Formative Evaluation Strand 1: Scenario Guided Design Evaluation

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- Teacher Design Advisors recruited
- Developed process to evaluate CyberPD materials
  - Design process, as new features are developed we provide feedback quickly to inform the next iteration of development
PBIS CyberPD Project

Why Scenario Guided Design Evaluation?
Scenario Based Approach

- Real world task to address teacher needs
- Individual exploration with survey questions aligned to CBAM
- Analyze survey results
- Group webinar based discussion
Example Scenario

Cheryl is a teacher leader for a team of 3 middle-school science teachers. She has recently observed classrooms in which the students build watershed models to represent different land uses (residential, commercial, industrial and agricultural). She has noted that many students are not sure what they should be looking for when they make their stream table observations, and that the teachers need some support and ideas for how to prompt them. She is meeting with her teachers in a couple of days so she wants to make some notes on what she finds for reference. Cheryl logs into the CyberPD environment to look for ideas; she uses the journal to take notes to refer to later.
Example Scenario

Dan has been teaching Diving In for several weeks but notices that his pacing in the first two Learning Sets has been slow compared to his colleagues at his school. He is looking for guidance as he begins Learning Set 3; in particular he is concerned about how he will use the Project Board with the Whirligig Activity. He accesses the IPG for the first time, and opens the section on the Whirligig Challenge and works through the materials. He creates a personal copy of the guide, inserting dates from his school calendar and checking them off as he proceeds through the Learning Set. He also prints a copy so he can discuss his pacing with a fellow teacher.
Concerns Based Adoption Model (CBAM)

- **Refocus / Refine**: How can we implement improvements?
- **Collaboration**: How can I help others with the change?
- **Consequences**: What are the benefits? What will the overall impact of the change be?
- **Management**: How will this change be accomplished?
- **Personal**: How will the change affect me and my job? How will I be evaluated?
- **Information**: How does it work?
- **Awareness**: What is it?
PBIS CyberPD Project

Example Survey Questions
Mixture of Likert Questions and Open Ended Questions

• Using the journaling feature to record reflections is user friendly.
• I have an increased understanding of new instructional practices associated with the PBIS program.
• I have an increased understanding of how the Project Board helps students move towards answering the Big Question and/or Challenge.
• Please report any problems, issues, or suggestions.
• What are the strengths of the CyberPD site?
• What are the weaknesses of the CyberPD site?
• How can the CyberPD site be improved?
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Usability / Utility Questions</th>
<th>CBAM</th>
<th>CBAM-Level Questions</th>
</tr>
</thead>
</table>
| Sarah - Experienced teacher new to PBIS program | Rate the usability and utility of the online CyberPD environment for completing this task:  
It is easy to find information about the *Project Board*.  
The assets with information about the *Project Board* are useful.  
The assets with information about the *Project Board* are engaging. | Informational     | After using the CyberPD environment I have an:  
Increased understanding of what the *Project Board* is.  
Increased understanding of how to introduce the *Project Board* to my students.  
Increased understanding of how the *Project Board* helps students move towards answering the *Big Question* and/or *Challenge*.  
Increased understanding of the role of the *Project Board* in helping students think and act like scientists and engage in scientific argumentation. |

**Scenario #2: Project Board and classroom management**

*List the assets you used to complete this task.*
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Results From Using This Process

• Iterative, timely and useful feedback to developers
• Scenarios provide structure to engage advisors in a productive exploration of the materials and launching point for group discussions
• Group discussion is beneficial PD opportunity for advisors to share ideas and practice
• Improved materials for each round of implementation studies
Any Questions?

• Contact us online
  – Tamara Sumner: sumner@colorado.edu
  – Heather Leary: heather.leary@colorado.edu
  – Holly Devaul: devaul@ucar.edu
Evaluation Activity

Scenario exploration: [http://goo.gl/66tuPV](http://goo.gl/66tuPV)

CyberPD site: [http://www.pbiscyberpd.org/](http://www.pbiscyberpd.org/)

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<th>Username</th>
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</table>
Activity Scenario

Fiona is an experienced middle school science teacher, but has just moved to a new district and has been assigned to teach PBIS, a curriculum with which she is not familiar. School starts in a couple of weeks and she needs to learn about the curriculum quickly and begin planning for the first learning set. She has heard the PBIS curriculum uses a Project Board but is not quite sure what that means. She is provided an account in the CyberPD site and advised to consult the Interactive Planning Guide for the Living Together unit and videos about the Project Board. Fiona logs into the site to explore and begin planning and preparing for her new teaching assignment.
Scenario
Please read the following scenario about an experienced teacher new to the PBIS program, explore the site as if you were this teacher and answer the questions.

Fiona is an experienced middle school science teacher, but has just moved to a new district and has been assigned to teach PBIS, a curriculum with which she is not familiar. School starts in a couple of weeks and she needs to learn about the curriculum quickly and begin planning for the first learning set. She has heard the PBIS curriculum uses a Project Board but is not quite sure what that means. She is provided an account in the CyberPD site and advised to consult the Interactive Planning Guide for the Living Together unit and videos about the Project Board. Fiona logs into the site to explore and begin planning and preparing for her new teaching assignment.

Rate the usability and utility of the online CyberPD site for completing this task: *

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CyberPD site is easy to navigate.</td>
<td></td>
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<tr>
<td>The assets in the CyberPD site are useful for this task.</td>
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<tr>
<td>It is easy to find information about the Project Board.</td>
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<tr>
<td>The Project Board videos are useful.</td>
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After using the CyberPD site I have an: *

<table>
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</thead>
<tbody>
<tr>
<td>Increased understanding of the PBIS program.</td>
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<tr>
<td>Increased understanding of the Living Together unit.</td>
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Please report any problems/issues/suggestions.