Formative Evaluation Strand 2: Classroom-Based Pilot Testing

Cathy Ringstaff
Danielle Brown
WestEd
Pilot Test Sites

• Teachers who participated varied in terms of their teaching experience and science content background.
• Some participants were new to PBIS, while others had used the curriculum before.
• Sites included:
  • Beaverton, Oregon (6 teachers)
  • Franklin, Wisconsin (5 teachers)
  • Milwaukee, Wisconsin (4 teachers)
  • New York City (4 teachers)
Pilot Test Study Requirements

- Complete the 10-hour “Getting Started” asynchronous online course
- Implement one or two units of PBIS during the school year using the CyberPD site and assets
- Complete research feedback activities, including:
  - Brief telephone interviews
  - Periodic online activity logs, describing use of the CyberPD site
  - Online teacher surveys
Incentives for Participating

• Teachers were provided with a class set of modules and all necessary equipment
• Teachers received up to $850 as a stipend, depending on what they actually completed in terms of data collection
Teacher Survey

• Adapted from the Survey of Instructional Practices for Science
• Included questions on:
  • teacher demographics
  • teacher beliefs about their own skills and knowledge
  • teachers’ instructional practices related to science, and the types of activities assigned to students for homework
Teacher Logs

- Topics included:
  - The extent to which the asset had a positive impact on teachers’:
    - ability to implement the curriculum
    - confidence as a science teacher
    - ability to implement a specific instructional strategy
    - curiosity about the content
    - interest in learning more about a specific instructional strategy
Teacher Logs (continued)

• Teachers were also asked to comment on the extent to which the assets met their needs, given their:
  • existing content knowledge
  • existing experience using PBIS curricula
  • personal teaching and learning goals
  • level of expertise using technology
Log Completion

• Teachers were asked to do logs weekly, but were not always successful.
• Teachers were asked to comment on up to 3 different assets per week.
• Teachers completed a total of about 200 ratings of assets over the course of the 2013-2014 academic year.
Teacher Interviews

• Participating teachers participated in a total of 26 thirty-minute interviews over the course of the 2013-2014 year (1-2 per teacher).
• The interviews were intended to be conducted after teachers completed various PBIS Learning Sets.
• Teachers were asked to elaborate on their use of the CyberPD site, and discuss their general comfort with the curriculum.
Administrator Interviews

• Individuals at the district level who were involved in recruiting or offering support to participants (e.g., science resource specialists) were interviewed. Topics included:
  • Their views of the “Getting Started” course in terms of usefulness for their teachers
  • Their views of the CyperPD site in terms of usefulness for their teachers
  • Challenges their teachers faced in using these resources
Findings

• Teachers evaluated a wide variety of assets.
• The most commonly evaluated were video assets.
• About 70% of the logs indicated that teachers felt that the asset they evaluated were “totally appropriate” given their content knowledge.
• About 65% of the logs indicated that teachers felt the asset was “totally appropriate” given their experience with PBIS.
Findings

• About 60% of the logs indicated that teachers felt that the asset they evaluated were “totally appropriate” given their personal teaching and learning goals.

• Teachers rated most assets as having at least “moderate” to “significant” positive impact on their confidence as a science teacher, on their content knowledge, and on their ability to implement the curriculum.
PBIS CyberPD Project

Findings

• Teachers preferred the online, self-paced format because of the flexibility, but missed the face-to-face collaboration offered by traditional PD.
• Teachers believed the videos in the CyberPD were especially useful.
• The “Getting Started” online course led to a deeper appreciation for and understanding of the structure of PBIS activities.
Findings

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Examples of improvements made to the CyberPD site as a direct result of teacher feedback during WestEd’s pilot process.

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<tr>
<th>Issue</th>
<th>Solution</th>
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<td>Some teachers were not using the PD assets on the site, including the interactive teachers’ resources, to their advantage.</td>
<td>IAT developed an asynchronous “Getting Started” course to guide teachers through the PD assets and features of the site in a logical sequence.</td>
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<td>Teachers wanted to access specific assets without scrolling through a list. They also wanted to access all the information on the site about a specific topic.</td>
<td>A search feature was implemented in addition to the many other ways to access the site content.</td>
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