

Qualitative Analysis of Network Professional Development (11/15/2019)

Faculty comments expressed in the evaluation survey of the November All-Staff professional development (PD) include perspectives of what was learned in the presented activities and how that learning supports improved instruction for all students. The survey provided participants the opportunity to identify how knowledge and skills gained would be used in the classroom and if opportunities to learn additional skills are warranted. Survey questions and responses included rankings and viewpoints on the quality of the presenters, the creation of a supportive workshop climate, and the balance between direct instruction from the presenters and group interactions. Survey results were based on 23 participants who may have, or may not have, volunteered comments. The participants in this workshop were a smaller sample size, due to the fact that the surveyed group consisted of personnel who work with students regularly in a classroom setting (i.e. core course teachers, intervention specialists, and academic coaches). Caution should be used when interpreting comments as they do not represent the views of the entire staff. The comments recorded by the respondents were sorted and coded into general themes and are presented as follows:

The work of teacher based and building leadership teams supporting instruction for all students:

Core content teachers, along with intervention specialists, and academic coaches felt that the PD presented offered the opportunity to discuss instructional strategies with colleagues based on the curriculum mapping completed as a group activity. Participants appreciated the opportunity for sharing, feeling supported, helping others and being helped; all as a result of their team discussion and collaboration. Teachers expressed their satisfaction that curriculum mapping would provide consistency and help to hold teachers accountable for their content instruction.

The quality of the professional development presented, its usefulness, and the clarity of expectations and outcomes of the workshop:

Participants were mixed in their responses. Among their positive comments were, "the work session was excellent", "I learned usable skills", and "I received great input from my colleagues". The responses that leaned negatively were, "too theoretical", and "lots of information, in too short of a time."

Ability to use the knowledge learned and skills gained in addition to more opportunities for this type:

All respondents asked for additional workshops for content area instructional strategies and resources in relation to the curriculum mapping that was completed by their teams.

Survey questions asked about the supportive climate created for this PD, the experience of network opportunities with colleagues, opportunities to seek meaning and to construct new knowledge, and whether there was an appropriate balance between instruction and group participation:

Participants were again mixed in their responses to these prompts. Most participants felt that a supportive climate was established. Several respondents felt there was inconsistency in the messaging by group facilitators. On the other hand, there were several comments that gave high praise to the featured presenter with comments such as, "Amazing and flexible", "able to relate her presentation to our specific team circumstances and incorporate those concerns into her presentation." Most comments felt a good balance between instruction and team interaction.

Presenter's effectiveness, content usefulness, appropriate instructional techniques and materials:

The rankings and comments for the presenter were very high (3.7 out of 4.0). Among the comments, "Thanks for using Math as your main example", "She did a nice job, very engaging and professional", "LOVED HER", "Excellent. Absolutely EXCELLENT", and "Our presenter was great!!!"

Value of the professional development workshop:

Respondents felt a high level of sharing and interaction with colleagues in their same content area. They felt that they had the opportunity to discuss issues and viewpoints unique to their subject matter. Many team member responses had high praise in learning how to deconstruct standards as a functional skill for teaching.

What will be used from this professional development workshop in your own work setting?

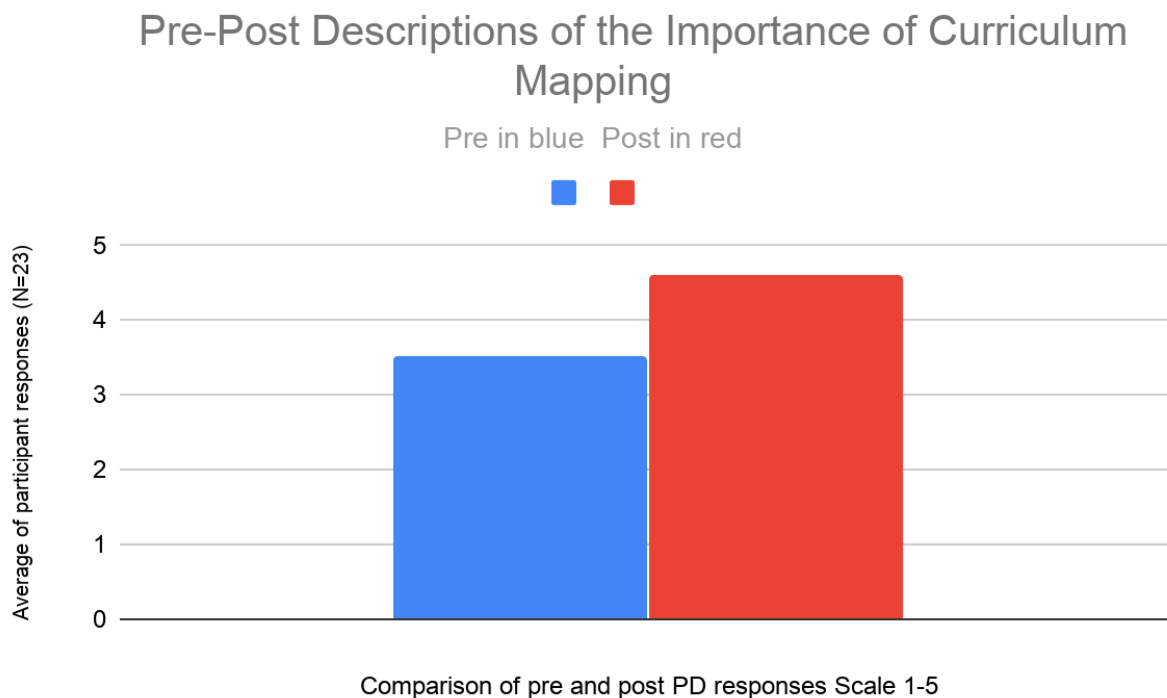
Teachers responded that they would use team results for curriculum mapping in their content area to develop on-target lesson plans. Several respondents stated that learning how to deconstruct content standards will help their own teaching skills resulting in increases in learning opportunities for their students.

Formative Responses Data Analysis: What Participants Learned

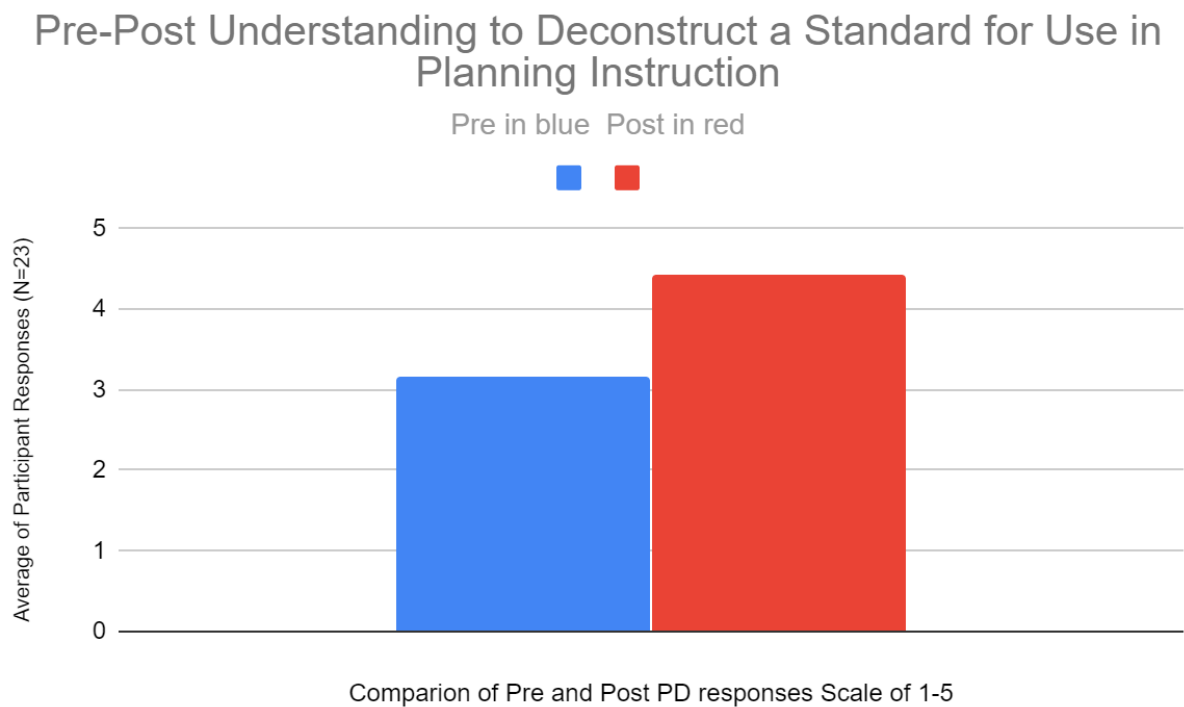
The X network professional development session on November 15, 2019 was organized with core course classroom teachers, intervention specialists, academic coaches and to a lesser degree of time, building principals. The purpose of the session was to give Teacher-based Teams (TBTs) an opportunity to work face -to-face and develop curriculum maps for one or two required courses in their content areas. The curriculum maps will be used in TBTs moving forward to help focus the instruction on the Ohio content standards in courses required for graduation and to improve end of course exam results for students.

The work of curriculum mapping sets coursework foundations that the TBTs discuss and then agree upon research and evidence-based instructional strategies that will be used across the network of the career prep schools. The curriculum mapping provides direction and allows the teams to learn as a group what works best for students learning. Follow up professional development and coaching of teachers will be needed throughout the TBT work to increase the effectiveness of the resultant teaching and learning.

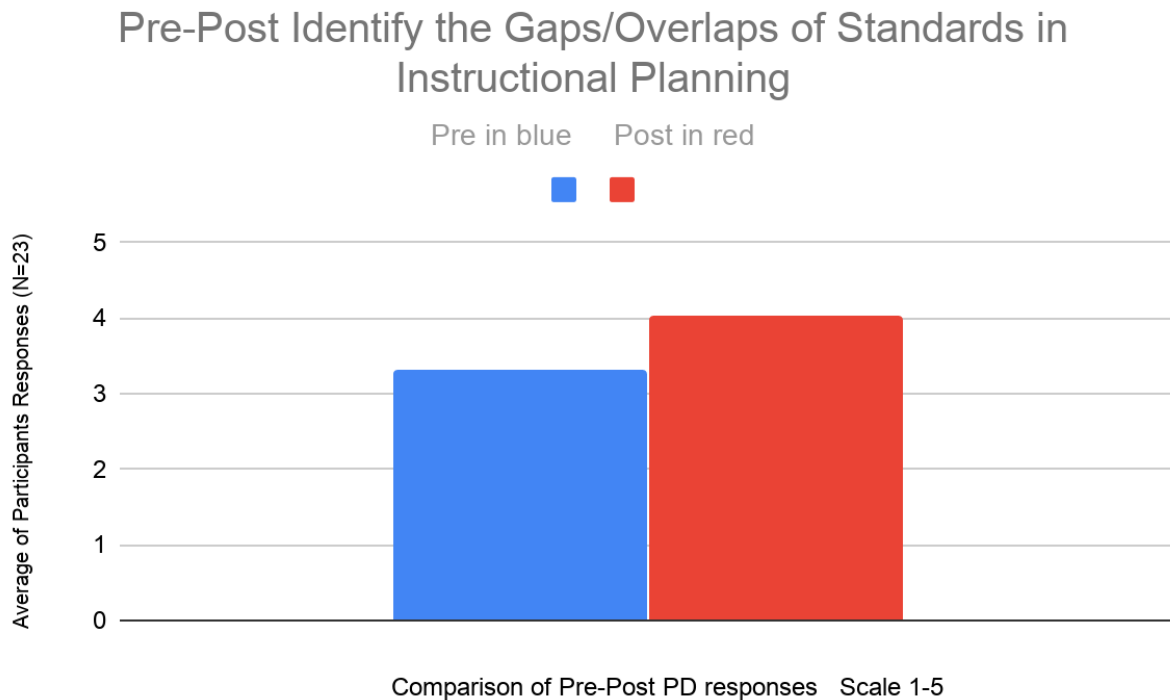
The first three questions of the evaluation are designed to identify changes in knowledge, understanding and use of the curriculum mapping process, and how the impact increases student achievement as measured through the Ohio End of Course examinations.



Questions 2a and 2b surveyed the participants' growth of knowledge on the importance of curriculum mapping as a result of the training. On a scale of 1-5 there was a difference of 1.1 with respondents rating their pre-session knowledge at 3.5 and their post-session knowledge at 4.6 demonstrating an increase in participants understanding of the importance of curriculum mapping in the teaching and learning process.



Questions 3a and 3b surveyed the participants' growth in understanding of how to deconstruct a standard as a result of the training. On a scale of 1-5 there was a difference of 1.2 with respondents rating their pre-session understanding at 3.2 and their post-session knowledge at 4.4 demonstrating an increase in participants understanding of how to deconstruct standards in the teaching and learning process.



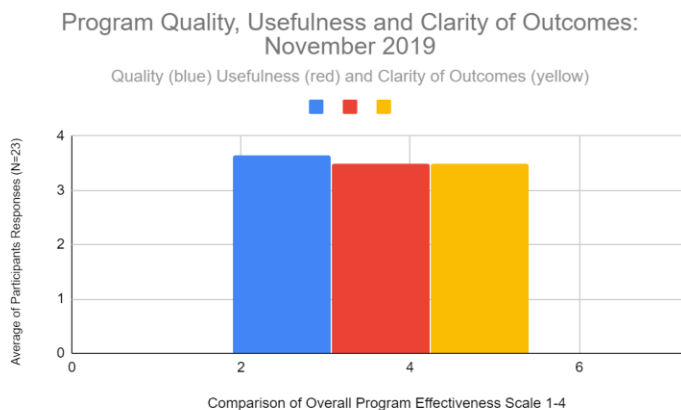
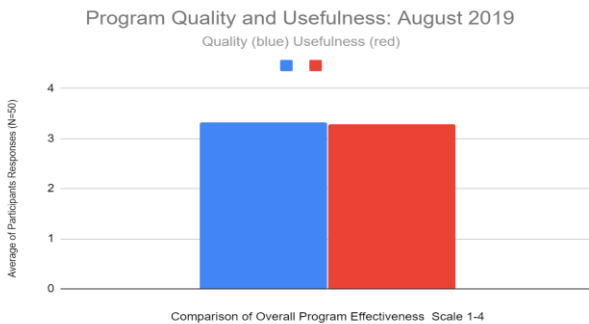
Questions 4a and 4b surveyed the participants' growth in understanding of how to identify overlaps/gaps of standards based instructional planning as a result of the training. On a scale of 1-5 there was a difference of .7 with respondents rating their pre-session understanding at 3.3 and their post-session understanding at 4.0 demonstrating an increase in participants knowledge of how to identify overlaps/gaps of standards based instructional planning in the teaching and learning process.

Summative Responses Data Analysis: Participants' Takeaways and Reflections on the Professional Development

The remaining questions of the evaluation, with one exception, were identical to the questions used in the August retreat. A question on clarity of training outcomes was added for the November session. This structure in the evaluation design allows comparison of overall program, program impact, high quality professional development standards and the presenter/presentation components across the sessions over time. The comparisons across sessions make recommendations for future professional development sessions more robust.

The two graphs below compare data from questions about the Overall Program Effectiveness: The areas of comparison address the overall quality and usefulness of the sessions. In the November 2019 graph the question on

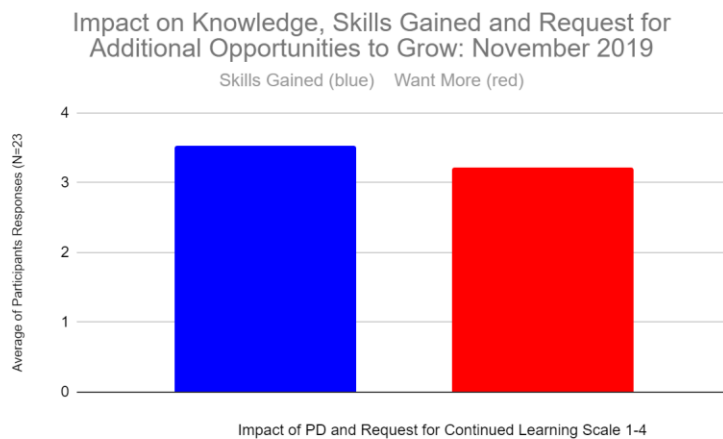
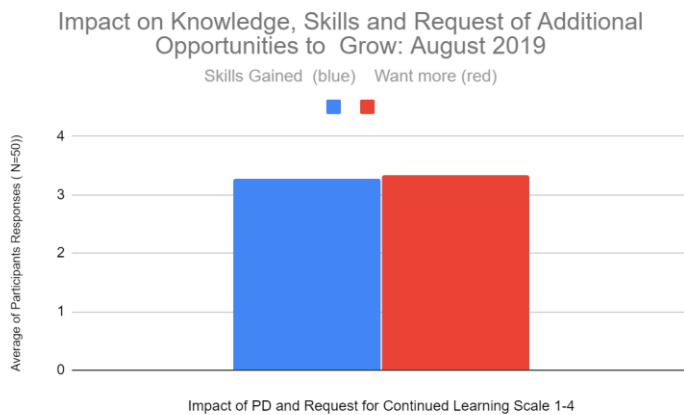
Clarity of Outcomes was added and will be included in future X Network PD sessions.



Both graphs indicate a high level of satisfaction (>3 out of 4) with the quality and usefulness of the session. November outcomes were higher than August, however, there were fewer responses to analyze making a direct comparison between sessions ineffective. November results also indicate a high level of satisfaction with the clarity of outcomes (>3 out of 4). This question is a result of August evaluation comments that participants needed agenda, outcomes prior to the session in order to prepare. For November's session all participants received the agenda with specified outcomes on Monday prior to the Friday training session.

Understanding what the session will be focused on and preparing ahead of time for it are essential for more effective results for the participants.

The two graphs below compare data from questions about the Impact of the session: the areas of comparison address the impact of knowledge and skills gained and the likelihood that further training on the use of curriculum mapping would be helpful.



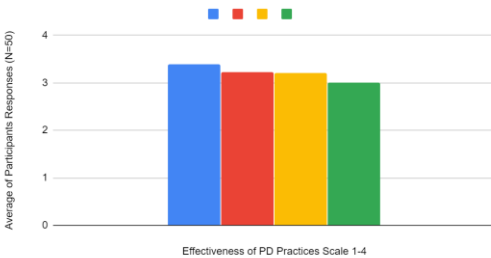
Comparing the two graphs on Impact from the August and November sessions, there are very similar results (3.2) for wanting further training on the topic of the sessions. There is a higher result (3.5) for November session in knowledge and skills gained than for August (3.2). The

probability that the topic of the August training (centering on mission and structures of the year) were more familiar to some participants than the November topic (curriculum mapping) is high. This is the first year for live teaching some courses and on-line course offerings from last year did not necessitate the need for curriculum mapping. In both sessions for each question the results were > 3.2 .

The following comparison is one that would inform if the sessions met all criteria for high quality professional development (HQPD). The definition for HQPD can be found on the Ohio Department of Education. The definition was developed using research and is the standard for professional development.

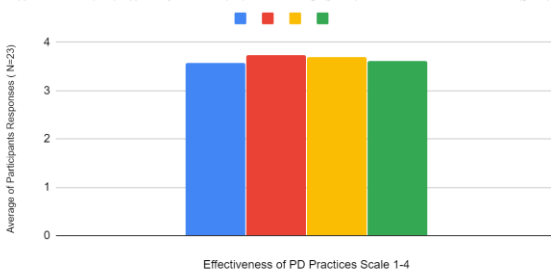
Practices of Effective Professional Development: August 2019

Supportive Climate (blue) Opportunity to Network (red) New Knowledge (yellow) Balance of Presentation/Interaction (green)



Practices of Effective Professional Development: November 2019

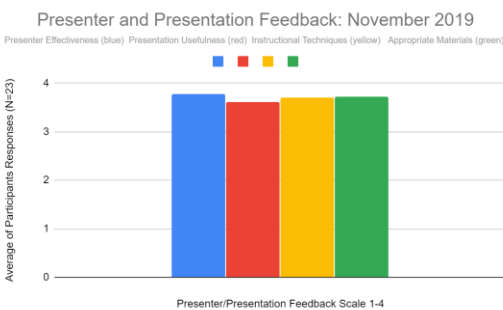
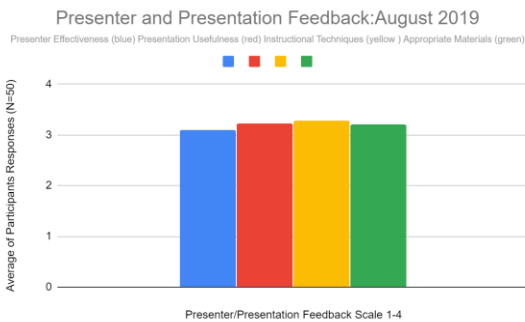
Supportive Climate (blue) Opportunity to Network (red) New Knowledge (yellow) Balance of Presentation/Interaction (green)



The results for this comparison indicate there were positive changes in each of the four areas of HQPD from August to November. The August results ranged from 3.0 to 3.2, relatively similar to each other. Note that the balance of presentation and interaction was a 3.0 in August and reflects little time for the participants to engage with one another. This was also noted in the August evaluation comments. The November results were higher in all four areas of HQPD ranging from 3.6 to 3.7 with all categories being rated relatively similar to each other as in August results. The highest rated area of HQPD was the opportunity to network, followed by gaining new knowledge and balance of presentation and interaction. This is notable as the August evaluation comments asked for these particular experiences to be developed more in subsequent training. The responsiveness of the planning of the November session is validated with the HQPD evaluation results,

The final set of questions on the evaluation was focused on the quality of the presenter and the presentation. In November, generally the highest

overall ratings (>3.7) for all categories were found here compared with August (>3.2). The majority of the day in November engaged participants in work that translated directly to their teaching responsibilities. The presenter and type of presentation met a high benchmark of approval (93%).



Overall, the common evaluation questions used in both November and August showed between 80% - 93% of participants rating the November session valuable. In August the participant rating for the same questions showed between 75% - 90% of the August session valuable.

USING DATA TO MAKE DECISIONS SUPPORTING PROFESSIONAL DEVELOPMENT

Questions for the X network to consider for the planning of the remaining all-staff learning days:

- **Face-to-face TBTs are believed to be more valuable than on-line TBTs. Can TBTs meet more frequently face to face (perhaps by North/South), or all together on no student days?**
- **More support is needed to develop live teaching skills**
- **Continued learning (PD) about designing instructional strategies around standards and the structures to do it effectively are needed**
- **Teachers, academic coaches and principals working together for specific types of training to improve teaching and learning, is a priority.**
- **Assure that principals are integral to the process of the TBTs**