

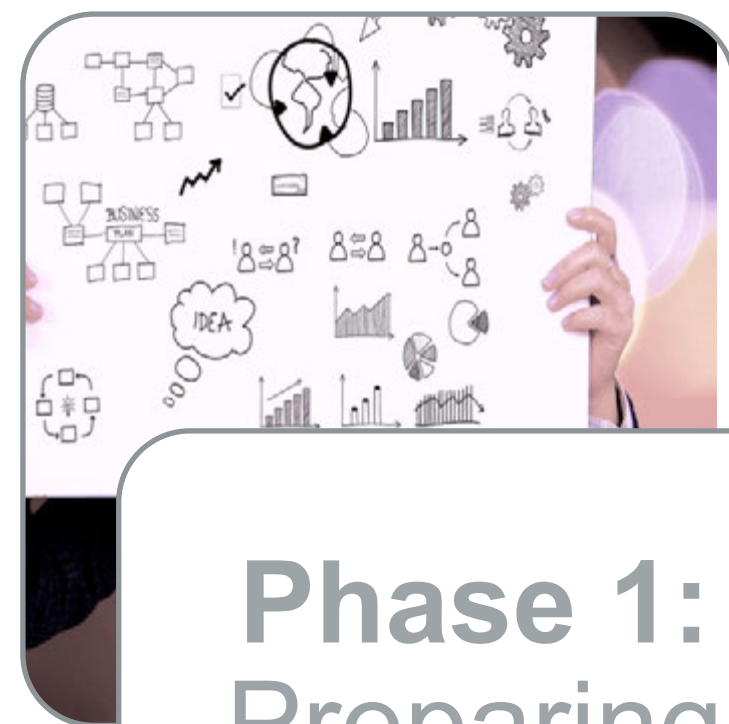
Evaluating Professional Learning: A Workshop Series Companion to the Tool

Phase 3: Developing a Data Collection Plan Workshop 3A

Developed by Nicole Breslow, Johanna Barmore, and Georgia Bock

Workshop sequence

This workshop is the third of four in a series about planning for high-quality evaluations of professional learning.



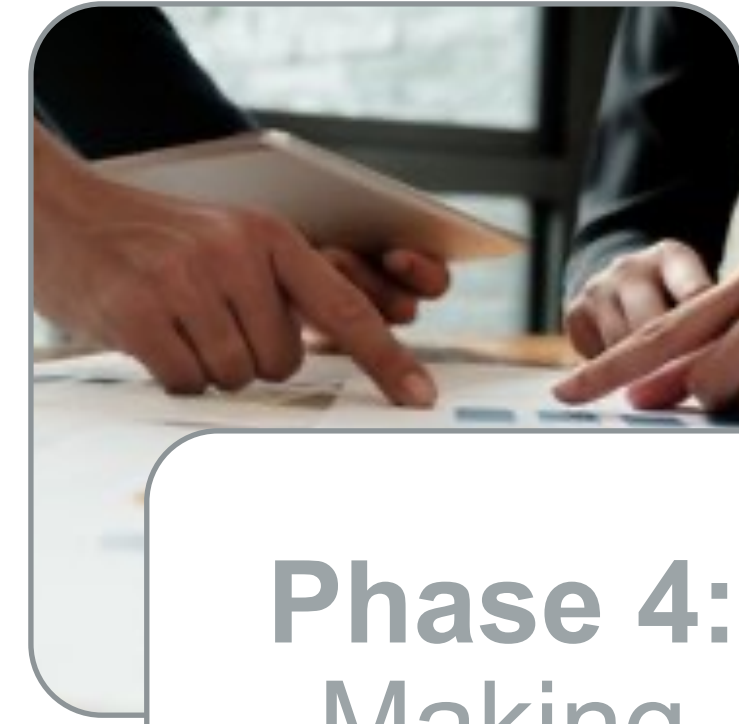
Phase 1:
Preparing
for
evaluation



Phase 2:
Developing
Strong
Evaluation
Questions

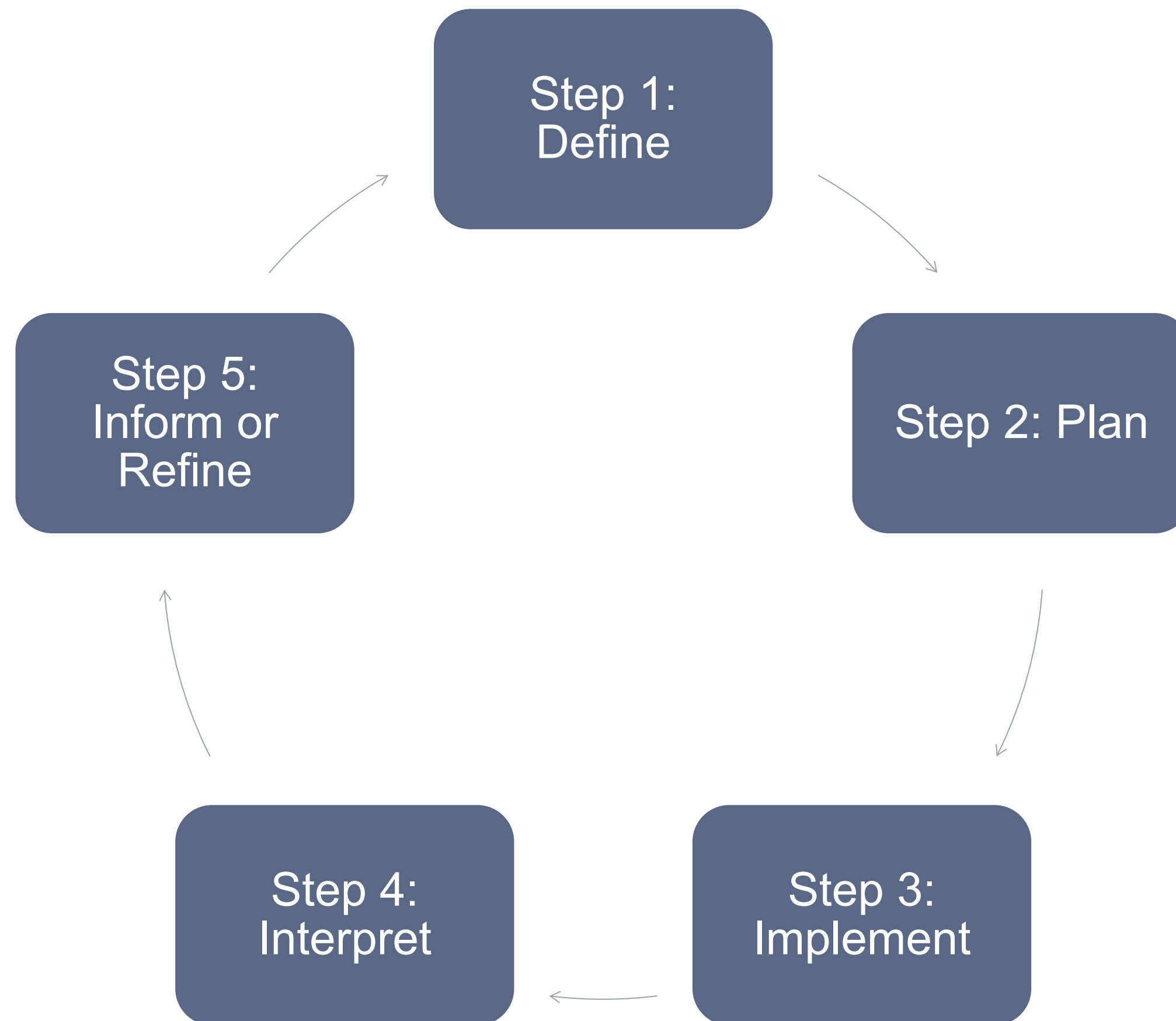


Phase 3:
Developing
a Data
Collection
Plan



Phase 4:
Making
Meaning of
Your Data

A continuous evaluation model



Step 1: Define

What is the purpose of the evaluation and the underlying logic of the program?

Step 2: Plan

What questions should the evaluation answer, and using what design?

Step 3: Implement

How should data be collected and analyzed?

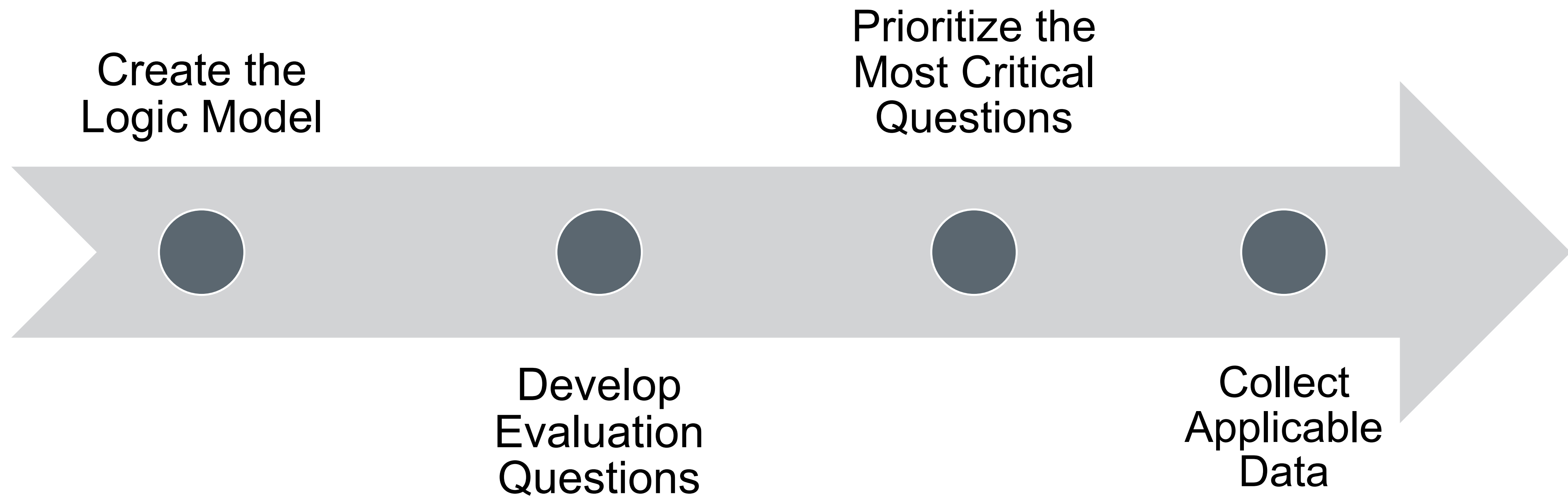
Step 4: Interpret

How should results be used and communicated?

Step 5: Inform OR Refine

What decisions can be made about the program?

From Logic Model to Data Collection



What kind of information do you need in order to answer your questions?

Today's Goals

Participants will:

- Understand the types of data sources that can be used to evaluate professional development activities.
- Work from their logic model to identify the data needed to answer their evaluation questions.
- Begin developing data collection plans for their initiative.

Agenda

- Check in on previous work
- Identify existing data related to your initiative
- Review types of evaluation data
- Identifying data sources to align with evaluation questions
- Next steps

Progress check: logic model and finalizing evaluation questions

Guiding questions to finalize evaluation questions

- Are there questions addressing the most important short-term and long-term outcomes and impacts?
- Are there questions that will help you understand implementation?
- Will the questions address the needs of your key stakeholders?
- Are questions a similar grain size? Are there narrow questions that might be organized as sub-questions to a broader question?

Types of evaluation data

Advantages and disadvantages

Leveraging existing data sources

What data are you currently collecting related to your professional development initiative?

How is this information currently being used?

What evaluation question(s) might this information help you answer?

Data sources: Where does your evidence come from?

Interviews

Focus groups

Surveys

Observations

Document review

Administrative records or extant (existing) data

Collecting multiple different types of data can provide a more holistic understanding of the program or initiative!



Data Sources: Interviews

Advantages	Disadvantages
<ul style="list-style-type: none">• Provide in-depth answers• Allows follow-up for more detail or clarification• Supports building connections between interviewer and interviewee	<ul style="list-style-type: none">• Time consuming• More costly due to time• Might not gain access to all participants• Self-report might not match behavior• No anonymity

Centers for Disease Control & Prevention (CDC), 2011; National Science Foundation, 2002; Puma, 2001.

Data Sources: Focus Groups

Advantages	Disadvantages
<ul style="list-style-type: none">• Interaction of participants might enhance responses• Can be efficient way to collect qualitative data from a group	<ul style="list-style-type: none">• Group interaction might inhibit responses• Respondents might not be willing to talk in a group• Complex subject matter might not allow everyone to respond• No anonymity

Centers for Disease Control & Prevention (CDC), 2011; National Science Foundation, 2002; Puma, 2001.

Data Sources: Surveys

Advantages	Disadvantages
<ul style="list-style-type: none">• Can cover a wide range of topics• Can include many participants• Relatively inexpensive to administer• Can include both quantitative (closed-ended) and qualitative (open-ended) questions• Can provide anonymity	<ul style="list-style-type: none">• Self-report might not match behavior• Might lack depth• Response rates are important

Centers for Disease Control & Prevention (CDC), 2011; National Science Foundation, 2002; Puma, 2001.

Data Sources: Observations

Advantages	Disadvantages
<ul style="list-style-type: none">• Can collect evidence about behavior or application• Provides information about a situation or context	<ul style="list-style-type: none">• Time consuming• More costly due to time• Require trained observers• Presence of observer might affect behaviors• Observation might be atypical

Centers for Disease Control & Prevention (CDC), 2011; National Science Foundation, 2002; Puma, 2001.

Data Sources: Document reviews

Advantages	Disadvantages
<ul style="list-style-type: none">• Data already exist• Provide information on historical trends or public attitudes• Unobtrusive	<ul style="list-style-type: none">• Analysis can be time consuming

Centers for Disease Control & Prevention (CDC), 2011; National Science Foundation, 2002; Puma, 2001.

Data Sources: Administrative records/extant data

Advantages	Disadvantages
<ul style="list-style-type: none">• Provide “objective” information• Constructed to measure a particular indicator• Summarized using straightforward methods (e.g., statistics)	<ul style="list-style-type: none">• Might oversimplify the findings• Need to negotiate access to data (e.g., privacy considerations)

Centers for Disease Control & Prevention (CDC), 2011; National Science Foundation, 2002; Puma, 2001.

Considerations for data collection

Monitoring Data Quality is a Continuous Process

**Are the data
representative?**

**Are the data
valid and
reliable?**

**Are the data
complete?**

Identifying data sources to align with evaluation questions

Matching data collection strategies to evaluation questions

Evaluation question	Data source	Does this currently exist?	What type of instrument?	When is it collected?	Who administers it?	Where are the data stored?	Notes
<i>Example:</i> Are teachers implementing student-centered instructional practices?	Principal observations	Yes	Observation protocol	Quarterly	Principals	Secure storage server	Data may need to be de-identified
Evaluation questions not yet addressed:							

Identifying gaps in the data

- What instruments were identified that do not yet exist?
- What evaluation questions are not yet aligned with a data source?
- Are there any concerns with the quality of any data sources?

Next steps

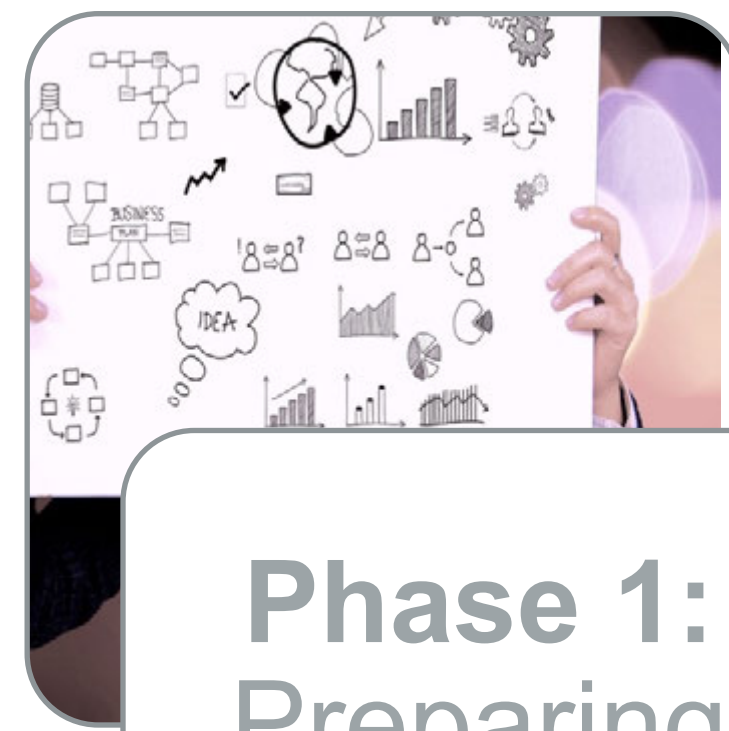
Homework

- Complete page 1 of the data collection planning template

Evaluating Professional Learning: A Workshop Series Companion to the Tool

Phase 3: Developing a Data Collection Plan Workshop 3B

Workshop sequence



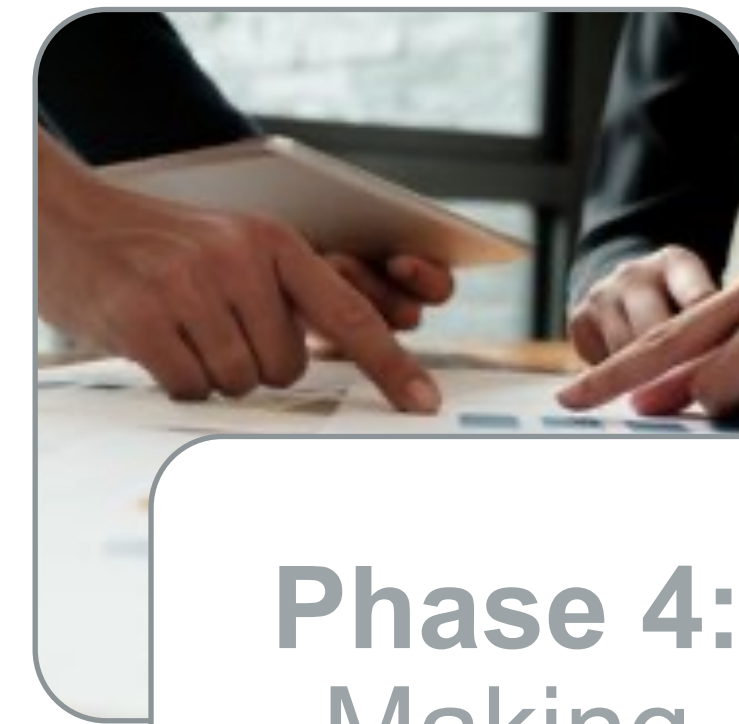
Phase 1:
Preparing
for
evaluation



Phase 2:
Developing
Strong
Evaluation
Questions



Phase 3:
Developing
a Data
Collection
Plan



Phase 4:
Making
Meaning of
Your Data

Today's Objectives

Participants will:

- Continue developing data collection plans for your initiative.
- Create an action plan for each data source.
- Learn about the importance of collecting baseline data.
- Create a data collection calendar to visually represent data collection activities across the year.

Agenda

- Check in on progress developing your data collection plan
- Introduce Data Source Action Plan
- Work time: Data Source Action Plan
- Plot data collection activities on a Data Collection Calendar
- Next steps

Progress check: Data collection plan

Data Collection Guiding Questions

- How is this data currently collected?
 - What is the format? (e.g. paper and pencil? Digitally? Etc...)
 - Who is responsible for collecting it? Where do they store it?
 - How is it reported?
 - Are their mechanisms to ensure reliability and validity of data? (e.g. norming for observation forms etc...)
- Is the data in a format that can easily....
 - Be compared across schools and districts?
 - Be aggregated across all participants?
 - Be represented in tables and graphs?
- Do we need permissions to access and analyze the data?

Developing a Data Action Plan

Baseline Data

- **Baseline data** is the information collected prior to the start of the initiative or intervention
- Baseline data is useful for:
 1. Understanding the current state of the outcomes of interest
 2. As a reference point to assess the progress of an initiative



Activity: What are some considerations and constraints for collecting baseline data for your own initiative?

(CDC, 2014; RIDE, n.d.)

DATA ACTION PLAN

Category	Data Source	Data Source Status <ul style="list-style-type: none">Does the data source already exist or does it need to be created?Can it be adapted from an existing resource?	Baseline Data <ul style="list-style-type: none">Should baseline data be collected for this data source?When should it be collected?	Action Steps <ul style="list-style-type: none">What tasks need to be completed to ensure the data is collected in a manner that facilitates analysis across schools and districts?What steps do we need to take to collect baseline data?	Person Responsible	Other People Involved

Data Action Plan Reflection

- Does our plan triangulate across a range of measures and data sources?
- What baseline data can you collect for each data source?
- Is the data collection plan feasible given our capacity?

Data Collection Calendar

Data Collection Calendar: An Example

Data Source	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
PD exit surveys	X		X		X		X		X		X	
Student surveys	X					X						
Teacher focus groups				X						X		
Student Assessments					X							
Teacher Observations			X							X		

Homework: Data Collection Calendar

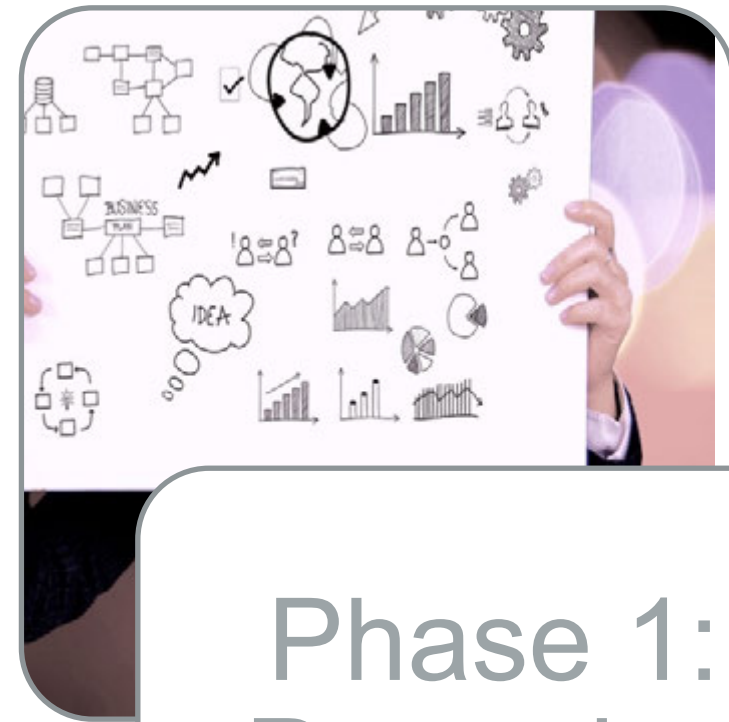
Data Source	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
-------------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----	-----

Next steps

Homework

- Complete the data action plan and data collection calendar.
- Develop and adapt data collection tools as identified in your data action plan.
- Collect baseline data to review at next workshop.

Next Workshop



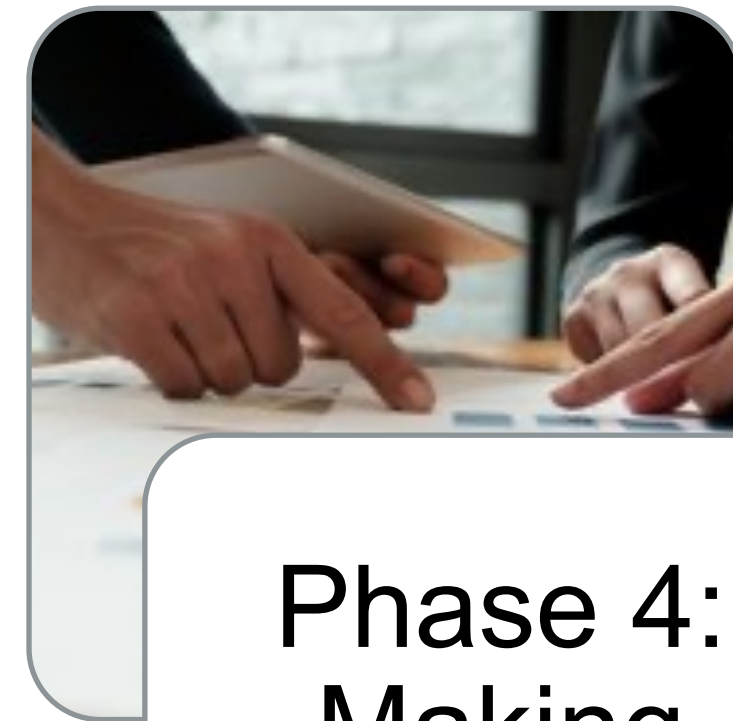
Phase 1:
Preparing
for
evaluation



Phase 2:
Developing
Strong
Evaluation
Questions



Phase 3:
Developing
a Data
Collection
Plan



Phase 4:
Making
Meaning of
Your Data

References and resources

- Centers for Disease Control and Prevention. (2011). *Introduction to program evaluation for public health programs: A self-study guide*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention.
- Centers for Disease Control and Prevention. (2014). *Establishing a baseline as part of your evaluation*. Retrieved from: https://www.cdc.gov/dhbsp/pubs/docs/cb_jan2014.pdf
- Darling-Hammond, L., Hyler, & M. E., Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.
- Guskey, T.R. (2000) *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Mertens, D.M., & Wilson, A.T. (2012). *Program evaluation theory and practice: A comprehensive guide*. New York, NY: Guilford Press.
- The National Science Foundation. (2002). *The 2002 user-friendly handbook for project evaluation*. Arlington, VA: Author.
- Puma, M. E. (2001). *Evaluating standards-based professional development for teachers: A handbook for practitioners*.
- Rhode Island Department of Education. (n.d.) *Using baseline data and information to set SLO targets*. Retrieved from: <https://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Online-Modules/Using-Baseline-Data-and-Information-Guidance.pdf>
- Shakman, K., & Rodriguez, S. M. (2015). *Logic models for program design, implementation, and evaluation: Workshop toolkit*. US Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.
- U.S. Department of Education. (2016). *Non-regulatory guidance: Using evidence to strengthen education investments*. Washington, DC: Author. Retrieved from: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>
- W.K. Kellogg Foundation. (2004). *Logic model development guide*. Retrieved from: <http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-modeldevelopment-guide>

These slides were prepared under Contract ED-IES-17-C-0008 by Regional Educational Laboratory Northeast & Islands, administered by Education Development Center. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.