

Michigan

Title IIA Improving Teacher Quality Competitive
Grants Program

EVALUATION OVERVIEW

Presentation by SAMPI—
Western Michigan University
September 2009

Internal Evaluation

- **Facilitated by project staff or outside evaluator**
- **Plan included in narrative proposal**

External Cross-Site State-Level Evaluation

- Facilitated by SAMPI-Western Michigan University
- Description of project participation in state-wide evaluation and relationship between internal and external evaluation

Annual Reporting

- Director Report (incorporating internal evaluation report)
 - Participation/demographic data
 - Professional development programming
 - Assessment of progress toward outcomes and evidence
- Financial Report

Internal Evaluation

- Designate a project staff member or outside person to facilitate internal evaluation
- Internal evaluation plan described in proposal narrative as outlined in RFP

Internal Evaluation, continued

- Internal evaluation includes:
 - Collection of formative evaluation data to be used for program improvement
 - Collection of teacher impact data
 - Systematic observations in classrooms of at least a sample of teacher participants

Internal Evaluation, continued

- As appropriate, gather data to assess effects of project interventions on students of participating teachers
- Coordination between internal and state-level cross-site evaluation so as to avoid duplication and burden on participants
- Gather and submit samples of teacher and student products/artifacts

Internal Evaluation, continued

- Nature and extent of internal evaluation will depend on project objectives/activities
- Internal evaluation used to assess progress towards outcomes (required in reporting framework)
- Report other internal evaluation data as available (as part of internal evaluator report)

External Cross-Site Evaluation

Required of all projects:

1. Pre-program common cross-site survey of teacher participants administered by project staff (separate surveys for math, science, social studies, language arts)
 - Coded for pre/post analysis
 - Survey is teacher self-report about their preparation to teach various content, use of various instructional strategies, beliefs about teaching and learning, etc.
 - Surveys and instructions provided by external evaluators
 - Compilation of responses for project staff
 - Project staff can append additional questions pertinent to their own project

External Cross-Site Evaluation,

continued

2. End-of-program common cross-site survey (same as pre-program survey)
 - Same conditions as for pre-program survey
3. External evaluators conduct interviews with a sample of teacher participants (project provides contact information and is included in introduction letter)
4. Project Director debriefing interview conducted by external evaluators during last three months of the project

External Cross-Site Evaluation,

continued

5. External evaluators conduct one or more site visits over course of project:

- Observe professional development session (as schedule permits)
- Informal interview with project staff and/or workshop facilitators
- Gather samples and/or lists of materials used to support professional development for sharing with other projects and posting on MDE website

External Cross-Site Evaluation,

continued

6. As feasible and appropriate to the project, gather samples of teacher-produced materials (unit/lesson plans, instructional materials, assessments, etc.) resulting from the project and used in their classrooms. Gather samples of student products (projects, papers, lab reports, etc.).

External Cross-Site Evaluation,

continued

- State-level mini-studies across selected sites (cooperative effort with project staff as appropriate and feasible) to include focus on changes in classroom practice and/or changes in student learning

External Cross-Site Evaluation,

continued

- Evaluation technical assistance to projects
 - Access to instruments
 - Assistance with evaluation design
 - Collaborative evaluation effort at project-level
 - Training on use of SAMPI Lesson Observation System, etc.

External Cross-Site Evaluation,

continued

- External evaluators prepare annual reports based on direct data collection; compilation of project participation, PD activity, and outcomes progress reports; focused reports based on specific data collections; reflection and “lessons learned” reports

External Cross-Site Evaluation,

continued

- **External evaluation funding:**
 - **Each project earmarks 5% of total award for cross-site evaluation**
 - **Billed by cross-site evaluators in two payments (2.5% each), one in first six months of the project and one in the final six months of the project**

End-of-Project Reporting

■ Director Report

- Use standard report format available in electronic version
- SAMPI can provide Access database to projects to maintain participation records and to facilitate report preparation

Part #1 Sample Reporting Tables

Category	Number	Major Target Audience (Yes or No)
1. Number of different teachers served by the project		
2. Number of different administrators served by the project		
3. Number of different paraprofessionals served by the project		
4. Number of different parents served by the project		
5. Number of “others” served by the project		

Part #2: Director Perceptions of Project Accomplishments

- Rate progress toward outcomes
- Provide evaluation/other evidence to support rating

Part #2: Director Perceptions of Project Accomplishments

Sample Form

Complete the following tables, one for each of your intended outcomes as per your proposal. ***Outcomes are statements of intended impacts or results that will occur as a result of your professional development programming or other project interventions.***

Section A: #1: Intended Outcome (Type in Outcome Statement):				
Rating of Progress Toward Outcome: Rate the degree of progress you believe was made in accomplishing this outcome on a 5-point scale, with 1 = no progress and 5 = fully accomplished.				
1	2	3	4	5
Evidence to Support Rating (Type in rational for your rating or, if pertinent, note that there is direct evidence in evaluation report section-see below):				
Discussion of Progress in Evaluation Section	Yes	No	Page No.	

Part #3: Nature of Professional Development/Interventions

- Hours, participants, schedule by type of intervention
- Role of college faculty/content experts
- Problems planning, implementing project
- Problems recruiting teachers

Part #3 Nature of Professional Development/Interventions

Sample Form

<p style="text-align: center;">PD Format</p>	<p style="text-align: center;">No. Hrs. of this PD Provided Over Entire Project</p>	<p style="text-align: center;">Participants for the PD (Key: T=Teachers, A=Administrators, PP=Para-Professionals, P=Parents, O=Others)</p>	<p style="text-align: center;">When was this PD conducted? (Key: RSD=Regular School Day, AS=After School, EVE=Evening, SAT=Saturday, SUM=Summer)</p>
<p>Workshops (usually one- or half-day sessions)</p>			
<p>Institutes (5 or more days usually in summer)</p>			
<p>College course work (for credit)</p>			
<p>E-Learning Courses (self paced web-based course)</p>			

Nature of PD/Interventions, Part #3, **continued**

Sample Form

3. Use the chart below to describe higher education faculty (both content and education faculty) or other external expert participation in your project.

Name	Position/ Institution	Primary Role	Hours of Involvement

Part #4: Required Components of Evaluation Report

- Data collection
- Progress toward project outcomes
- Lesson observation data
- Teacher and student artifacts
- Impacts on participating students
- Effectiveness of project partnership
- Other

Part #4: Required Components of a Project Evaluation Report

- Prepared by your internal evaluator
- Based on their evaluation work
- Evaluation reports will vary
- Should be appropriately labeled as Core Evaluation Report Components 1, 2 or 3.

Part #4: Required Components of a Project Evaluation Report, continued

Core Evaluation Report Component 1:

Data Collection

- Describe the data collection activities that occurred over the course of the project.

Part #4: Required Components of a Project Evaluation Report, continued

Core Evaluation Report Component 2:

Progress Towards Project Outcomes

- For each proposed outcome of the project, briefly summarize progress made toward its accomplishment based on evaluation findings.

Part #4: Required Components of a Project Evaluation Report, continued

Core Evaluation Report Component 3:

Lesson Observation Data

- Detailed findings from lesson observations should be included in the evaluator report

Part #4: Required Components of a Project Evaluation Report, continued

Core Evaluation Report Component 4:

Lesson Observation Data

- Detailed findings from lesson observations should be included in the evaluator report

Part #4: Required Components of a Project Evaluation Report, continued

Core Evaluation Report Component 5:

Lesson Observation Data

- Detailed findings from lesson observations should be included in the evaluator report

Part #4: Required Components of a Project Evaluation Report, continued

Core Evaluation Report Component 6:

Effectiveness of Project Partnership

- Briefly describe the effectiveness of the partnership in implementing project activities. Provide evidence for your findings.

Other Reporting (Optional)

- Report as appendix to core required report
- Can include information Director wants to share about intervention, materials used, etc.
- Can include additional evaluation or other pertinent data about project

Can include samples of teacher or student materials