Structuring Statewide Program Evaluations to Support Student-Level Program Impact

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Rationale for Statewide Evaluation Coherence & Communication

- Multiple statewide evaluations with similar topics (professional learning)
- Need to communicate consistently using some common language
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Statewide Professional Learning Activities and outputs

Participant Knowledge and Skills
- e.g., instructional leadership

Participant Actions
- e.g., goal setting

Organization Changes
- e.g., school climate

Teacher Actions
- e.g., evidence-based practices

Student School Experiences
- e.g., engagement

Student Success
- e.g., academic achievement
Implementation evaluation
- identify and assess fidelity of PL features
- describe other PL areas (e.g., quality, dosage, participation)
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Aims for Evaluation
Coherence and Communication

- define common **features** of professional learning programs (e.g., continuous improvement)
- link common features to a research base (**quality**)
- determine what **impact data** are being collected as outlined in the logic models
- discuss potential ways to measure **common features** and perceptions of impact
- decide on **common metrics and framing for impact** measurement, starting with a measure of common features
Next Steps for this Year’s Evaluation Coherence Work

1. understand and categorize evaluation questions,
2. highlight planning and formative evaluation questions that focus on understanding the features and quality of professional learning,
3. find potential common interview and/or survey protocol questions,
4. develop a logic model for evaluation coherence, and
5. frame and organize ways that the teams measure impact.

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