

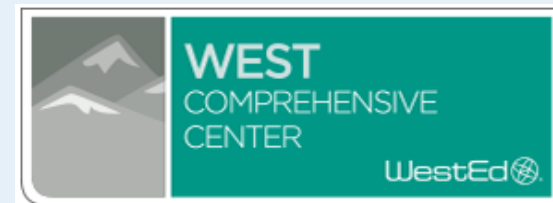
Plenary Session 2—Reflecting on Our Progress: Using Data to Drive Continuous Improvement

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Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■



NORTHEAST COMPREHENSIVE CENTER



Session Objectives

- Consider ways to evaluate progress and impact of your T4T project.
- Develop tools to monitor and align implementation to have a better and wider impact.
- Discuss practices to ensure that the T4T strategy benefits disadvantaged students.

Stages of Implementation



Exploration and Adoption



Program Installation



Initial Implementation



Full Operation



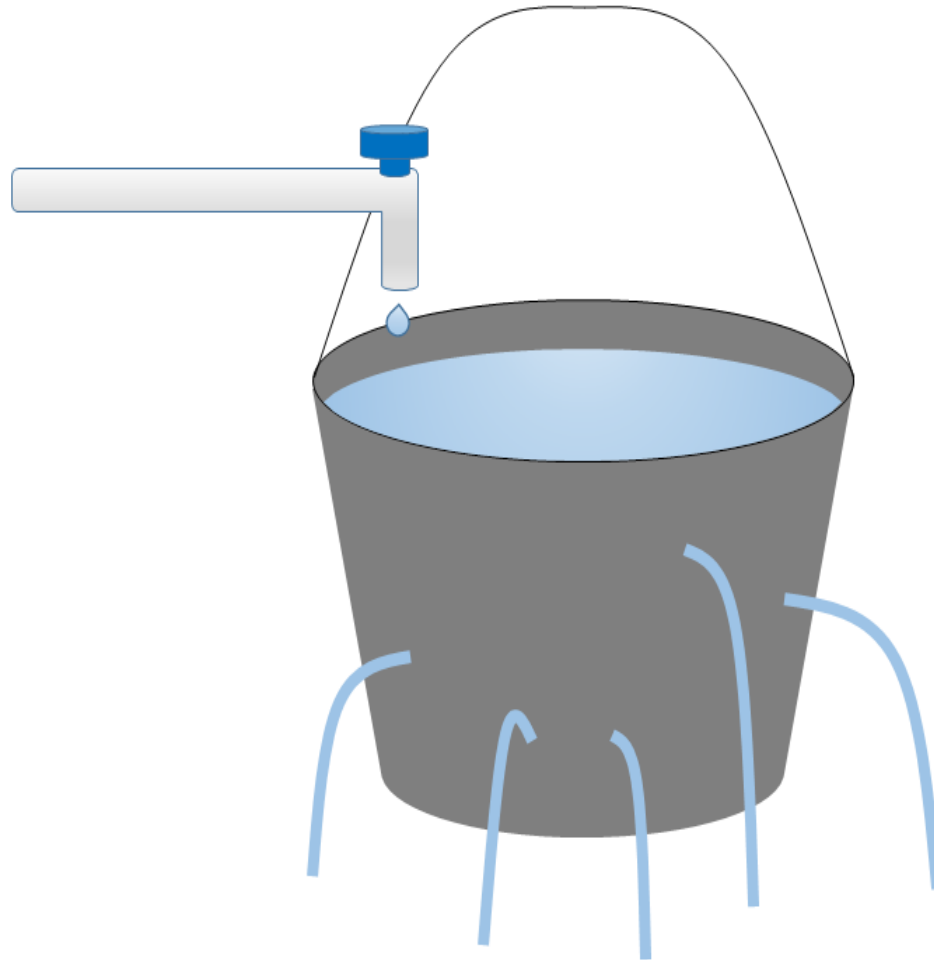
Innovation



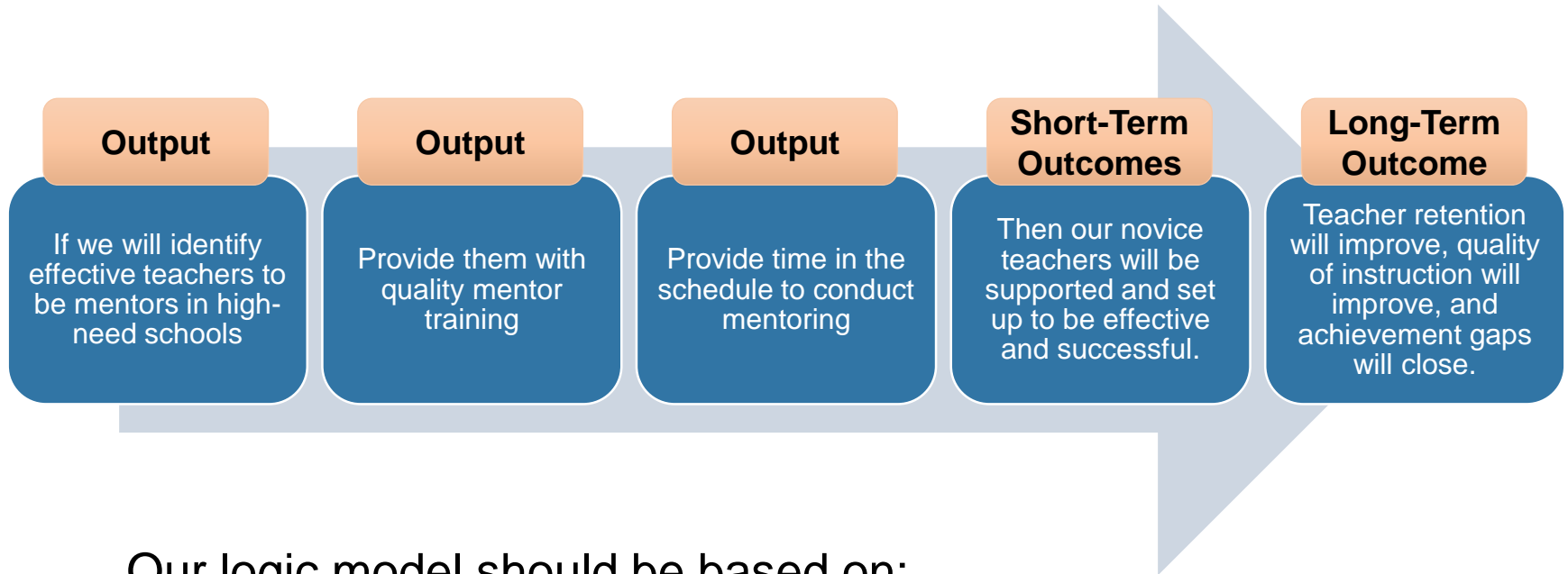
Sustainability



The Leaky Bucket



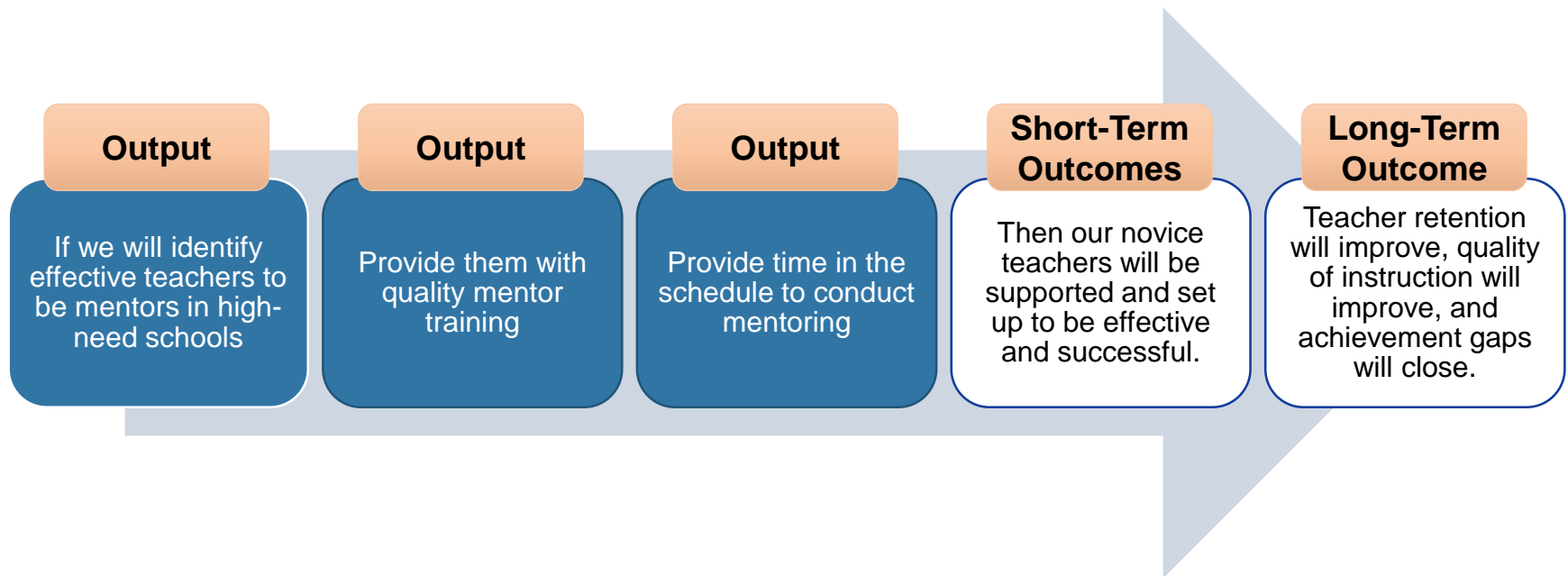
Rely on a Logic Model



Our logic model should be based on:

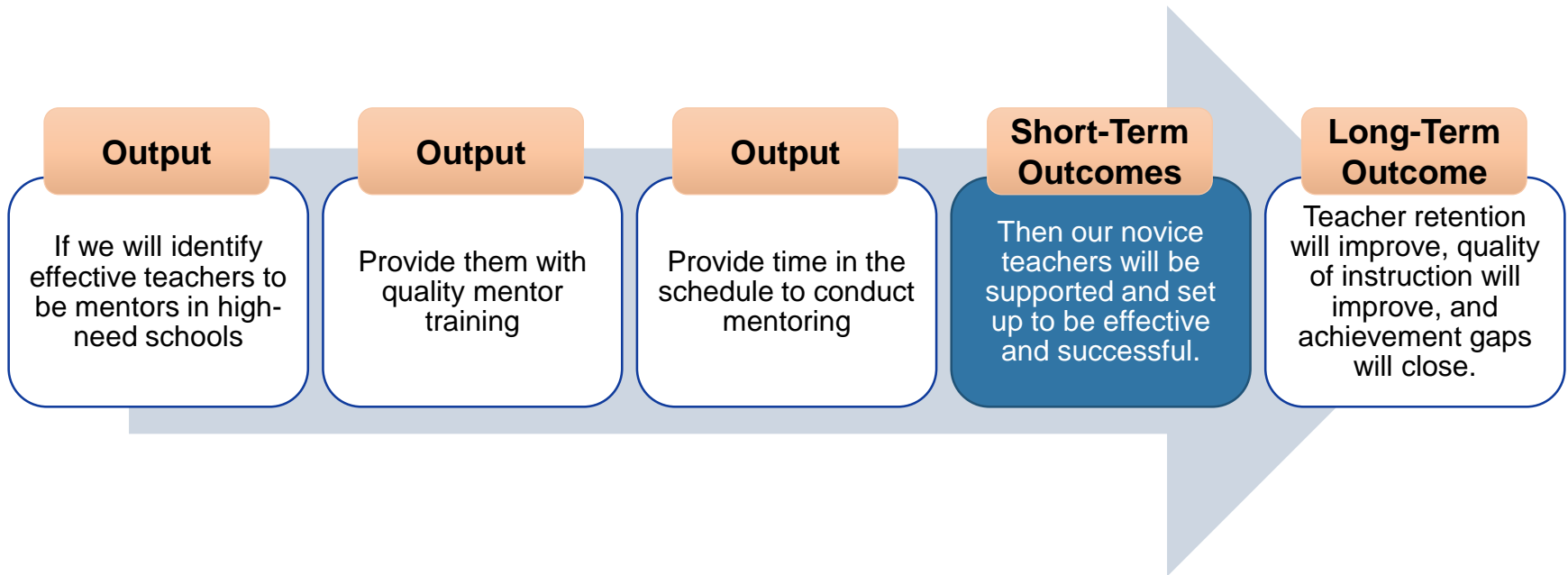
- Research
- Best practices
- Our own local context (data)

Rely on a Logic Model



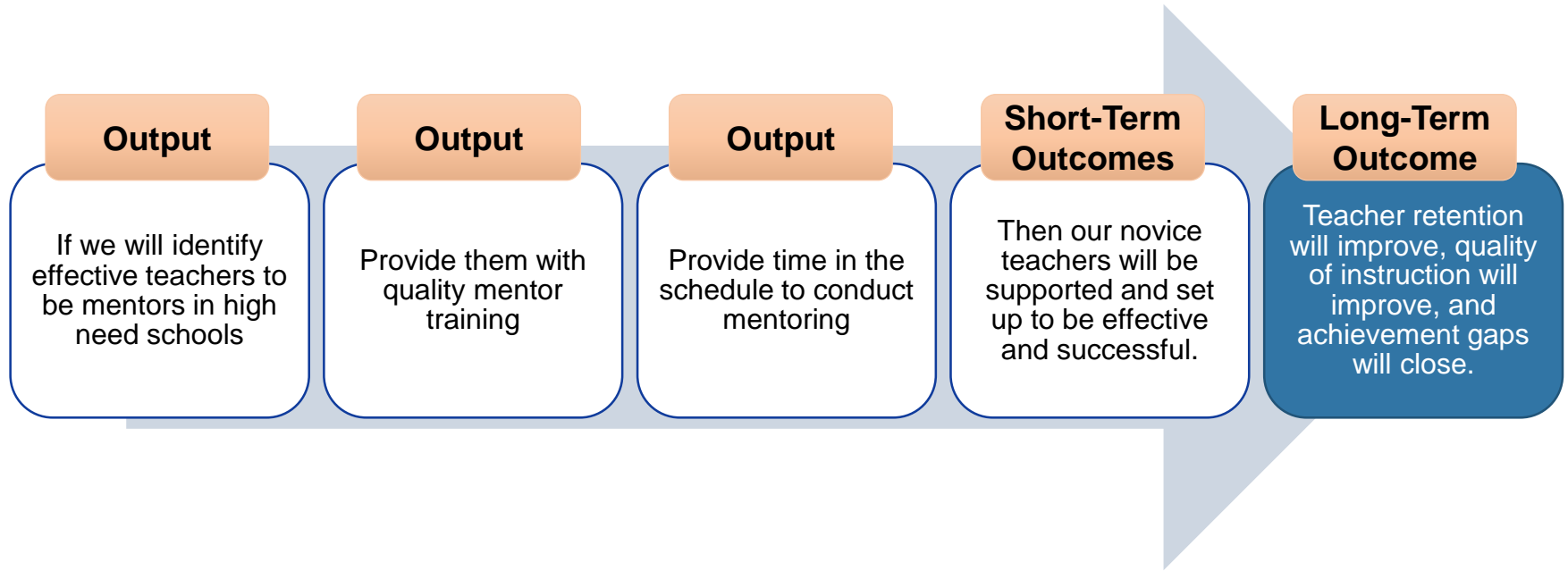
- The first steps will mostly include “input” indicators such as number of trainings provided and “output” measures such as the identification of mentors. These measures will help us know that we are on track with the planned logic models.
- “Output” measures such as training feedback survey and mentee surveys will attest to the quality of the implementation of the inputs.

Rely on a Logic Model



Short-term goals should include “output” indicators such as review of lesson plans and mentee interviews, and “outcomes” indicators such as classroom observations.

Rely on a Logic Model



The long-term outcomes will include outcome measures such as teacher retention, teacher effectiveness, and the achievement gap.

Alignment to a Logic Model

Timeline	Logic Model Step	Examples for Indicators
By June 2019	If we will identify effective teachers to be mentors in high-need schools.	<ul style="list-style-type: none">• Number of trainings conducted (input)• Number of mentors identified (output)

Alignment to a Logic Model

Timeline	Logic Model Step	Examples for Indicators
By June 2019	If we will identify effective teachers to be mentors in high-need schools	<ul style="list-style-type: none">• Number of trainings conducted (input)• Number of mentors identified (output)
By August 2019	Provide them with quality mentor training	<ul style="list-style-type: none">• Budget confirmed (input)• Trainings completion (input)• Training surveys (output)

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By September 2019	Provide time in the schedule to conduct mentoring	<ul style="list-style-type: none"> • Time allocated (input) • Mentees survey (output)

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By September 2019	Provide time in the schedule to conduct mentoring	<ul style="list-style-type: none"> • Time allocated (input) • Mentees survey (output)
By September 2021	Then our novice teachers will be supported and set up to be effective and successful.	<ul style="list-style-type: none"> • Review of lesson plans (output) • Mentee interviews (output) • Classroom observations (outcome)

Alignment to a Logic Model

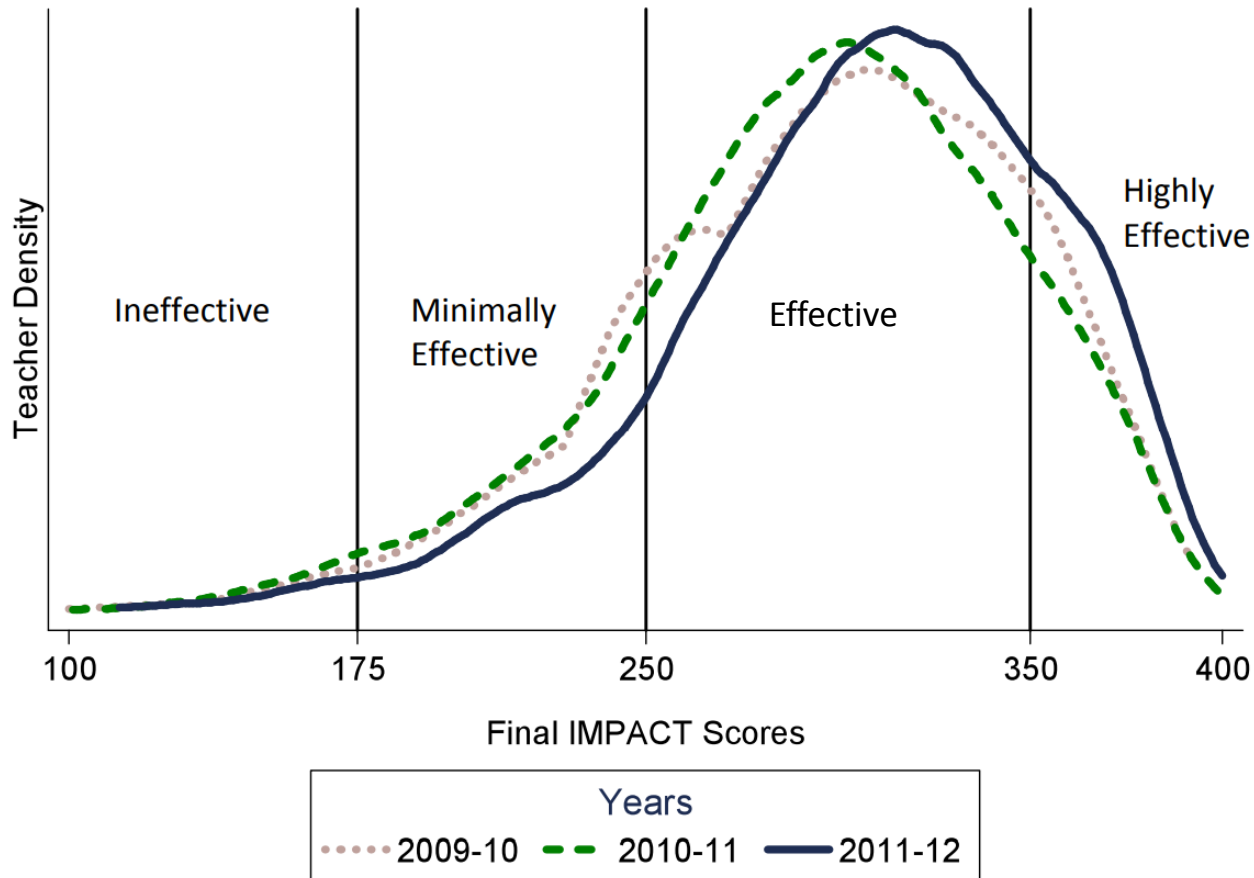
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By September 2021	Then our novice teachers will be supported and set up to be effective and successful.	<ul style="list-style-type: none"> • Review of lesson plans (output) • Mentee Interviews (output) • Classroom observations (outcome)
By September 2022	Teacher retention will improve, quality of instruction will improve, and achievement gaps will close.	<ul style="list-style-type: none"> • Teacher retention (outcome) • Educator equity gaps (outcome) • Achievement gaps (outcome)

Unintended Consequence: Ignoring Differential Impact on Disadvantaged Students

The Problem:

- Measuring average impact is insufficient.
- Students in minority may not impact the determination of the evidence:
 - Average student gains vs. closing achievement gaps
 - Average improvement in teacher practice vs. improvements in high-need schools

Example: DCPS IMPACT Study



Unintended Consequence: Ignoring Differential Impact on Disadvantaged Students

The Solution:

- Prioritize measures of equity and measure your outcomes separately for different groups of students, particularly groups in minority (racial minorities, English learners, students with disabilities).
- Make sure that average improvements that could be driven by students at the top do not mask a negative impact on achievement gaps.

Examples of Measures That Emphasize Equity Outcomes

- Utilization of programs in high-need schools
- Gains in the educator workforce diversity
- Closing of achievement gaps
- Closing of educator equity gaps
- Interviews with teachers and leaders in high-need schools

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