

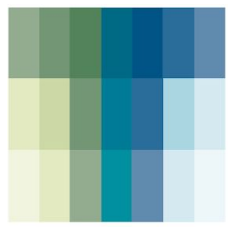
# TEACHERS<sup>21</sup>

*at William James College*

## Question #4: Evidence of Past Impact

CURRENT PRACTICE: In every program Teachers21 delivers, instructors use an array of mechanisms to gather evidence of impact.

- **SURVEYS:** Surveys are used before, during and after program delivery. They are targeted toward participants, district contact leaders, and trainers. The surveys collect data in both quantitative and qualitative form. Surveys are created and delivered using tools that allow Teachers21 to easily analyze the data and use it to make decisions. Following are links to the full version of our most commonly used surveys, and in each section there are links to view data that was collected that is relevant to that type of impact.
  - [T21 Professional Learning Survey](#)
  - [T21 PD Contact Survey](#)
  - [T21 3-Month Impact Survey](#)
  - [BTLC sample pre-assessment](#)
  - [BTLC sample post-assessment](#)
  - [BTLC exit slip](#)
  - [Common Exit Ticket Sample](#)
  - [Effective Teacher experiment reflection](#)
- **COURSE ASSESSMENTS & CAPSTONES:** In many of our programs, participants must complete performance assessments, capstone projects and state designed assessments in order to matriculate from the program and/or earn the degree or license for which the program is designed.
- **PRACTICUM EXPERIENCES & JOB EMBEDDED WRITE UPS:** Some of our aspiring leaders engage in practicum experiences as part of their program work. In these cases, they are observed and assisted by an on-site mentor and supervisor who evaluates their effectiveness in their role. Our leadership and instructional coaches work on-site with current practitioners to improve their skills on the job. We gather data from these mentors, supervisors and coaches about the experiences and the progress of the individual every time they meet. These written documents are highly confidential and therefore will not be shared.
- **CLIENT NARRATIVES & TESTIMONIALS:** We regularly seek feedback from our long term partners about the change and growth they are experiencing in their district for adults and students. Those typically come in the form of spoken or written testimonials.



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## 4. a) Evidence of participant reactions or self-perceptions of skill

### CURRENT PRACTICE:

- In every program Teachers21 delivers, instructors use an array of participant surveys and reflections to determine their prior, current, and end of program perception of skills in both quantitative and qualitative form. The following links illustrate the resulting data from three such surveys. Each survey generates extensive data about program and instructor quality and effectiveness, but these samples have been edited to include just the questions that relate to participant perception of skills.
- [Survey Sample #1: Teachers21 End of Course Participant Survey Results \(Castelline\)](#)
- [Sample Survey #2: BTLC Supporting Instruction Course - End of Course Survey](#)
- [Sample Survey #3: Effective Teacher Course - Session Reflections](#)

FUTURE PRACTICE: We will continue to employ these survey techniques.

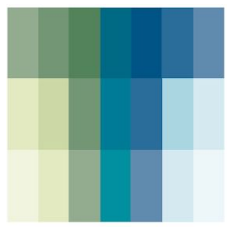
## 4. b) Evidence of participants' learning (e.g. demonstration of new skill)

### CURRENT PRACTICE:

- Candidates in both of our UPDI and LLP principal licensure programs must demonstrate competencies through completion of state PALS assessments and must satisfactorily complete 500 supervised practicum hours to be endorsed for licensure with the state department of education. Candidates in our LLPS program must complete a capstone project demonstrating mastery of the full doctoral course of study as well as practicum hours. They matriculate at a rate of 96%
- Our [PLE 3 month impact survey](#) provides insight into participant implementation of new skills over time.
- Participants completing the [BTLC Using Data Course Assessments](#) demonstrate mastery of skills related to the coursework through these performance assessments.
- Participants in our Effective Teacher program complete weekly experiments in their classrooms using techniques from the course. They collect data to demonstrate impact of those experiments on student learning.

### FUTURE PRACTICE:

- We will consider sending out the 3 month follow up survey at 6, 9 and 12 month intervals to gather longer term data.



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- We will incorporate a specific question in the PD contact survey regarding evidence of learning in practice.

#### **4. c) Evidence of organizational support and change (e.g. resource allocation shift)**

##### CURRENT PRACTICE:

- Testimonial Sample: When Michael Welch became superintendent of the Dedham, Massachusetts, school system four years ago, he couldn't identify what was hampering district success in educating students, particularly in English-Language Arts (ELA): was it the curriculum, training, teacher belief systems or other factors? That's when he called in Teachers21 to do a system-wide ELA audit. "We knew they could develop a plan molded specifically to our school district." The Teachers21 team spent three and a half months assessing the ELA landscape from pre-school to high school. The result was a 45-page report on ELA, and much more, that became the blueprint for a district-wide restructuring. Superintendent Welch and his team converted \$2 million worth of salaries and positions, eliminated 25 full-time positions, created 19 new ones, instituted free, full-day Kindergarten, went to an instructional coaching model for teachers, instituted new curriculum models, and made significant investments in professional development training—all cost neutral. We are seeing tremendous gains in student learning already," Welch says. "We want a culture where there is a real thirst to understand how kids learn and how to improve teaching. Teachers21 launched us on that path."

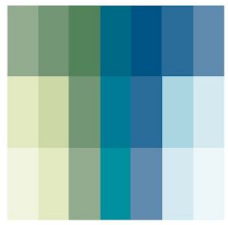
##### FUTURE PRACTICE:

- We will add a question to the PD contact survey to proactively seek information about resource allocation that is planned or occurred as a result of our work.

#### **4. d) Evidence of change in educator practice (e.g walk through data)**

##### CURRENT PRACTICE:

- Narrative entries from PD Contact Survey
  - We are trying to create a different math culture in our district--one that prioritized open-ended answers, collaboration, critical thinking and problem solving. We will see if this session has an impact on instructional practice via observation and anecdotal feedback. We will measure how well we incorporate the ideas, strategies, and plans into our work. Success will be determined based on a commitment to frequent presence in classrooms, teacher improvement, teacher sharing best practices, and student learning outcomes for all students will be improved.



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- Narrative entries from Coaching surveys:
  - As a school leader, I have truly benefitted from my work with DC. He has provided me with a great deal of support and practical advice that I was able to apply to a wide-range of school-related issues throughout the year. I look forward to continuing my work with D. He and I have discussed using our time together to visit classrooms and discuss the feedback I will deliver to teachers. This is a goal area for me and one in which D will be particularly capable of supporting me.
  - MC provided valuable reflective feedback on my concerns, interactions with staff, and plans/vision for the school. Her quiet reassurance gave me confidence to move ahead with difficult decisions, but she also provided a structure for my own reflective practice. My implementation of her advice regarding staff interactions and curriculum decisions have had positive results.
  - DC helped me with evaluations, observations, planning meetings, reviewing feedback and provided numerous resources for me to explore between sessions. This was very helpful in my growth as a principal. D was very easy to work with and was able to help me think through some complex situations. His experiences as a principal helped me understand the complexities of the work we do each day. He was an amazing support and helped push my thinking around the daily work.

#### FUTURE PRACTICE:

- We will investigate expanding the questions on the 3 month survey to follow up on the PD Contact Survey answer to how they plan to assess the value and success of the program. We will also seek to add questions that quantify data and change in practice.

#### **4. e) Evidence of impact on student learning (e.g. student assessment data)**

#### CURRENT PRACTICE:

- We ask in our PD planning and post survey: How will you assess the value and/or success of this program in your school/district? Often this includes student achievement data, but we cannot claim such a direct link in achievement to our work with adults. We recognize that the work we do is one facet of what contributes to student growth.

#### FUTURE PRACTICE:

- We will collect and keep the data from the Effective Teacher experiments to formally document the impact of the program on student growth.
- We will add a planning question to identify baseline student data that they hope to impact through our work then investigate expanding the questions on the 3 month survey to follow up on changes in that data.