For this activity, she encouraged participants to talk amongst themselves.

Purpose: To start defining members' PD projects by:

- Reactivating knowledge and information;
- Drafting the current progress;
- Setting individual learning goals for the day;
- Reviewing goal-based scenarios for long-term learning;
- Including feedback forms;
- To facilitate sharing on an ongoing basis.

Method: Members are given 15 minutes to meet in school board groups, discuss their own work, and post artefacts on a chart to share with others. Electronic documents are to be included by listing them. Once the displays are ready, participants take a gallery walk.

Outcome: Board teams posted their artefacts and members took a gallery walk to view others' ideas. GL added post-it notes to the displays that either posed further questions for members to consider or that encapsulated their ideas (see Annex 1).

[During the display of artefacts, GL scheduled appointments with members to meet between now and the next seminar. She also made appointments with new and newly returned members to explain the rationale and the process for the development of their projects, and to discuss their own ideas for projects.]

Activity 2 – Reading Task

Introduction: Information on Guskey's 5 levels of evaluation was handed out (see handout on Google Drive) and also displayed on an overhead (see overhead on Google Drive: Today's big idea). GL reviewed the 5 levels, noting that currently the LDT projects are probably at Levels 1 and 2. She asked the participants to add the level they think they are 'at' to their display of artefacts:

- Level 1 Appreciation – did they like it?
- Level 2: Teacher knowledge – what did the participants learn?
- Level 3: Organization - incorporates the conditions in which PD is to be organized. GL asked: What are some of the possible constraints? Members named some of the constraints.
- Level 4: Use of knowledge and skills - level 3 of Bloom's taxonomy.
- Level 5: Student learning outcomes -is PD having an impact on student learning?

Purpose: To deepen understanding of one of Guskey's 5 levels of evaluation.

Method: Each participant selects a level of interest (2,3,4,5) and then form groups according to the level chosen:
Level 2:
Level 3:
Level 4:
Level 5:

Participants have an hour to read and make notes on their chosen chapter from Thomas R. Guskey's book: Evaluating Professional Development, before regrouping in teams to prepare a 3-minute mini-lesson on the chapter. The main ideas of the mini-lesson are recorded on a chart.

Outcome: Preparation and delivery of a mini-lesson by each group on what they have learned from reading the chapter chosen (See Annex 2).

Synopsis of mini-lessons:
Level 2 - Chapter 5: This chapter is well worth reading. The chapter covered:

- Did the PD achieve the intended goal? Did the learning take place? Have teachers gained enough knowledge and skills to implement practice?
- The types and goals for PD are broken down into three dimensions: cognitive, psychomotor and affective (see p.128). In the affective dimension, teachers will only buy in when they see that something works. This must happen before evaluating attitudes and beliefs. Teachers who are more affected put more emphasis on internal values

Level 3 - Chapter 6: This is a key chapter about building capacity across the system. Focuses on the need to build a culture across the school board. Needs a very good assessment around values of learning and teaching. Do the policies and practices line up with what is being proposed for the system? You have to take a close look at the teacher's workload and that starts at the board level. Principal as leader – he/she must be seen as a learner. We need to answer the question: Where we will find the time? Are the practices documented, heard and observed? It is a key level. Guskey's advice is to start at Level 5 and work backwards.

GL repeated that keeping traces is important.

Level 4 - Chapter 7: The central question put forward is: To what degree do participants use their knowledge and skills? Listed main ideas:
1) What do people bring to the table emotionally? Importance of understanding people's mindset;
2) Need to define critical indicators of teachers' behaviours;
3) If the participants have a perception that there is nothing new, no change will take place.
Level 4 relates to Chapter 2. It is nice to have a common vocabulary that we can use. Chapter goes into how to collect data.

Participants discussed how time is key - time needs to be spent on one thing before jumping on to something else or before making an assessment.

Level 5 - Chapter 8: Lists student outcomes. A frontal workshop is not sufficient. Time is needed for practice and feedback, and structured opportunities too. Need to start with the end in mind. You need to design your assessments based on what you want. You need a different tool to measure each piece: cognitive, psychomotor and affective. On page 228, there is a scale dealing with affective beliefs. The last part of the chapter deals with assessment design issues. The meaning of validity and relevance was explained, as well as sampling - you can have a sampling of boys v. girls, random sampling, multiple measures, data aggregation, etc. We need to be cognizant of what we want to measure. When is it appropriate to assess? The assessment is not just for student outcomes, but can also be used for PD.

Before the LDT broke for lunch, GL asked members to jot down their reflections in their journals on what they had learned about their own projects during the morning.

PM Gaps and Goals

GL introduced the afternoon's activities by reiterating that the focus will be on PD and that goal for the afternoon would be to clarify the PD offer and revisit the needs of the teachers or target clientele.

GL then introduced the foundations of the instructional design process. To do this, she showed two cartoons where the cart is put before the horse to illustrate that a needs analysis is part of the design process and must be carried out first (See Google Drive for the overhead: Instructional Design Process). She told participants that this process follows four general steps: needs analysis, instructional design, implementation, and evaluation. PD may mean training, on line learning, etc. A needs analysis is defined as the gap between the current and the desired situation in terms of knowledge, skills, behaviours, and attitudes that learners should acquire or develop. In this case, evaluation is a summative. The evaluation of outcomes is carried out with the goal of improving the process of learning. Most of the time, we design our own instruction and deliver it.
GL asked: What are we talking about when we are unwrapping essential knowledge and what step are we at in the process so that the target clientele clearly knows what they will be learning? Participants discussed this question between themselves for a few minutes. Responses to the question included:

- Depends where your clientele is.
- We put it at the beginning of the process, so the target clientele clearly knows what they will be learning.
- It gives me a clear view of my end goal.

GL asked: What is the needs analysis for?

- Defining objectives and identifying where the gaps are before beginning the instructional design process.
- In Chapter 5 you are told you have think of student outcomes, which is a longtime goal.
- A member referred to the two tools he used for needs assessment: Self-Evaluation Hexagon and the Self-Evaluation Hexagon - Levels of Classroom Discourse.
- The clearer your goal, the clearer your assessment will be.
- The way in which questions are asked on a needs analysis will give the information looked for.
- Are we asking the right questions? It is difficult.

GL then made connections to previous concepts explored (see overhead in Google Drive: Student baseline). She said that these concepts lead us to analyze the situation. For example, what proportion of students are proficient? For each of the student groups such as for RTI 1, 2 and 3, we set different goals. Referring to a needs analysis she asked: How do you do that with adults taking your workshops? GL then walked the participants through Guskey's definition of a needs analysis and its purpose, as well as the teacher competencies and the level of expertise to be developed in workshops (see overheads in Google Drive: Needs analysis, Teacher competences, and Levels of Expertise).

Activity 3 – Gaps and Goals

Introduction: GL said that this task is to further clarify the needs and learning goals established in your project.

Purpose: To define and clarify the learning goals of the PD intervention.

Method: Participants gather in their SIGs and use the artefacts collected to brainstorm the needs of the target clienteles (50 minutes). Then, members quickly jot down in their journal the ideas that have emerged from their group's discussion.

Outcome: Each member recorded their clarified learning goal for the PD intervention. Some participants had already started to work on their timelines.

Goals:

- Using recommended approaches from Level 2 of Guskey's 5 levels for evaluating professional development, adjust (gradually over time) the Exit Card format for the WOPT mentoring: Communities of practice project to gather feedback about the cognitive, psychomotor and affective learning elements of the large group sessions.
- Figure out what our projects are, what our questions are, what our goals are.
- To develop tools.
- RTI: 1) To implement a framework that provides for early ongoing effective interventions to all students as part of the school day;
- 2) To implement the ongoing use of formative assessment practices as a means of identifying and tracking specific student learning needs;
- 3) To elevate classroom instruction so that 80% of students achieve competency in critical learning targets.

GL then asked participants to write a statement in 240 characters or less of what steps they would take towards their goal over the next few weeks. Each statement was then shared with the larger group:

Figure out what our projects are, what our what our questions are and what our goals are. #Backtosquareone

We want to look at how we're going to do our timeline for our project. #When

We are still trying to define how to measure the project we have. We want to look at the data we have to see what the students are capable of and what the teachers are comfortable teaching. This will establish a baseline.

Meet with teachers for SMI follow-up; review key features of TQE; review the NCTM rubric on levels of classroom discourse; set the stage for self-evaluation and for setting personal goals for improvement. #babysteps

Take the recommended ideas from level 2 of Guskey and adjust the exit cards to have broader information about cognitive, psychomotor and affective domains of PD. #exitcards

Elementary maths focus - initial & PD baseline acquired - Guskey Levels 1 and 2. Guskey Levels 3-5 - working with teachers in classrooms (more structures and evidence tools needed). If it goes well, teachers will present their findings on March 23rd. #guskeyrules

Organizing and aligning all ideas with school board and department objectives. #middlemanagement

Move into the planning phase for 2018-2019

Everything is on the back burner. I am more into the planning phase for 2018-2019. Get a school to finish their curriculum plan; setting up of personal portfolios for the teachers; implementing self-assessments of where the teachers want to be

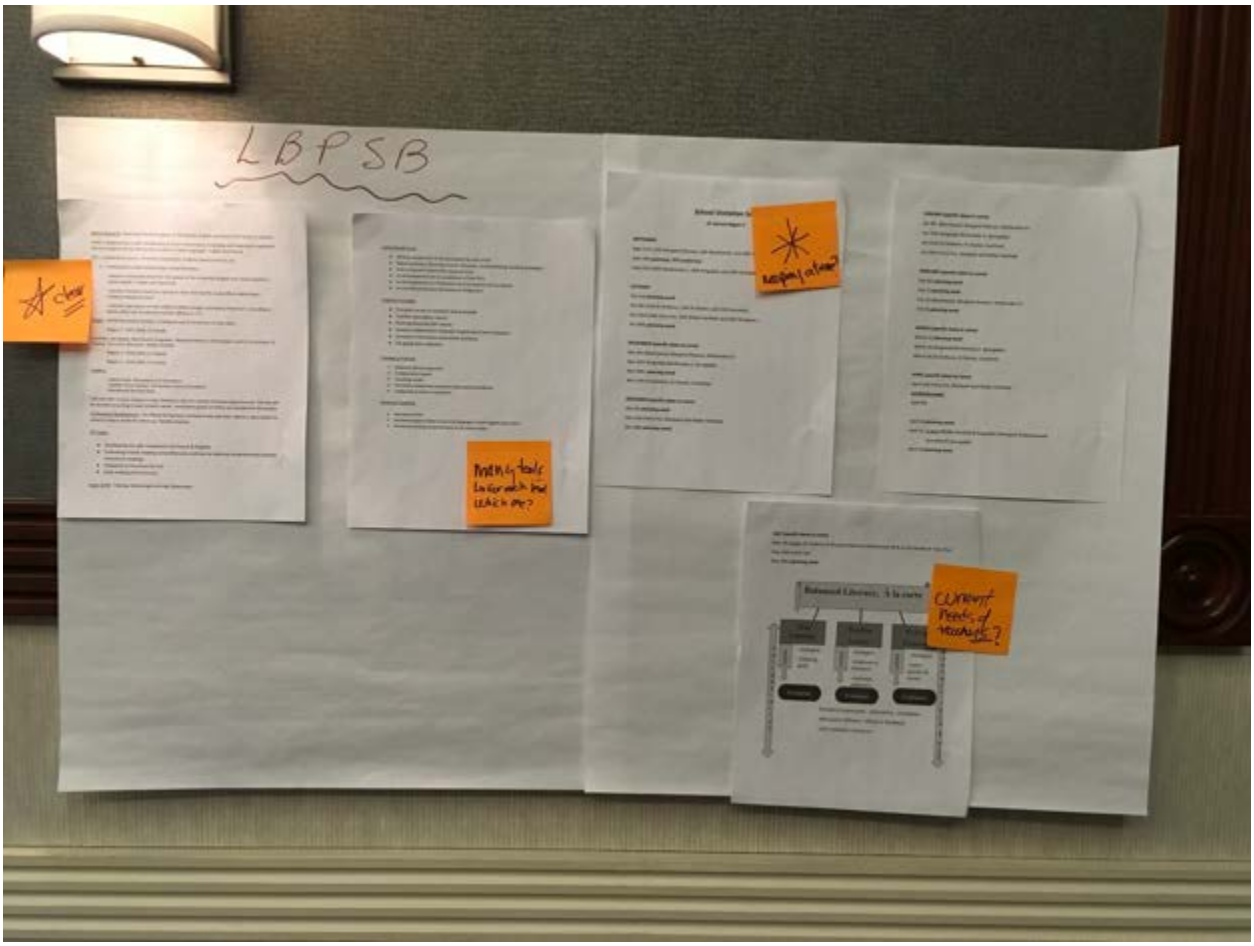
Closure

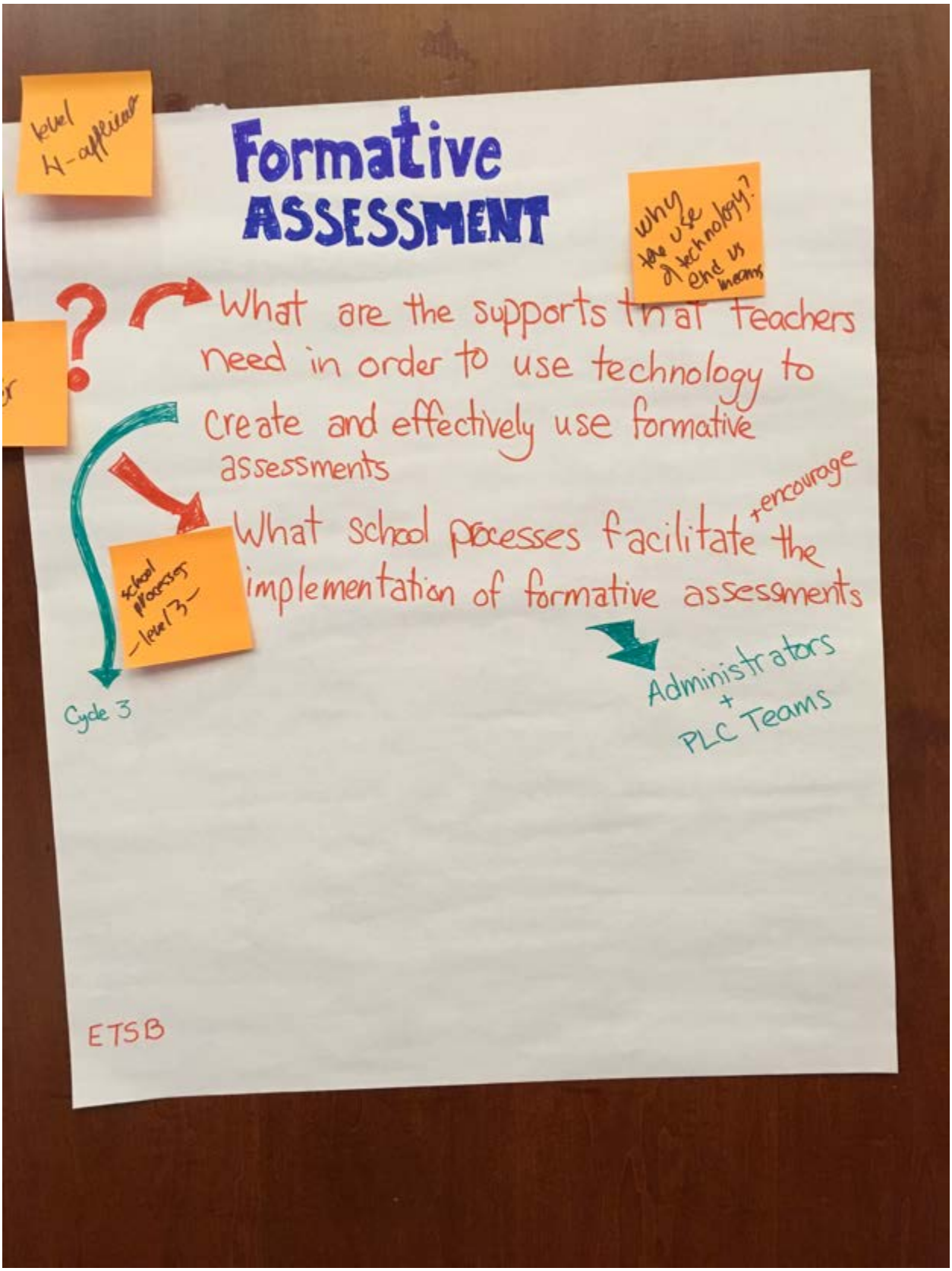
In closing, GL briefly reviewed the activities of the day (see overhead on Google Drive: Making Connections), saying that we had made the connection between action-research and evaluation, and had drafted a portrait of PD at each of the Boards. Last year, we had worked on Guskey's Levels 1, 2 and 3, i.e. making sense of research, does it work and how, how much and will it work for me? This year, we have started at Level 5 by looking at student outcomes and by analyzing the data to define a student learning problem. We worked on the assumption that if the student is having difficulty, we needed to verify the root cause (see overhead on Google Drive: Verify Causes Tree). Together we brainstormed the possible causes of the students learning problem. GL noted that the Verify Causes Tree is a logical tool and one already at hand. She said it could also be used to do a needs analysis. The big idea is that student outcomes are our trigger for a needs analysis.

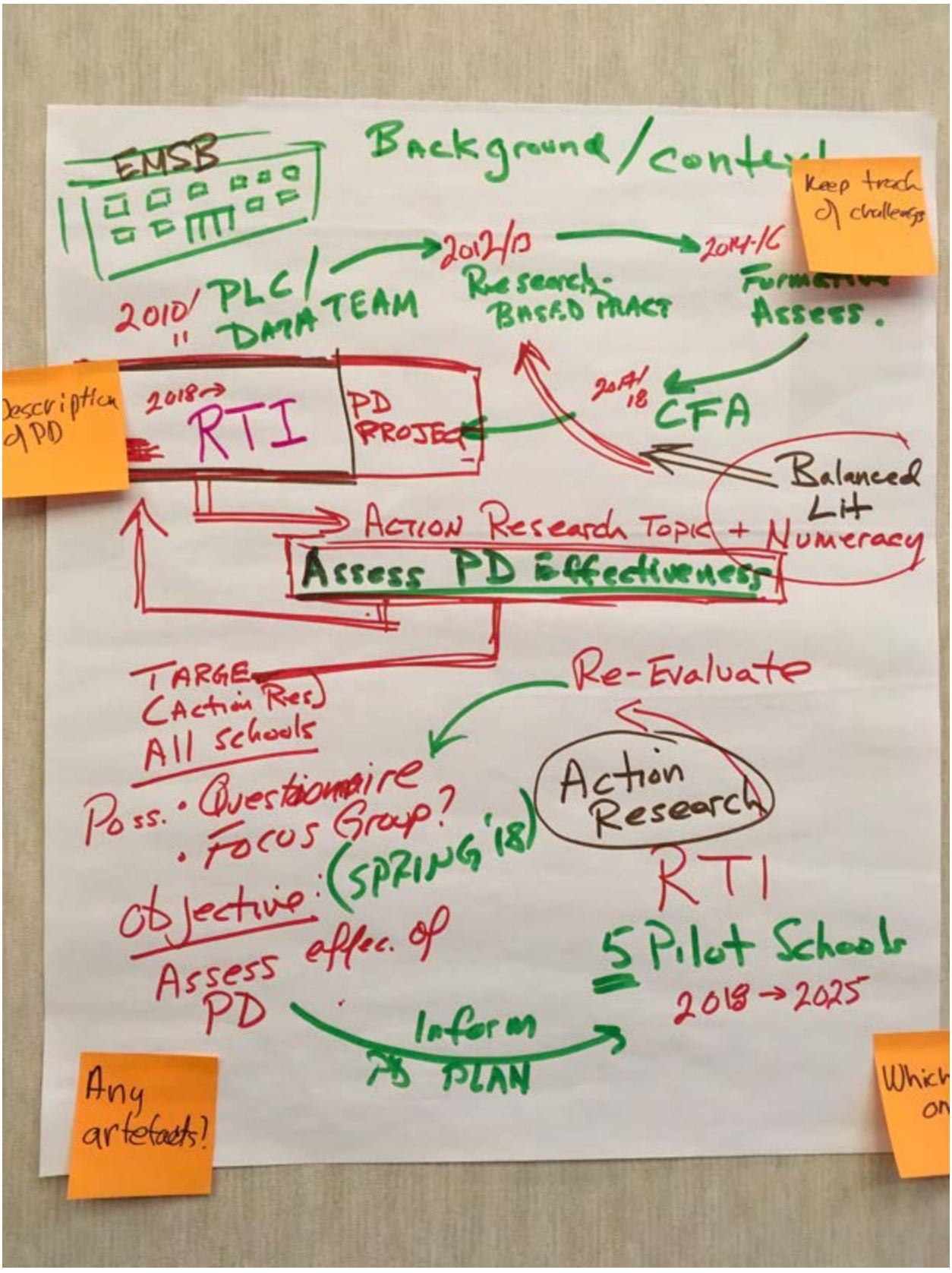
GL said she had made individual appointments with members to help further their own projects and reminded the participants that it was important to share/transfer the information with the people they work with.

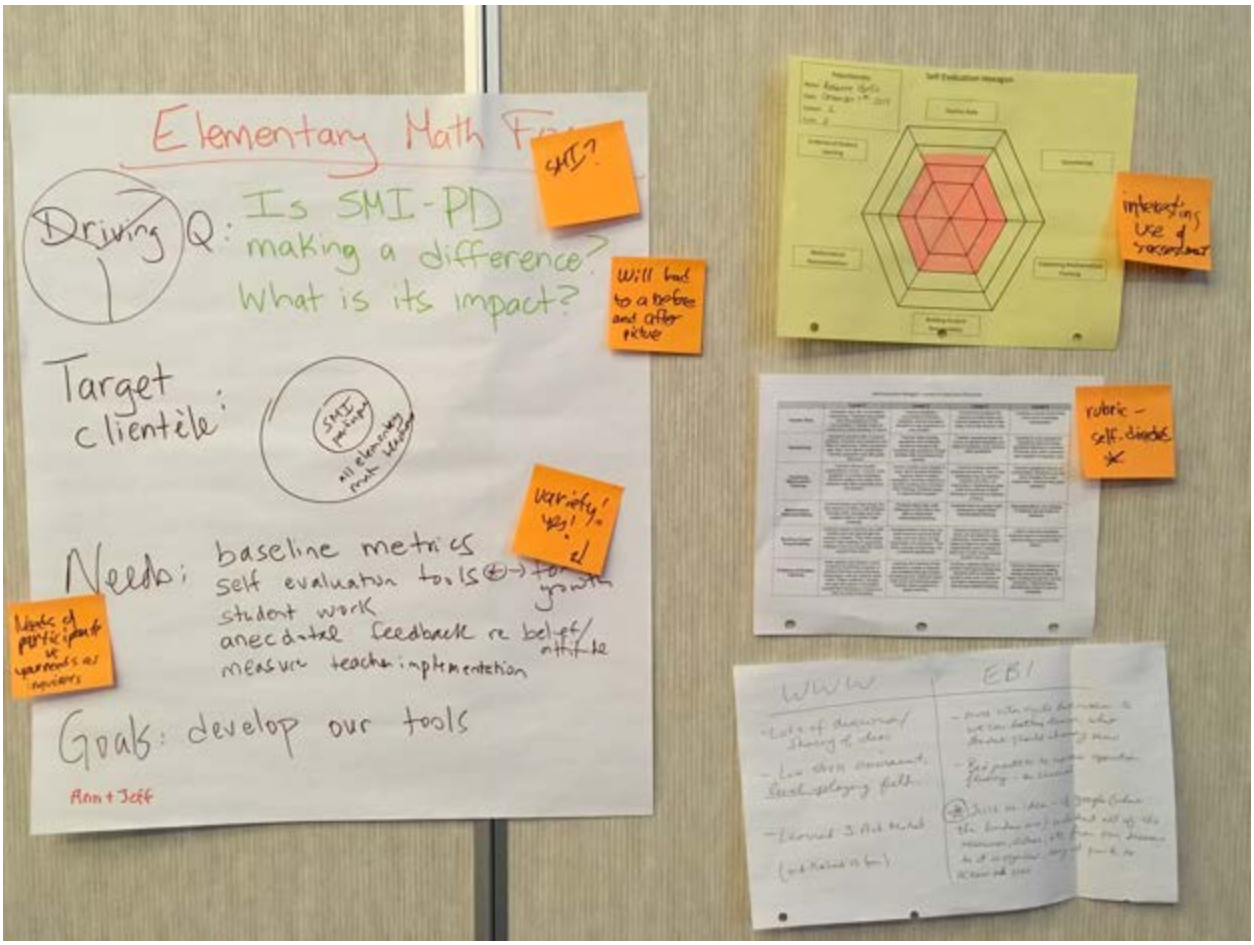
GL thanked the members for their participation and the members of her team for their collaboration. Participants were asked to fill out the evaluation sheet provided to give feedback on the seminar.

Annex 1 - Artefacts Display and Gallery Walk

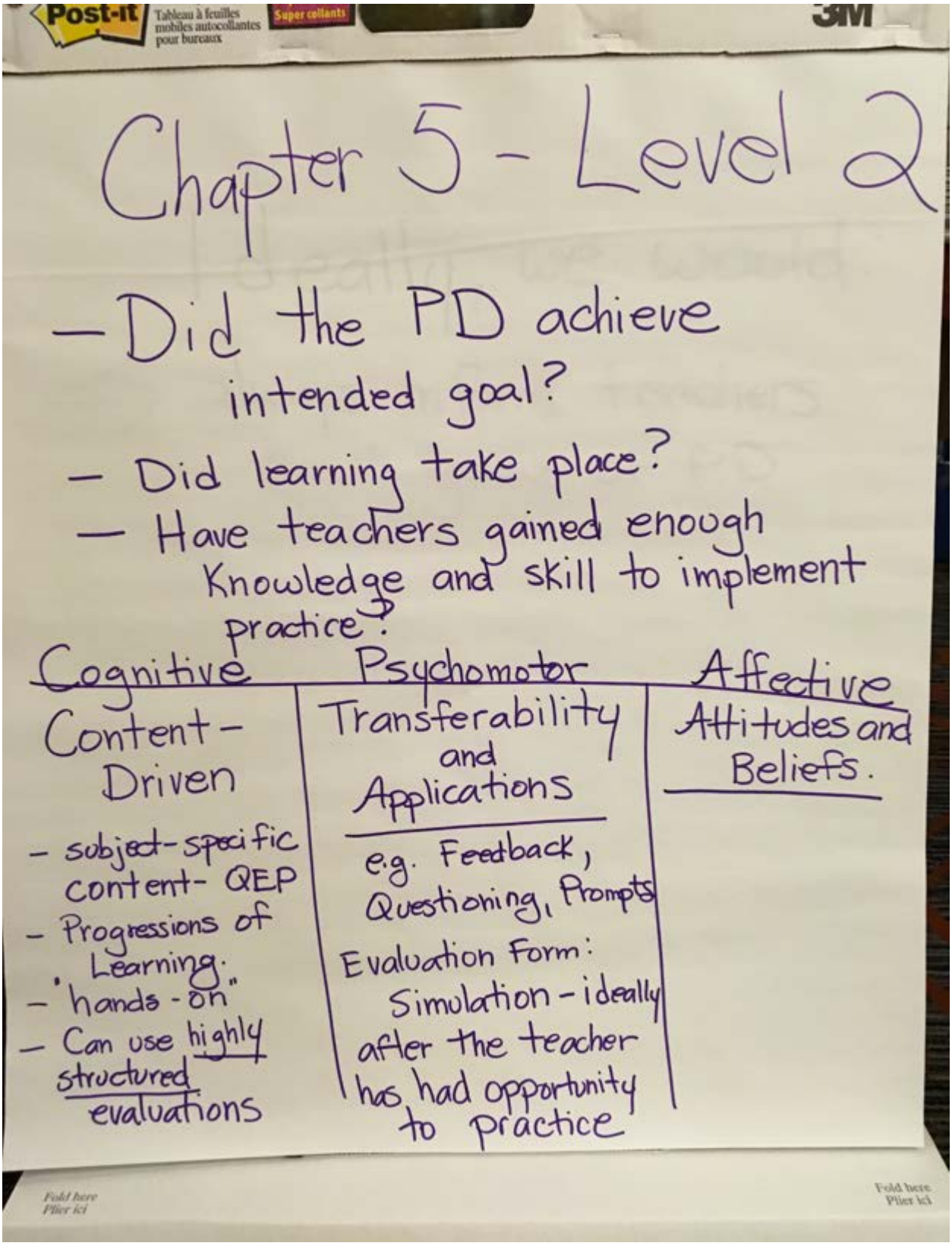


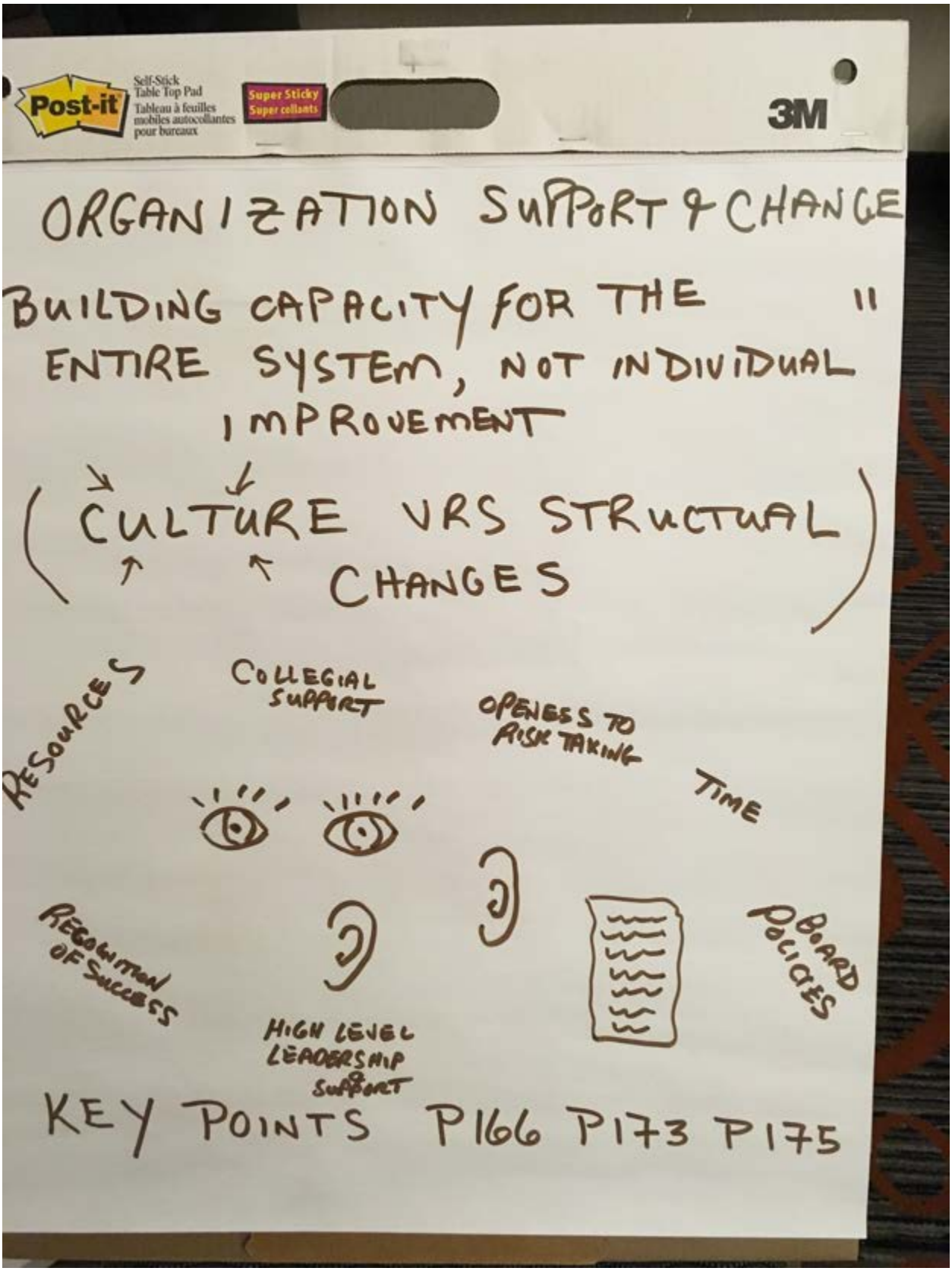

Formative ASSESSMENT
why use technology? end vs means
What are the supports that teachers need in order to use technology to create and effectively use formative assessments
What school processes facilitate + encourage the implementation of formative assessments
school processes - level 3
Cycle 3
Administrators + PLC Teams
ETSB

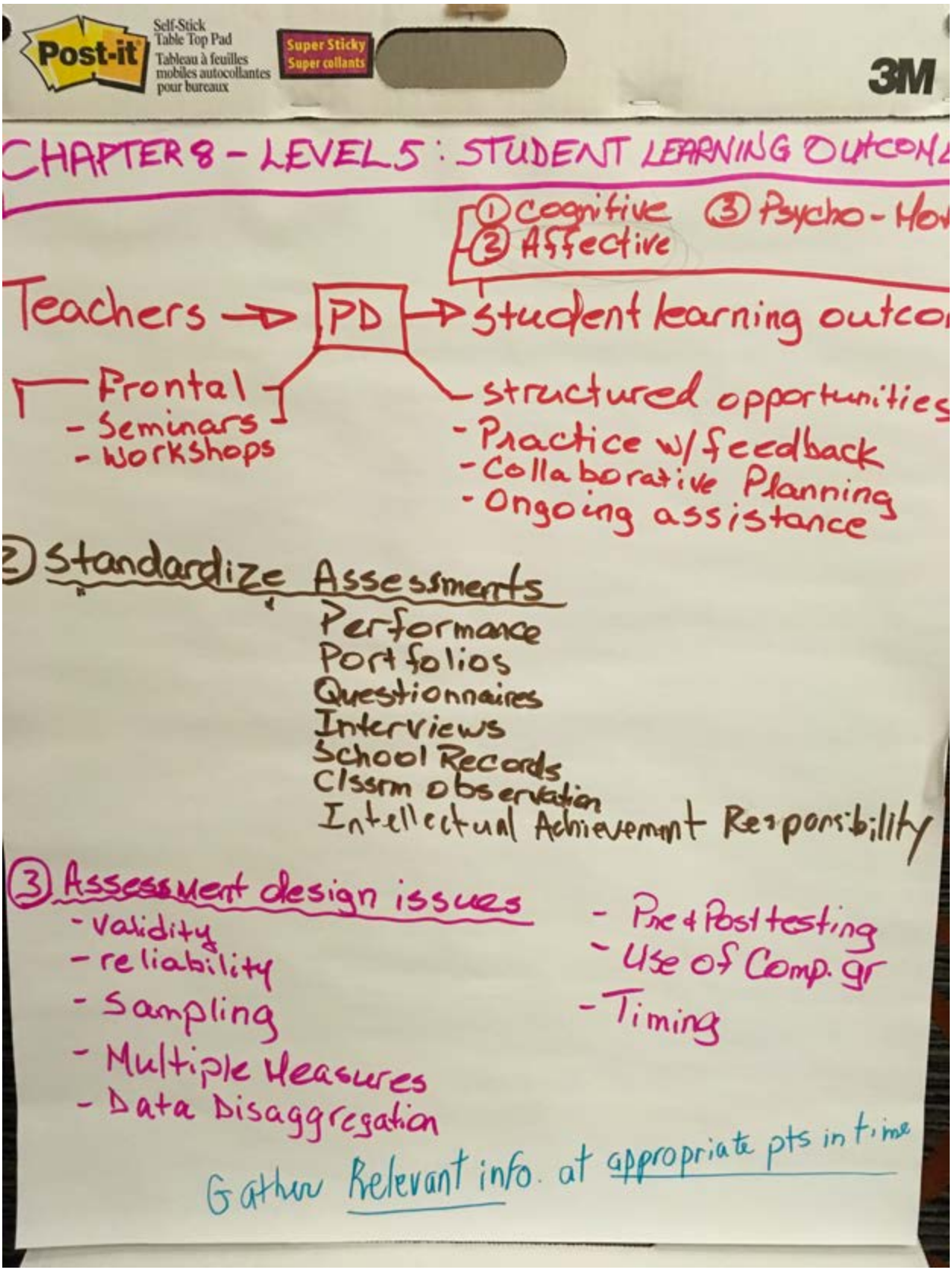

EMSB
Background/context
Keep track of challenges
2012/13
2014/15
2010/11 PLC/DATA TEAM
Research-Based Pract
Formative Assess.
Description of PD
2018→
RTI
PD PROJECT
2017/18
CFA
Balanced Lit
Numeracy
Action Research Topic +
Assess PD Effectiveness
TARGET (Action Res)
All schools
Re-Evaluate
Poss. • Questionnaire
• Focus Group?
Objective: (SPRING '18)
Assess effec. of PD
Inform PD PLAN
Action Research
RTI
5 Pilot Schools
2018→2025
Any artefacts?
Which


Elementary Math
SMI?
Driving Q: Is SMI-PD making a difference? What is its impact?
Will had to a before and after picture
Target clientèle:
SMI participants
all elementary math teachers
Needs: baseline metrics
self evaluation tools
student work
anecdotal feedback re belief/attitude
measure teacher implementation
Goals: develop our tools
Ann + Jeff
interesting use of assessment
rubric - self-directed
WWW
EBI

Annex 2 -Reading Task and Mini Lesson




Post-it
Self-Stick Table Top Pad
Tableau à feuilles mobiles autocollantes pour bureaux
Super Sticky Super collants
3M
ORGANIZATION SUPPORT & CHANGE
BUILDING CAPACITY FOR THE ENTIRE SYSTEM, NOT INDIVIDUAL IMPROVEMENT
CULTURE VRS STRUCTUAL CHANGES
RESOURCES
COLLEGIAL SUPPORT
OPENESS TO RISK TAKING
TIME
RECOGNITION OF SUCCESS
HIGH LEVEL LEADERSHIP & SUPPORT
BOARD POLICIES
KEY POINTS P166 P173 P175


Post-it
Self-Stick Table Top Pad
Tableau à feuilles mobiles autocollantes pour bureaux
Super Sticky
Super collants
3M
CHAPTER 8 - LEVEL 5 : STUDENT LEARNING OUTCOM
① Cognitive ③ Psycho - Mo
② Affective
Teachers → PD → student learning outco
Frontal
- Seminars
- Workshops
structured opportunities
- Practice w/ feedback
- Collaborative Planning
- Ongoing assistance
② Standardize Assessments
Performance
Portfolios
Questionnaires
Interviews
School Records
Clssrm observation
Intellectual Achievement Responsibility
③ Assessment design issues
- Validity
- reliability
- Sampling
- Multiple Measures
- Data Disaggregation
- Pre & Post testing
- Use of Comp. gr
- Timing
Gather Relevant info. at appropriate pts in time