ISTE WH236

Tools, Techniques and Processes for Evaluating Your Digital Learning Program

Objectives

- Learn about the process and technique for conducting a successful evaluation
- Set appropriate expectations for digital learning evaluation
- Reflect on the value that such a process can bring to your district's efforts.

- Sun Associates
  - www.sun-associates.com
  - Who we are
  - What we do
  - www.sun-associates.com/saevalws
- Logistics
  - Discussion, Breaks, etc.

Why Evaluate?

- What do you want to know?

- Clarifying what you want to accomplish
- Understanding how the elements of your program are working
- Documenting and measuring progress in context

3 Step Evaluation Process

This Process Works For...

- Pilots or grant evaluations
- District digital learning plans

Process Characteristics

- Mixed Methods
  - Qualitative and quantitative
- Stakeholder-based
  - Focused on unique needs/situations
- Open Source
  - Allows for incorporation of existing measures/metrics
- Generative of reflection
  - Excellent for both on-going-improvement, formative work, and planning work.
- Produces “answers” about impact and return on investment


Indicators
Data Collection
Analysis

What is an Indicator?

- A description of what it looks like when a **goal** is met
- Indicators provide descriptions of the things that you would…
  - **See** students and teachers do
  - **Count** as occurrences, devices, etc.
  - **Hear** students, teachers, parents, etc. say
  - **Assess** as evidence of student learning

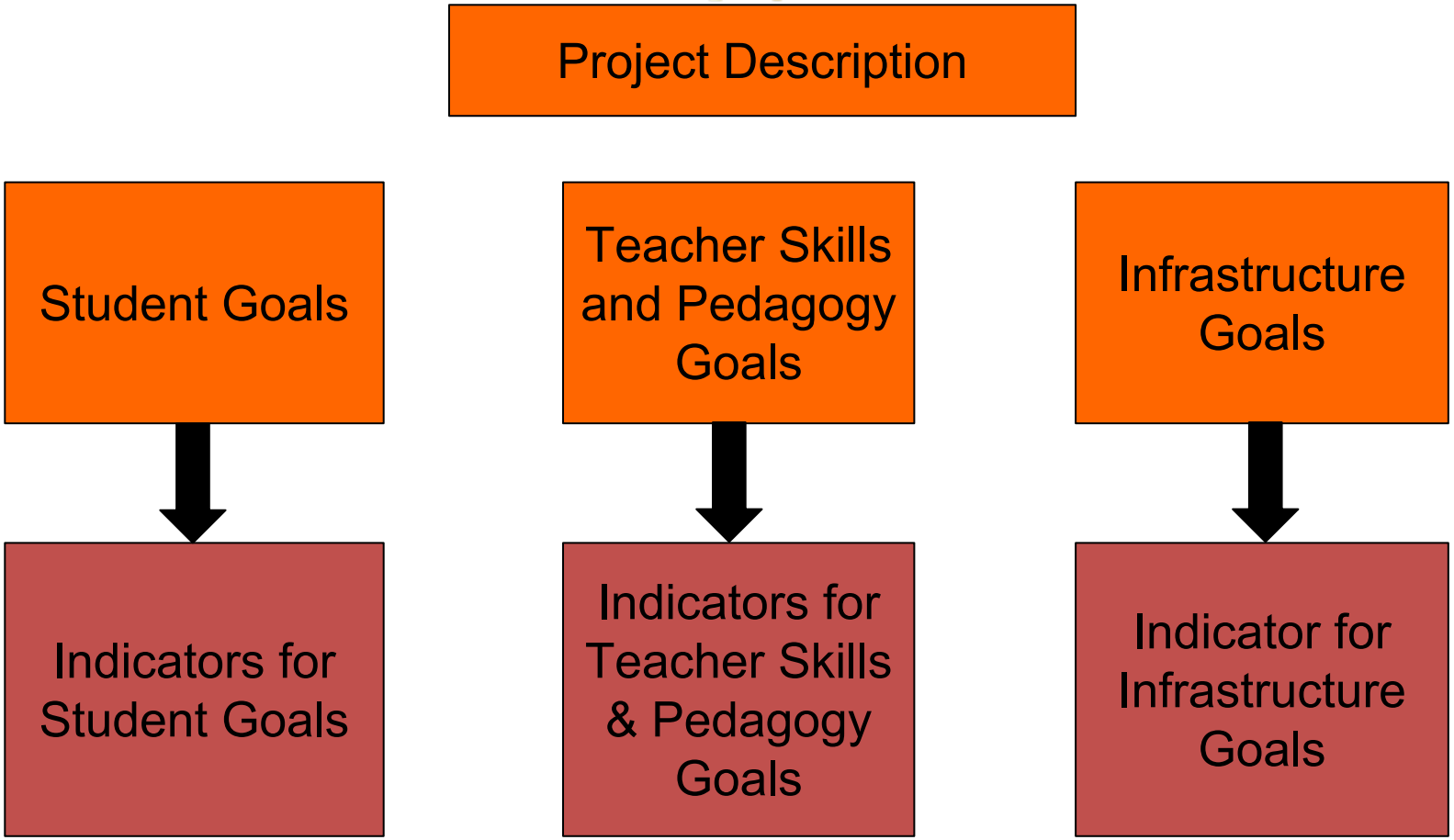
Pilot Project Example

Credit = Joshua Lott for The New York Times

- A school-based initiative that pilots the use of iPads to support a specific learning objective

Project Description

- 4th and 5th grade students will use interactive software on a classroom set of 6 iPads to manipulate (unfold) 3D shapes in order to improve their understanding of basic geometric concepts.


Project Description
Student Goals
Teacher Skills and Pedagogy Goals
Infrastructure Goals
Indicators for Student Goals
Indicators for Teacher Skills & Pedagogy Goals
Indicator for Infrastructure Goals

Category	Goal	Indicator
Teacher Skills and Pedagogy	Teachers will: Use unit materials (lesson plans, software, hardware) to support a differentiated, student-centered, and collaborative learning experience for students within this curriculum unit.	Teachers facilitate student use of *Solids Elementary HD* on a classroom set of 6 iPads to establish and conduct a highly differentiated student-centered learning experience for students attempting to meet the grade 4/5 NCTM Geometry standard.

Questions?

Indicator Content

- Indicators are based on goals
- Best Practice
  - 4 Cs
  - Collaboration, Critical Thinking, Creativity, Communication
  - Problem-Solving/Inquiry
- Standards
  - Information Literacy
  - Digital Learning
  - Curriculum Frameworks

Development Process

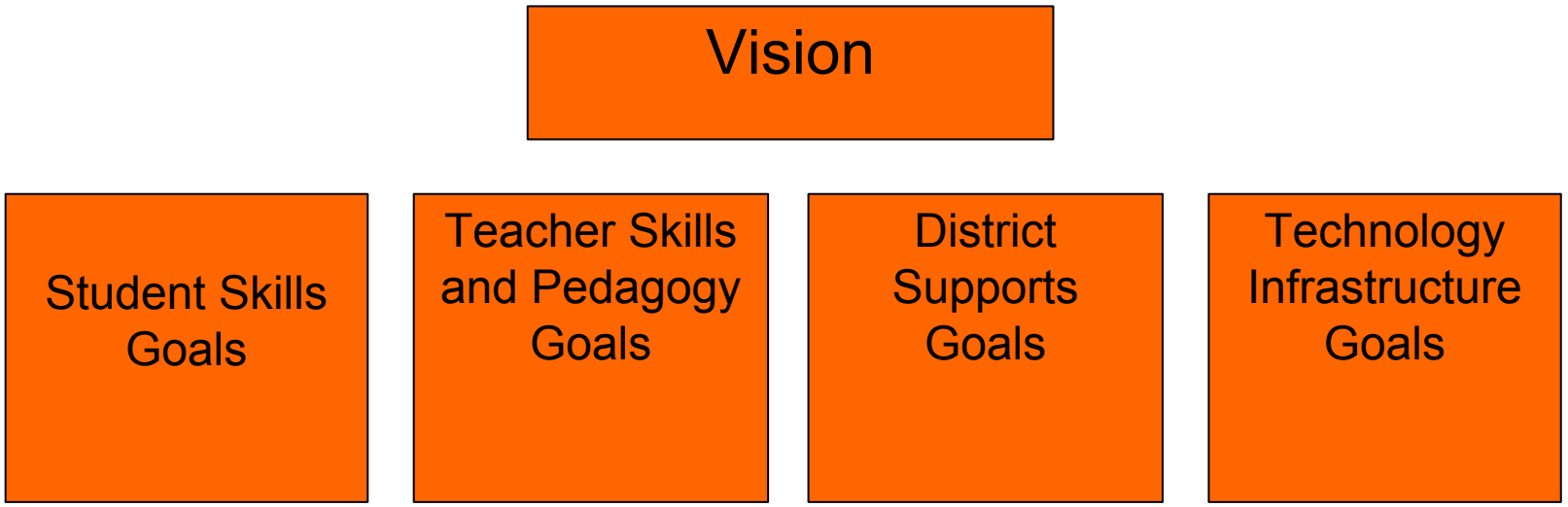
- Group Process
  - Allows for development of consensus around what actually constitutes success
  - Reflection
  - Often useful for clarifying the project's purpose and goals

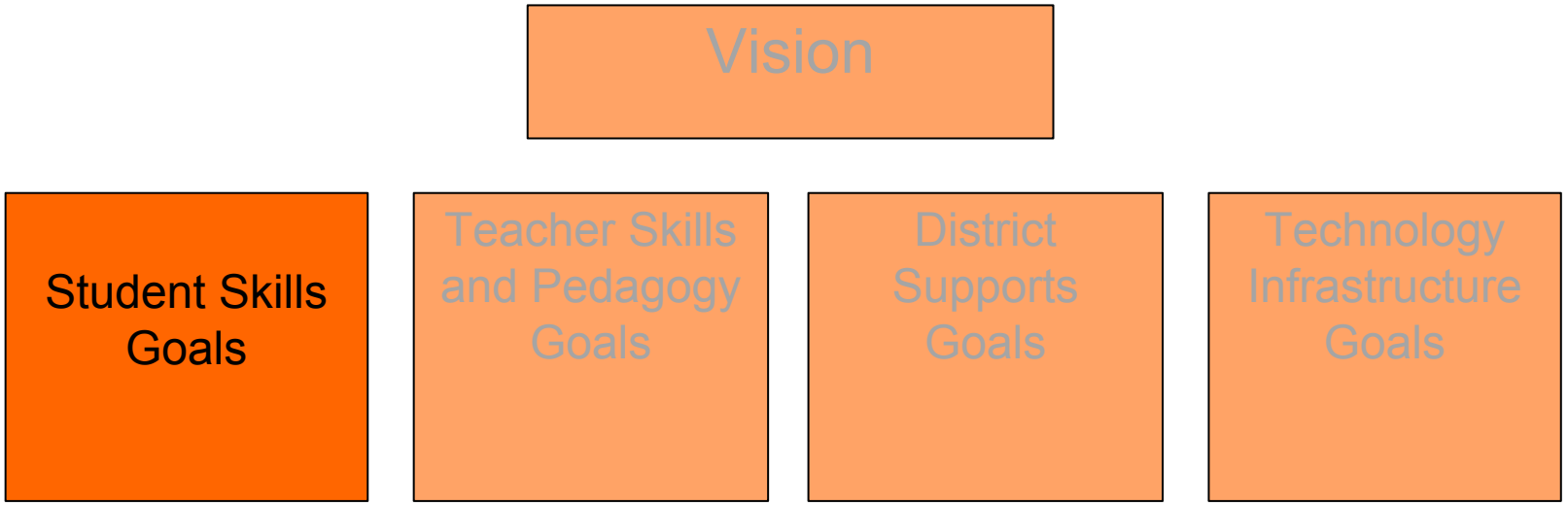
- Questions?

Data Collection

District Audit Example

- An evaluation of a district's Digital Learning Plan


Vision
Student Skills Goals
Teacher Skills and Pedagogy Goals
District Supports Goals
Technology Infrastructure Goals


Vision
Student Skills Goals
Teacher Skills and Pedagogy Goals
District Supports Goals
Technology Infrastructure Goals

Student Skills Indicator

Students are developing the skills and dispositions described by the ISTE NETS-S standards, in particular communication, collaboration, critical thinking, and creativity. In keeping with NETS, students at all levels utilize technology within and in support of an environment that is student-centered, project-based, emphasizes inquiry, and generative of the learning skills that frame the Common Core of Learning. Information literacy skills are taught across all grade levels.

Data Collection

- Your task is to collect data that will paint a complete picture of the *actual* conditions present within your initiative or district
  - thoughts and opinions about the initiative
  - patterns of use
  - issues and problems
  - impact

Good Data Collection Questions

- Rooted in your indicator
- Should be neutral/non leading
  - No “right answer”
  - You’re looking for evidence, both positive and negative
- Avoid comparative and relative questions

Question Types

- Scaled questions
- Yes/No
- Open Response
- Observations

Now You Try

- Working with the sample indicator, assemble some draft tools…
  - Group 1 – Teacher Questions
  - Group 2 – Student Questions
  - Group 3 – Parent Questions
  - Group 4 – Building Principal Questions
- 30 minutes
- Complete the templates in Docs

- 30 minutes to work in your groups
- 20 minutes to share

Data Collection Tools

- Surveys
- Focus Groups
- Interviews
- Observations

Surveys

- Creating good surveys
  - Length
  - Differentiation (teachers, staff, parents, community, etc..)
  - Timing/response rates (getting returns!)

Focus Groups/Interviews

- Focus Groups/Interviews
  - Teachers
  - Parents
  - Students
  - Administrators
  - Other stakeholders

Classroom Observations

- Using an observation template
- Setting up the observation
- Providing opportunity for short interviews

Recap/Main Points

- Look at the words in the indicator to inform your questions
- “Yes/No” questions
- Leading questions
- Open-ended questions

- Questions?


Indicators
Data Collection
Analysis

Analysis

- Compare data to indicators
  - Data alone is not a finding
  - Analysis generates findings
  - Reflection
- Reporting
  - Consider your intentions and purpose for evaluating
- Questions?

Wrap-up

- For additional assistance
  - Sun Associates website
  - Contact us!
- Jeff Sun – jsun@sun-associates.com
  - 978-251-1600 ext. 204